



## Education Report: Ministerial Youth Advisory Group – Meeting Four insights 2020

<b>To:</b>	Hon Chris Hipkins, Minister of Education		
<b>Date:</b>	27 November 2020	<b>Priority:</b>	Low
<b>Security Level:</b>	In Confidence	<b>METIS No:</b>	1244567
<b>Drafter:</b>	Jordan Hunt, Senior Advisor, Parent Information and Community Intelligence (PICl)	<b>DDI:</b>	§ 9(2)(a)
<b>Key Contact:</b>	Rose Jamieson Deputy Secretary, Parent Information and Community Intelligence (PICl)	<b>DDI:</b>	§ 9(2)(a)
<b>Messaging seen by Communications team:</b>	N/A	<b>Round Robin:</b>	N/A

### Purpose of Report

The purpose of this paper is to provide you with the advice and notes from the Ministerial Youth Advisory Group meeting held on the 15 - 16 October 2020. It also outlines proposed dates for the YAG in 2021.

### Summary

- 1 The YAG meet on 15 - 16 October at Mātauranga House. The agenda included five presentations on reviewing how teacher aides are funded, assistive technology, the record of learning, an update on the NCEA change programme and Neurodiversity. The YAG members also gave a presentation to Ministry staff about their experiences of education.
- 2 In 2021 we are changing meeting structures and frequency to include more online meetings and shorter face-to-face meetings.
- 3 We have been in contact with your office with tentative meetings dates for the YAG meetings in 2021. They are:
  - a. Meeting One – Thursday 25 and Friday 26 February
  - b. Meeting Two – Friday 7 May
  - c. Meeting Three – Friday 30 July
  - d. Meeting Four – Friday 22 October
- 4 We have provided you with an update on the YAG registration of interest for four new members in 2021.

## Recommended Actions

---

The Ministry of Education recommends you:

- a. **note** the YAG approved notes from the meeting (Annex 1)

Noted

- b. **approve** the structure change to the meetings to include online engagement

☒ **Approve** ☐ Not approve

- c. **approve** that members will receive a payment of \$50 to attend each virtual meeting

☒ **Approve** ☐ Not approve

- d. **agree** that this report will be proactively released.

☒ **Agree** ☐ Disagree



Rose Jamieson  
**Deputy Secretary**  
**Parent Information and Community Intelligence**

27/11/2020



Hon Chris Hipkins  
**Minister of Education**

15/3/21

## Reviewing how schools are funded for teacher aides

---

1. The YAG heard about work to re-design the funding mechanism for teacher aides.
2. The YAG identified a 'good' teacher aide as someone who could form strong relationships with young people and their whānau and understand what is happening in their life in and outside of school. They would also like to see teacher aides being in schools on an ongoing, permanent basis. The longer a teacher aide works in a school, the stronger their relationships with the child, whānau and community.
3. The YAG identified barriers that impact the effectiveness of the teacher aide:
  - a. Teacher aides can be undervalued by school leadership and other teachers.
  - b. Teacher aides' caseloads may be too large to effectively support learners.
  - c. A teacher aides' skillset is not always recognised.
  - d. There is a lack of flexibility in the funding of teacher aides. For example, there is no financial remuneration for teacher aides as capability and practice improves.
  - e. There is a lack of communication between the teacher, teacher aide and parents.
  - f. Teacher aides may lack the cultural competency to work with various groups of children and young people.
4. Opportunities to 'use' teacher aides better include:
  - a. review their hours of employment (many learning and progression conversations with teachers and parents take place outside of their daily contracted hours)
  - b. provide professional development for teacher aides so they can provide support to a children and young people in the classroom, rather taking them out of class (to avoid stigma)
  - c. place more value on the opinions, diverse skillsets and lived experiences that teacher aides bring to the role, and ensuring parents, whānau and learners are involved in any decision-making.

## Assistive technology tools for learning

---

5. The Sector Enablement & Support (SE&S) team met with the YAG to help inform the Ministry's approach in providing assistive technology children and young people. Two members of the YAG had heard of assistive technology before the discussion. Both had negative experiences due to the long time it takes to receive the assistive technology.
6. Barriers to using and receiving assistive technology identified by the YAG are:
  - a. the public's knowledge of assistive technology
  - b. learners' not being listened too regarding their own needs, and
  - c. the long process in applying and accessing assistive technology.
7. The YAG identified an opportunity for the Ministry to be working with the broader education sector, particularly the tertiary sector to learn how they manage assistive technology for their students. A member in tertiary study said the process in getting assistive technology at university was far easier than at secondary school.
8. Members questioned why children, young people and whānau needed to continue re-applying for assistive technology after their applications had already been granted in the past. If a learner qualified for assistive technology, it is likely they would continue to need this support throughout their schooling life.

