



**Briefing Note:** Meeting with the National Enabling Good Lives Leadership Group on 4 May 2022

<b>To:</b>	Hon Jan Tinetti, Associate Minister of Education		
<b>Cc:</b>	Hon Chris Hipkins, Minister of Education		
<b>Date:</b>	29 April 2022	<b>Priority:</b>	Medium
<b>Security Level:</b>	In Confidence	<b>METIS No:</b>	1286248
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<b>Messaging seen by Communications team:</b>	No	<b>Round Robin:</b>	No

### Purpose of Paper

This paper is to support your meeting with the National Enabling Good Lives Leadership Group on Wednesday, 4 May 2022.

### Proactive Release

**Agree** that the Ministry of Education will release this briefing once it has been considered by you.

☒ **Agree** ☐ **Disagree**

*Ben O'Meara*  
Ben O'Meara  
Group Manager  
Te Puna Kaupapahere - Policy

29/04/2022



Hon Jan Tinetti  
Associate Minister of Education

30 /04/ 2022

## Background

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1. You are meeting with the National Enabling Good Lives Leadership Group (NEGL), on Wednesday, 4 May 2022. Ben O'Meara, Group Manager System and Schooling Policy, and David Wales, National Director Learning Support Delivery, will attend the meeting to provide support from the Ministry.
2. The focus of this meeting will be a discussion about what the Ministry of Education is doing to deliver on the Enabling Good Lives (EGL) approach for learners, how the NEGL would like to see us implement EGL throughout education, and our commitment to the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD).

## The Enabling Good Lives approach in education

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3. The NEGL have indicated that they would like to discuss:
  - a. the Ministry's progress on incorporating the EGL approach as part of standard learning culture;
  - b. alignment of service delivery with EGL principles;
  - c. strategic planning and actions for the above; and
  - d. 9(2)(a) [REDACTED]
4. EGL is a partnership between government agencies and the disability sector aimed at long-term transformation of how disabled people and their families are supported to live everyday lives. The EGL approach aims to empower disabled people and their families to have greater choice and control over their lives and supports, and make more use of natural and universally available supports. The principles that underpin EGL include:
  - a. Self-determination;
  - b. Beginning early;
  - c. Person centred;
  - d. Ordinary life outcomes;
  - e. Mainstream first;
  - f. Mana enhancing;
  - g. Easy to use; and
  - h. Relationship building.
5. The Ministry is exploring ways to apply the EGL principles throughout our work to improve the experiences of disabled ākonga in education. This includes our work to refresh the New Zealand Curriculum as well as to improve the provision of individualised supports across early learning, schooling, and tertiary education. You could ask the NEGL whether they think there are any other specific areas where the EGL principles need to be applied as a priority.

## Curriculum Refresh

6. We are refreshing the New Zealand Curriculum (NZC) so that it is Te Tiriti honouring and inclusive and so that every ākonga, including our disabled ākonga, can see

themselves, be successful in their learning, and be confident in who they are and their abilities.

7. We have developed a set of draft design standards for curriculum resources and materials that specifically identify the impacts and benefits for disabled ākonga that align with the EGL Vision and Principles.
8. We have also identified annotated examples of how the draft content within the bi cultural and inclusive framework for the NZC refresh and the draft refreshed Social Science content specifically align to the EGL vision and principles.