## Social and Emotional Learning – Curriculum Progress Map (CPA) and the Record of Learning (RoL)

---

9. The YAG were updated on the progress and next steps of the curriculum work.
10. A prototype RoL is being developed for testing. Members were given the Ministry's initial thinking about what key information should be recorded on the platform. Overall, members felt that out of school activities, personal goals and learning needs were more important, and that test scores were of less importance. They thought the RoL should be flexible so it can record information that is important to each learner and their whānau.
11. Members added further suggestions that should be included in the Record of Learning:
  - a. Information on wellbeing
  - b. The learner's pepeha
  - c. Self-identified gender
  - d. The learner's strengths
  - e. The teacher's comments and thoughts
12. The YAG would like to be updated on the trial of the Curriculum Progress Map in schools in 2021.

## Te Ara Whiti Speaker Series: *Te reo rangatahi – The multiple facets of equity from a young person's perspective*

---

13. The YAG presented a knowledge seminar to Ministry of Education staff where they shared the realities and challenges of being a young person in New Zealand's education system. Key points from their presentations were:
  - a. success should be determined by the young person and is shaped by their environment and stage in life.  
*"What others determine as success can determine our own abilities and agency because it doesn't fit the box of 'success'."*
  - b. young people should be supported to learn in a way that comes naturally to them.  
*"Don't change the children to fit the system, change the system to fit the children."*
  - c. the Ministry needs to improve accessibility to assistive technology.  
*"At the start of term one we began an application process... in term three, I was happy to find my application had been accepted, only for it to be withdrawn [because computers had increased in price]"*
  - d. leadership in schools need to reflect the communities they serve.  
*"It's seldom we see elders from our backgrounds in the schooling system. Having a role model that you can relate to and gain sound mentorship."*
  - e. when you meet the needs of whānau, you will meet the needs of learners.  
*"How are you ensuring that the needs of our whānau are being catered for? Because by catering for them, you're catering for me."*

- f. the Ministry should work with people and organisations who already have strong relationships with Pacific communities.

*"I recommend working with existing people and organisations that are on the ground and already working effectively with our Pasifika community. We don't want to reinvent the wheel."*

14. The seminar was attended by over 200 Ministry of Education staff in person and via Zoom. The presentation was well received, with some staff noting *"...it was the most powerful presentation (they'd attended) at the Ministry"*.

### Update on the NCEA Change package

---

15. YAG was provided with an update on progress in the NCEA Change Package.
16. The members continue to support the change of NCEA Level 1 becoming broad and foundational. However, members felt like the Ministry was ignoring the feedback from the public on the NCEA Level 1 Provisional Subject List in maintaining its original approach. They felt the Ministry should find ways to take the comments from the public into consideration.
17. The Ministry team noted that all public feedback is carefully considered and documented, and was not ignored. They intend to ensure the decisions and technical reports supporting the final decisions were proactively released so the process remained transparent and open to scrutiny. The members were satisfied that the Ministry was not considering removing subjects at NCEA level 2 and 3, where the objective would be specialisation.
18. The Ministry acknowledged that the NCEA Change Package would directly affect learner's mental health. It was important to the YAG that the Ministry influence schools to make sure a learner's mental health throughout NCEA was a priority. Members recommended the Ministry to be transparent with learners during the NCEA change and work with the tertiary sector to identify pre-requisite subjects for courses at tertiary level.

### Neurodiversity – how can our schools do better?

---

19. The Ministry is providing guidance and advice for schools to help them meet the diverse needs of all children and young people in their learning environments. YAG were asked to provide their perspectives on neurodiversity.
20. The members had different interpretations of what the term "neurodiversity" meant. Members talked about the different ways people think and view the world, while needing to also consider a child and young person's needs in a more holistic way.
21. The YAG provided suggestions on what teachers need to do. The key points were:
  - a. Involve children, young people, parents and communities in decision making.
  - b. Consider a variety of ways for children and young people to complete work.
  - c. Build meaningful relationships with learners.
  - d. Undertake professional development to build on their own cultural competency.
22. It was also essential for teachers to believe that neurodiverse young people are not a problem, and that it's seen as normal in any classroom. Improvements made for neurodiverse children and young people will benefit all learners. Support should also be given to teachers to help them recognise neurodiversity.

## Change in YAG meetings

---

23. We are proposing to change the 2021 YAG meeting structure. Currently, members attend two-days every quarter in Wellington. COVID-19 has shown that we are able to successfully host YAG meetings over Zoom at relatively short notice. We propose:
- a. the first meeting of 2021 take place over two days to allow for orientation and whakawhanaungatanga of new YAG members
  - b. the remaining three 2021 meetings will take place over one day in Wellington
  - c. to introduce the ability for 12 virtual YAG meetings throughout the year, as required
  - d. members receive a \$50 fee for any virtual meetings.
24. Having the ability to allow the YAG to meet online will provide the following benefits:
- a. Provides the opportunity to set up meetings at short notice to seek advice from the YAG on emerging issues affecting education in Aotearoa New Zealand
  - b. More opportunities for frequent and effective engagement with the YAG
  - c. A reduction in the resourcing required to host two-day meetings.

## YAG meetings in 2021

---

25. We have worked with your office to identify dates for the YAG meetings in 2021. The tentative dates are below:
- a. Meeting One – Thursday 25 and Friday 26 February
  - b. Meeting Two – Friday 7 May
  - c. Meeting Three – Friday 30 July
  - d. Meeting Four – Friday 22 October

## New YAG members

---

26. The registration of interest process for YAG 2021 closed on Monday 9 November. We received 143 submissions from young people from across the country.
27. Applications have been reviewed and shortlisted, and an evaluation panel will provide recommendations to you for four new members. Panel members include Ministry of Education staff, staff from the Office of the Children's Commissioner and a YAG alumni. You can expect to see these recommendations by Thursday 3 December.

## Proactive Release

---

28. We recommend that this report is proactively released as per your expectation that information be released as soon as possible. Any information which may need to be withheld will be done so in line with the provisions of the Official Information Act 1982.

## Annexes

---

Annex 1: YAG Meeting notes: 15 – 16 October

## Annex 1: YAG Meeting notes: 15 – 16 October

Youth Advisory Group Meeting Four, Thursday 15 October – Friday 16 October 2020

Day One, Room 1.07 Mātauranga House

**Facilitator:** Serena Curtis-Lemuelu

**Co-Secretariat:** Kylie Skelton-Mastrovich (Ministry of Education)

**Co-Secretariat:** Jordan Hunt (Ministry of Education)

**Participants:** Nathan Farr, Moeka Koyama, Kate Morris, Okirano Tilaia, Tanin Cain, Bella Tran-Lawrence, Tara Shepherd, Maru Taiaki, Raiyan Azmi, Watene Campbell.

**Apologies:** Adrienne Hunt, Fine Aholelei

**Presenters:** Jordan Naama, Victoria Hunter, Justine Simpson, Maree Boyd, Cat Lunjevich, Alastair Schaw

### Reviewing how schools are funded for teacher aides

Jordan Naama and Victoria Hunter (Funding Policy, Education System Policy) met with the YAG to learn about their experiences of teacher aides in schools with the aim of helping the Ministry consider what the key factors are in the funding system design.

- How do we promote 'good' teacher aide use and practice in schools through how we fund?
- How do we mitigate the barriers to good teacher aide use and practice through our funding design?

The YAG's opinion was that teacher aides are sometimes not regarded very highly by teachers or school management. Teacher aides were also deemed to be over stretched in terms of their workload.

Members agreed that a 'good' teacher aide was someone who could form relationships with students and their whānau. Having strong relationships meant the teacher aide had an understanding about what was happening in young people's lives, in and outside of school. This meant they could preempt and diffuse any situations that may get a learner upset. A 'good' teacher aide was also someone who could advocate for children and young people to ensure that they received the same curriculum as other learners in their class.

A common theme throughout different schooling types was that the longer a teacher aide worked in a school, the better the relationships were with learners and whānau. Teacher aides were better able to understand children, young people and their whānau while also understanding school processes and how to advocate for the learners they work with.

Barriers that impact how effective a teacher aide can be:

Working with multiple learners	<ul style="list-style-type: none"><li>• Nathan, Moeka and Kate said they felt that the number of learners each teacher aide had was a barrier to effective practice.</li></ul>
Qualifications and skills	<ul style="list-style-type: none"><li>• Okirano said that we need to value the role of a teacher aide. He wondered why trainee teachers can gain credits towards their teaching qualification with placements in schools, while teacher aides are doing this everyday as part of their work.</li><li>• Tara recommended funding a course for the teacher aide in their first year of employment that focusses on the needs of the student that they work with.</li><li>• Bella said a barrier is a lack of knowledge about neurodiverse students.</li></ul>