#### *Learning support*

9. The following system-level settings for learning support align well to the EGL principles:
  - a. Learning Support Delivery Model (LSDM).
  - b. *He Pikorua*, the practice framework for learning support.
  - c. The Tiered approach for delivery of supports.
  - d. Learning Support Action Plan 2019-2025 (LSAP).
10. The Learning Support Delivery Model is grounded in the need to provide local solutions to local needs. It requires educators and support providers to build strong relationships with whānau, and to work together to support presence, participation, and progress, to uphold and promote the wellbeing of all ākonga.
11. *He Pikorua* is a culturally affirming practice framework that provides guidance to RTLBs, Ministry staff, and learning support specialists. It is mana-enhancing, with a specific and deliberate focus on frameworks that support our responses to Māori. *He Pikorua* brings learning support practitioners together alongside whānau and educators to support the learning and well-being of ākonga, using a strengths-based approach. Practices under *He Pikorua* are person-centred, taking account of each individual's desired life outcomes. The voice, choice, and agency of mokopuna and whānau are valued and inform the support provided.
12. The tiered approach to delivery of supports is aligned with both the LSDM and *He Pikorua*. The tiered approach strengthens inclusive practice and systems for all ākonga and their whānau. Universal delivery of supports is mana-enhancing and easy to use. Targeted and individual supports are person-centred and can be provided within mainstream settings.
13. The Learning Support Action Plan is the Government's response to the voices of ākonga, whānau, advocates and educators from the disability sector. The LSAP priorities address the issues that these voices said would make the biggest difference to the lives of ākonga. Two of the six major priorities are Early Identification of Learning Support Needs (Priority 2) and Strengthening Early Intervention (Priority 3). These priorities are entirely consistent with the EGL principles of beginning early and using mainstream options first.
14. The EGL principles are also guiding the Ministry's work on the Highest Needs Review, which is part of LSAP Priority 4. This Review includes a focus on how supports and services are accessed from a child/young person perspective, including the need to align support across different government agencies.
15. We are currently reviewing and analysing submissions and information gathered during the Highest Needs Review engagement phase to inform the development of options and

solutions for change. These options will be assessed against the eight EGL principles.  
9(2)(f)(iv)

16. You could ask the NEGL whether they consider these changes to the learning support system will improve alignment with EGL, whether there are any specific changes they think are needed to better reflect the EGL principles, and how they would like to see the EGL approach enacted through the Highest Needs Review.

#### *Reform of Vocational Education*

17. The principles of the EGL approach are also being used to inform collaborative work being undertaken as part of the Reform of Vocational Education. The Ministry is convening a group of disability and vocational education sector experts to develop a proposal for funding for disabled learners who require higher investments to support their needs in vocational education and training (such as sign language interpreters or specific modifications to learning environments).

#### The Ministry's commitment to inclusive education

18. The NEGL have indicated that they would also like to discuss:
  - a. the Ministry's commitment to UNCRPD Article 24 and inclusive education as defined by General Comment 4; and
  - b. better investment into mainstream local schools to improve inclusive education as opposed to segregated special school pathways.
19. The Ministry is committed to progressive realisation of the UNCRPD. The primary vehicle for New Zealand's implementation of the UNCRPD is through the New Zealand Disability Strategy 2016-2026 (NZDS) and the Disability Action Plan 2019-2023. The Disability Action Plan includes several of the Ministry's major education reform programmes, including the Learning Support Action Plan, the Reform of Vocational Education, and the Curriculum Refresh.
20. The Ministry is applying a UNCRPD lens throughout these major work programmes, as well as in other work that impacts on disabled learners. The Ministry has developed a Disability Strategic Framework, underpinned by the UNCRPD and NZDS, to help ensure that we are thinking about how to make our work inclusive and accessible for disabled people.

#### *Access to inclusive education in local schools*

21. The Ministry is committed to enabling children with learning support needs to enrol, attend, and receive education in their local school.
22. Through the Learning Support Action Plan, we are taking a more strategic and planned approach to the overall network of education provision, including learning support. This approach involves taking a more community-based approach to identify needs and sharing resources across schools, kura, special and residential schools, satellite units, and at-risk and learning support facilities. It also includes making sure a range of options and settings are available for parents and whānau wherever possible to meet the needs of children and young people.

23. As part of the Highest Needs Review, we are also exploring how to create more fluid boundaries between education settings so that children and young people can better access the expertise held in specialist settings while learning alongside their peers as part of their local school and community.
24. The Ministry sets design standards that are above the building code requirements to enable barrier-free access to education and ensure that priority is given to accessibility throughout the design process of new builds. These design standards have recently been updated through the Designing Schools in New Zealand (DSNZ) document to be more comprehensive. Our aim is to ensure the most common accessibility requirements are met in every new build and that our priority learners are freely able to access local learning.
25. The Ministry is also working to improve the approach to modifying existing buildings to meet individual children's needs and to ensure there are no barriers to taking part in school life or learning.