	<ul style="list-style-type: none"> <li>Tanin emphasised that a teacher aide's own skillset needs to be matched appropriately to the students they work with and the student should lead the process.</li> </ul>
Lack of communication	<ul style="list-style-type: none"> <li>Kate said it was important that teacher aides, parents and teachers continuously communicate about a student's needs.</li> </ul>
Teacher aides are undervalued	<ul style="list-style-type: none"> <li>Kate, Raiyan and Maru said that it seems as if teacher aides are undervalued by teachers and school management. Raiyan said that "teachers look down on them."</li> <li>Kate shared a situation where her friend has been working as a teacher aide. Her friend feels teachers are always 'overpowering' her, ignoring what the learner's needs in order to make the learner fit in with the rest of the class. Kate shared an example where her friend worked with someone with Autism Spectrum Disorder. The teacher aide created a quiet space for them and was told by the classroom teacher that the young person needed to socialise with the rest of the class and not use the quiet space.</li> <li>Maru said that teacher aides have a good understanding of their young peoples' strengths and weaknesses so thought it was unfair how undervalued teacher aides can be in schools.</li> </ul>
Funding	<ul style="list-style-type: none"> <li>Nathan said that the funding was too structured and didn't allow for any flexibility. Nathan shared the experience of his brother who had to re-apply for funding for a teacher aide. The Ministry told them they could not fund a teacher aide as his brother's situation 'didn't meet the by the book criteria, even though multiple professionals were saying he needs it'. Eventually funding was approved after the principal advocated for the family.</li> <li>Tara suggested that schools could all be funded the same amount, instead of paying schools based on a child's condition.</li> </ul>
Identity, language and culture	<ul style="list-style-type: none"> <li>Okirano said it was important that teacher aides had the same identity, language and culture as the students they work with, "Māori for Māori and Pacific for Pacific". The Ministry needs to also ensure it is not being tokenistic when doing this. There is an opportunity to upskill the Māori and Pacific workforce so the criteria is genuinely met.</li> </ul>
Members were then asked, 'How can schools use teacher aides better?'	
Value opinions and diverse skillsets	<ul style="list-style-type: none"> <li>Kate, Okirano and Raiyan all suggested that schools need to value their teacher aides. It was important to know that even though their skillsets differ to those of a teacher they are still extremely useful to students. Raiyan and Okirano both suggested providing teacher aides with an opportunity to provide their perspectives and opinions on the school's decisions, giving them a "seat at the table." Okirano suggested this would also help with teacher aides feeling undervalued.</li> </ul>
Language	<ul style="list-style-type: none"> <li>Tanin – "Saying you USE someone is very demeaning, change the wording, don't USE teacher aides, you wouldn't USE teachers."</li> <li>The YAG thought the word 'aide' implies that teacher aides are less than teachers and could contribute to them being undervalued.</li> </ul>



Stigma on children and young people	<ul style="list-style-type: none"> <li>Kate, Raiyan, Nathan and Watene said that stigma occurs when learners are taken out of class. In primary school, learners remained in the class and it felt like those children were still part of the class. Members felt that in high school, learners receiving support from teacher aides are taken outside of class which can stigmatise them and they may not be receiving the same curriculum as those in the class.</li> </ul>
Financial reporting	<ul style="list-style-type: none"> <li>Raiyan suggested schools could provide audited financial reports so the Ministry can see how schools specifically spend money allocated for the purpose of teacher aides.</li> </ul>
Involve parents and students	<ul style="list-style-type: none"> <li>Nathan said it was important that parents and students were both involved in the decision-making process to ensure what is best for the student is always at the forefront of decision making.</li> </ul>

Finally, Bella suggested that there was an opportunity to connect this work with the team who are developing the Record of Learning to see whether teacher aides could have access to the Record of Learning to update information on children and young people.

The YAG asked that they continue to be involved in this work in 2021.

## Assistive technology tools for learning

Justine Simpson and Maree Boyd (Assistive Technology, Sector Enablement and Support) met with the YAG to help inform the Ministry's approach in providing assistive technology to schools and learners. They gave an overview of what assistive technology is and the current timing/process for children and young people to get assistive technology.

The group were asked about their own knowledge and experiences of assistive technology. There were two main responses, most of the group had minimal knowledge or experience of assistive technology while two members did have their own experiences.

Negative experiences of assistive technology	<ul style="list-style-type: none"> <li>Nathan – "In year 10, the learning support teacher told my parents not to bother applying [for assistive technology] as it takes too long." During his NCEA exams, Nathan was able to type his responses, however still struggled as he was not able to use spell check. He was told that allowing him to use spell check would disadvantage other students.</li> <li>Tara said she has used assistive technology since she was eight years old. At the start of 2020 her condition worsened which made her device inadequate for her learning needs. The family applied for a new device, but funding wasn't approved until term three. Tara then found out that due to an increase in costs and demand for laptops her funding was withdrawn because she was in her final year of secondary schools. Tara said this has been difficult to understand as she still must work towards gaining NCEA level 3, University Entrance and scholarships.</li> </ul>
--	---

The group were asked where they would expect to find information about assistive technology.

- Members who had previous experiences of assistive technology said learning support co-ordinators, CCS Disability Action, school staff, parents and doctors would be the best place.

- Members who didn't have their own experience of assistive technology suggested that teachers, deans, school management, disability services, searching the internet, youth groups, technology stores and community centres would be good places to find information.

Bella suggested that information should be given to parents and caregivers when a student enrolls at a school. Schools could also inform students on orientation days. Bella went on to suggest that schools should inform minority communities about assistive technology because they might not know about it or even that their child/young person may need it.

Members were then asked what they thought the barriers to using and receiving assistive technology are. Themes are outlined below:

Long process in getting assistive technology	<ul style="list-style-type: none"> <li>• Tara and Nathan both identified the process as a barrier to receiving support. This includes the time it takes to get the required documentation together from professionals. Once this information is obtained it can still take a long time for the assistive technology to arrive to the student.</li> </ul>
The public's knowledge of assistive technology	<ul style="list-style-type: none"> <li>• Some members said they were not aware assistive technology existed or who they could speak to for information about it. Maru said a barrier in finding this information is that students in school are restricted from websites which limits their own knowledge. Nathan said it was also important for families to be kept updated with changes to processes and equipment related to assistive technology.</li> </ul>
Student not being listened too	<ul style="list-style-type: none"> <li>• Nathan said students are not always being listened to regarding their own needs of assistive technology. Other members noted this includes students not being believed. Okirano suggested getting feedback from the young people who use assistive technology to see if their needs are being fully met.</li> </ul>

Moeka said that schools need to be proactive in identifying students that could benefit from having assistive technology. Tanin suggested incentivising schools financially to request assistive technology.

The session finished with Tara and Nathan talking about their own experiences further. This discussion focussed on more collaboration with NZQA regarding exams and providing teachers with training on how to use the assistive technology that students in their class have. Nathan said the process for getting assistive technology has been much easier since he started tertiary education and recommended talking to the tertiary sector about how they do this.

The YAG said they see this work as a priority for them and would like to hear from the assistive technology team in the future.

## Social and Emotional Learning – Curriculum progress map and the Record of Learning

Alastair Schaw and Cat Lunjevich (Early Learning and Student Achievement) met with the YAG to update them on the Social and Emotional Learning (SEL) and Record of Learning (RoL) work.

- A trial is being run in some schools – this includes providing information about SEL, examples of how to recognise and notice progress, and an assessment tool for learners to rate the products in terms of challenge and engagement
- The curriculum progress map will be available to all schools in 2021 (to be confirmed after the trial)

Alistair shared the next steps for the RoL which includes:

- Building a prototype RoL so people can have better input on it
- Co-ordinating with the Māori medium team to collaborate on the design
- Testing the prototype with a group of schools

Alistair also shared the potential 'information' that could go into the RoL. Members were asked to pick their top three (What is most important to you?) and their second three (What would be 'nice to have?') The results are outlined below (from most important to least important) with additional comments made by the members.

- Out of school activities
  - Should include hobbies/interests, sports, church groups, youth groups, volunteering, advisory groups.
- Your personal goals
  - Split this into two sections. A section for the student and any wishes parents may have.
- Special learning needs
  - Including assistive technology
- Subject interest or passion
  - Allow topics outside of school
  - When I think of subject interest, I think of school which makes me lose interest.
  - Interests and passions aren't limited to subjects, but every interest can in some way relate to a subject.
- Cultural interests / involvement
  - Kapa haka
  - Being a part of cultural groups e.g. Pasifika.
  - Does culture include the arts as well?
- Curriculum Progress Map
- Learning support received
  - Includes assistive technology, teacher aides, youth workers
- Qualifications earned
  - Both in and out of school. For example, being a black belt in karate.
  - Jobs / employment.
  - Music exams
- Examples of learning
  - Should be examples that the learner is proud of
  - Examples of learning that benefit the learner
- Sporting interests/achievement
  - Competitive and social sports
- Celebrations and comments
  - Achievements inside and significant achievements. outside of school
  - Religious celebrations
- Test scores
  - Can cause anxiety among children and young people
  - Is this truly necessary in an ideal scenario?
- Achievement information
  - What does this mean?
  - Remove the word achievement and replace with something else

Members were then given the opportunity to come up with other areas that the Ministry may not have thought of. Ideas are outlined below.

- Wellbeing / mental health "mindfulness"
- Pepeha / tūrangawaewae

- Gender diversity – extra details if needed
- The young person's own strengths
- The teacher's comments and thought

Members were then asked how long they thought the RoL should stay in circulation. Answers were varied.

YAG Member	Response
Raiyan	<ul style="list-style-type: none"> <li>• You can't put a specific age on it because everyone's path is different.</li> <li>• The RoL should not replace a CV.</li> </ul>
Kate	<ul style="list-style-type: none"> <li>• The RoL should be open and accessible for you through your whole life, so it is more than a tool for educators, it could be handed to you when you leave school.</li> </ul>
Tanin	<ul style="list-style-type: none"> <li>• Don't limit it to 'nostalgia', it could be used for research or for future generations.</li> </ul>
Tara	<ul style="list-style-type: none"> <li>• There could be a tick box on who you can share certain things with.</li> </ul>

At the end of the session the YAG emphasised that this work is a priority for them and they would like to see any progress made next year. They would like to hear feedback from other engagements and stakeholders. The YAG would also like to hear the feedback from schools about how the Curriculum Progress Map pilot is going.

**Facilitator:** Serena Curtis-Lemuelu

**Co-Secretariat:** Kylie Skelton-Mastrovich (Ministry of Education)

**Co-Secretariat:** Jordan Hunt (Ministry of Education)

**Participants:** Nathan Farr, Moeka Koyama, Kate Morris, Tanin Cain, Bella Tran-Lawrence, Tara Shepherd, Maru Taiaki, Raiyan Azmi, Watene Campbell.

**Apologies:** Adrienne Hunt, Fine Aholelei, Okirano Tilaia

**Presenters:** Emily Ridgway, James Gavey, Vonnie Jones

### Te Ara Whiti Speaker Series 'Te reo rangatahi – The multiple facets of equity from a young person's perspective'

The YAG, in partnership with the Racial Equity Office, gave a 90-minute presentation to Ministry of Education staff on the topics that are important to them in education. The members presented six different topics, in pairs or individually. Their topics and key points are outlined below.

Kate and Moeka	<p>What is success?</p> <ul style="list-style-type: none"><li>• Success is based on unique circumstances and is shaped by young peoples' environments and their stage in life.</li><li>• Outdated versions of success can lead to real and lasting harm for young people.</li><li>• Be mindful of everyone's definition of success when designing plans and policies.</li></ul>
Tanin and Nathan	<p>Learning supporting and disability</p> <ul style="list-style-type: none"><li>• Young people should be supported to learn in a way that comes naturally to them.</li><li>• Young people should be involved in conversations and decisions that affect them.</li></ul>
Tara	<p>Technology in education</p> <ul style="list-style-type: none"><li>• Don't assume that under situations like COVID-19 children and young people can continue to learn as they usually would.</li><li>• The process to get assistive technology is too long. Find ways to make it quicker.</li><li>• The Ministry should connect with children, young people and whānau to tailor solutions for their needs. This could result in the Ministry saving money in the procurement of technology.</li></ul>
Raiyan and Bella	<p>Refugees and immigrants</p> <ul style="list-style-type: none"><li>• There needs to be equal representation of refugee and migrant communities in leadership positions.</li><li>• The education system should recognise and celebrate differences.</li></ul>

Watene and Maru	<p>Building foundations to ensure Māori success</p> <ul style="list-style-type: none"> <li>• By meeting the needs of whānau, you are meeting the needs of students.</li> <li>• Whānau should be at the heart of decision making.</li> <li>• For rangatahi Māori to succeed we also need to consider the physical, spiritual and mental aspects of their lives.</li> </ul>
Okirano	<p>The Pacific perspective</p> <ul style="list-style-type: none"> <li>• We as Pacific Peoples do not move as one, but move as a village, as a collective.</li> <li>• Work that is targeted towards Pacific learners is based and presented in a western styled forum and view.</li> <li>• Work with people and organisations who already have strong relationships with Pacific communities</li> </ul>

The presentation ended with a question and answer session for Ministry staff. The presentation was made available both in person and via Zoom with over 200 people attending.

### Update on the NCEA Change Package

Emily Ridgway and James Gavey (Early Learning and Student Achievement) met with the YAG to update them on progress made in delivering changes to strengthen NCEA.

Members were presented with the themes of feedback gathered during public consultation on the Provisional List of subjects, it is summarised below.

## Summary of feedback from public consultation on the Provision list of subjects

Subject Process	Classics	Media Studies	Commerce	Health and Physical Education
<b>The Ministry's proposal for each subject</b>	Remove Classics at Level 1. However, it would still be possible for some classical history to be delivered through the revised History subject.	Remove Media Studies at Level 1	Commerce would combine learning from Economics, Business Studies and Accounting.	Combine Health and PE
<b>Feedback received from the public on each subject</b>	Feedback (majority was from teachers, we think) indicated that this would restrict student choice in a popular subject	Media Studies teachers and associations worked very hard to have this subject included in NCEA and do not wish to see it lost. They argued that it is a popular and useful subject in which students learn valuable skills, both critical and creative, that have direct applications to future pathways. It is argued that if Media studies were to be incorporated as a context within Level 1 Social Studies, teachers may not have the time and/or expertise to cover the wide range of specialised knowledge and skills required in the subject, leaving students unprepared for specialisation at Levels 2 and 3.	There were concerns that Level 1 Commerce is likely to have very little Accounting content	The feedback we received suggested that this would dilute the important learning from both subjects. It was also suggested that many students who take Health are not equally interested in PE and vice versa. Because of this, combining these subjects might reduce student interest and uptake.
<b>Ministry's view on each subject after reviewing the feedback</b>	We are likely to maintain our approach (removing Classics at level 1)	We are likely to maintain our approach (removing Media Studies at level 1)	We are likely to maintain our approach of a single Commerce subject. We propose working with subject experts to determine the extent to which Accounting (and associated learning) could be included within Commerce in a coherent way. Significant feedback was provided (by both those who support and are opposed to the Commerce consolidation) that a focus on financial literacy and capabilities are important for young people. If Accounting is not able to coherently fit within Commerce, it will become a specialised subject from NCEA Level 2.	We will keep these subjects separate, allowing PE to stand on its own and incorporating learning from home economics into Health.

Overall, the YAG got the impression that the Ministry asked the public for feedback, then after receiving feedback that didn't align with their initial plans the Ministry were ignoring it.

Members also provided feedback on individual subjects:

Commerce	<ul style="list-style-type: none"> <li>Raiyan liked the name change as at his school this was called financial literacy, which doesn't sound as academic.</li> </ul>
Media studies	<ul style="list-style-type: none"> <li>Tanin felt Media Studies was more aligned to English rather than Social Studies at NCEA Level 1.</li> </ul>
Health and Physical Education	<ul style="list-style-type: none"> <li>Maru and Watene agreed that Health and Physical Education should be separated.</li> </ul>

Kate said it was important to acknowledge that that the jump between NCEA Level 1 and NCEA Level 2 was already the hardest jump in NCEA. Therefore, the Ministry needs to be mindful about making this jump even harder for students.

Tara said that by cutting down subjects, teachers may lose their jobs. This could be bad for rural schools who already struggle to find teachers.

The YAG was then asked if they would like to be in a comparison group for feedback on the pilot products (English and Māori Performing Arts subjects.) Tanin, Tara, Kate and Nathan agreed to be in a comparison group for English and Watene and Maru agreed to be in a comparison group for Māori Performing Arts.

A further discussion occurred on what the group could do better in the future to engage with learners.

Tanin	<ul style="list-style-type: none"> <li>Learners need to be made aware of how important, for them, the NCEA change programme is. Tanin said if he is told something is going to be a major change, that directly impacts him, he would get involved in the consultation, however if it comes across as a minor change, he would trust the teacher to provide feedback on his behalf.</li> </ul>
Raiyan	<ul style="list-style-type: none"> <li>I only hear about things like this because of my involvement in the YAG.</li> </ul>
Nathan	<ul style="list-style-type: none"> <li>It is important that the feedback proposals were all accessible, this included being available in sign language and Easy Read documents.</li> </ul>

Emily and James acknowledged the feedback the YAG gave during the last meeting about supporting students' mental health through the change process. Members were asked what support they would find helpful if they were sitting NCEA during this time. Responses are outlined below.

Tara	<ul style="list-style-type: none"> <li>Think about all the information a student needs to achieve. During NCEA Level 2 Psychology we were given exemplars on what our assignments and exams should look like. For Psychology in Level 3 this didn't happen, and my results have not been so good.</li> <li>My school tailors' due dates to me, so I don't have assessments due at the same time There could be a calendar that shows due dates by NCEA year level so schools can see when internal assignments are due.</li> </ul>
Tanin	<ul style="list-style-type: none"> <li>Be transparent, warn children and young people that the NCEA change is going to happen. I would like to know if the prerequisites for university subjects that I would like to do are changing.</li> </ul>



Moeka	<ul style="list-style-type: none"> <li>• Make the marking schedule more explicit and easier to read.</li> </ul>
Bella	<ul style="list-style-type: none"> <li>• Stress NCEA isn't everything. Mental health is more important.</li> </ul>
Nathan	<ul style="list-style-type: none"> <li>• The process to get an extension in NCEA is difficult. At university you email your tutor and they can grant it on the spot.</li> </ul>
Kate	<ul style="list-style-type: none"> <li>• At university there are no exemplars at all, I have found this easier as it encourages my own thoughts.</li> </ul>
Raiyan	<ul style="list-style-type: none"> <li>• My position as Head Boy allows me the privilege of easy extensions but my friends who are not in leadership positions don't get this.</li> </ul>

## Neurodiversity – How can our schools do better?

Vonnie Jones (Manager National Service Support and Guidance, Sector Enablement and Support) met with the YAG to understand their views on neurodiversity. This will help the Ministry shape guidance and advice for schools and kura to meet the diverse needs of all children and young people in their learning environments.

To start the session members were asked about what they understood by the term 'neurodiversity.' Responses are outlined below.

Raiyan	<ul style="list-style-type: none"> <li>• Linguistic, ethnic and cultural accessibility and understanding.</li> </ul>
Moeka	<ul style="list-style-type: none"> <li>• Different ways in which we think and engage with learning.</li> </ul>
Nathan	<ul style="list-style-type: none"> <li>• A different way of thinking and viewing the world.</li> </ul>
Maru	<ul style="list-style-type: none"> <li>• Te Whare Tapa Wha is what neurodiversity means to me. It talks about the four aspects – Physical, Mental, Spiritual and family.</li> </ul>
Tanin	<ul style="list-style-type: none"> <li>• Neurodiversity to me suggests I am somehow different to you. That what I can do is based on my labelling. We just think differently to the majority.</li> </ul>
Bella	<ul style="list-style-type: none"> <li>• Components on how an individual learns which determines their "intelligence."</li> </ul>
Watene	<ul style="list-style-type: none"> <li>• Understanding and catering to the variety of different needs that students hold.</li> </ul>

Members were then asked to imagine a school where all learners are present, participating, feel they belong and are learning and achieving. What do teachers need to do, know and believe about students with neurodiversity to achieve this?

### What do teachers need to do?

Involve children, young people, parents and communities in decision making	<ul style="list-style-type: none"> <li>• Ask learners what they need.</li> <li>• Be mindful that parents don't learn the same as their child, so it is important to involve students and their parents about decisions that relate to a student's learning.</li> </ul>
Present information in different ways	<ul style="list-style-type: none"> <li>• Teachers need to offer an array of different options and ways for students to complete their work.</li> <li>• Teachers need to be able to read the room and adapt their lessons where necessary.</li> <li>• Find different and creative ways to teach.</li> </ul>

	<ul style="list-style-type: none"> <li>• Cater learning to fit neurodivergent students. What you do for them will help all students.</li> </ul>
Build meaningful relationships	<ul style="list-style-type: none"> <li>• Connect with students, this could be through whakapapa.</li> <li>• Remain inclusive in their language and teaching style.</li> </ul>
Have cultural competency	<ul style="list-style-type: none"> <li>• Be aware of students cultural and religious needs.</li> </ul>

### What do teachers need to believe?

That different methods of learning exist	<ul style="list-style-type: none"> <li>• All students can learn, learning just happens in different ways.</li> </ul>
That neurodiverse students aren't a problem	<ul style="list-style-type: none"> <li>• Neurodiverse students aren't just a statistic that allow teachers to let students not achieve.</li> <li>• It is just a different way of thinking.</li> </ul>
It is normal to have neurodiverse students	<ul style="list-style-type: none"> <li>• Neurodiverse students are not abnormal, just different.</li> <li>• It's just like having different coloured hair, it's just part of a student.</li> <li>• Neurodiversity isn't a new thing. It just hasn't had a name before.</li> </ul>
Teachers can make a difference for all students	

### What do teachers need to know?

All students are different	<ul style="list-style-type: none"> <li>• There isn't a limit to how diverse one could be.</li> <li>• It is just our brains working differently.</li> </ul>
To recognise the signs of neurodiversity	<ul style="list-style-type: none"> <li>• So they can recommend a specialist to diagnose the student.</li> <li>• So they are aware of the different spectrums our brains work on. An example of this is people with ADHD can be under stimulated while people with ASD can be over stimulated</li> <li>• Some students are good at masking their differences.</li> <li>• Where to go to find advice, information and help.</li> </ul>

Members then had an open discussion about neurodiversity. Nathan reiterated the importance of talking to students as well as their parents/caregivers. In his experience only his parents were ever talked to about his schooling. There were things at school that he wouldn't tell his parents so would have liked to have also been involved in conversations that had an impact on his education.

Tara and Kate suggested that work in the neurodiversity space could link in with the group working on how schools are funded for teacher aides. Tara also suggested talking to the team working on the advocacy project that met with the YAG during the first meeting of the year.

Following on from the session the members all agreed that would like to be involved in any further work in the neurodiversity space.