



Briefing Note: PB4L Conference

To:	Hon Jan Tinetti, Associate Minister of Education		
Cc:	Hon Chris Hipkins, Minister of Education		
Date:	6 August 2021	Priority:	Medium
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Purpose of Briefing

This briefing provides information, speech notes and reactive Q&As to support your attendance at the Positive Behaviour for Learning (PB4L) Conference on 13 August 2021.

Summary

- You have been invited as a keynote speaker at the 2021 PB4L Conference and agreed to attend from 9.30–10.30am on 13 August 2021. You will be speaking for seven to eight minutes, with a further 10 minutes to take questions. Talking points and reactive Q&As are included in this briefing.
- You have been requested to speak on issues surrounding the Learning Support Action Plan (LSAP) priority areas, your experience in this area since you became Minister and your views on future support in this area.
- There will also be strong interest in the PB4L suite of initiatives, including ongoing support and resourcing.

Proactive Release

Agree that this briefing will be proactively released.

☒ Agree

☐ Disagree



Dr David Wales
National Director, Learning Support Delivery
Sector Enablement and Support



Hon Jan Tinetti
Associate Minister of Education

6/8/21

07/08/2021

Background

1. The PB4L Conference is organised by a sub-committee of the PB4L Sector Reference Group who provide advice and guidance on PB4L to the Ministry. The conference committee chair this year is Lorraine Kerr, President, New Zealand School Trustee's Association.
2. The PB4L Conference is an annual conference and includes national and international (USA) keynote speakers, and workshops facilitated by the sector, Non- Government Organisations (NGO), iwi representatives and Ministry of Education staff. The conference showcases examples of best practice across New Zealand and links it to international and New Zealand evidence-based research. A copy of the conference programme is available at [PB4L Conference Brochure](#).
3. This year it is expected that there will be up to 400 in-person attendees and around 250 virtual attendees.
4. The conference will cover the six evidence-informed initiatives in the PB4L suite:
 - School-Wide
 - Kaupapa Māori initiatives - Huakina Mai and Te Mana Tikitiki
 - Incredible Years (IY) programmes – IY Teacher, IY Parent, IY Autism Teacher, IY Autism Parent
 - Restorative Practice
 - Check and Connect.
5. The initiatives were selected by delegates from the 2009 Taumata Whanonga Behaviour Summit (including education sector representatives, science advisors and university experts) and there is ongoing work to ensure they are culturally affirming and appropriate to the New Zealand educational context. Schools and early learning services opt-in to use PB4L initiatives, depending on their specific needs.
6. The suite of PB4L initiatives contributes strongly to the tiers of support within the Learning Support Delivery Model (LSDM), enabling ākonga, whānau, education settings and communities to receive proactive, flexible support.
7. The suite also supports the priorities in Ka Hikitia | Ka Hāpaitia, Action Plan for Pacific Education 2020 – 2030, the Government's Child and Youth Wellbeing Strategy and Learning Support Action Plan (LSAP) 2019 – 2025.

LSAP 2019 - 2025 – what we are trying to achieve and progress so far

8. The LSAP sets out the Government's vision for an inclusive education system where every child feels a sense of belonging, is present, makes progress, where their wellbeing is safeguarded and promoted, where learning is a lifelong journey, and where ākonga with learning support needs get the right support at the right time.
9. Substantial investment in learning support has been made in recent years, approximately a billion dollars in new funding since 2018. Ākonga are now supported with more staff and specialists, and we are rolling out a comprehensive programme of changes and improvements under the LSAP.
10. A summary of work underway to progress key actions in the LSAP six priority areas is included in Annex 1.

Support for attendance

11. Learner attendance, along with effective teaching, has the greatest influence on ākonga engagement and achievement. All ākonga must be present at school so they can participate and engage in learning.
12. Learner attendance remains a high priority for the Ministry, with ongoing work being done to re-engage ākonga with education and ensure this remains meaningful for everyone.
13. In addition to a \$19.5 million package of time-limited wellbeing support for at-risk and vulnerable ākonga, Budget 21 added \$67 million, with a focus on supporting these ākonga to stay engaged in education and training. See Annex 2 for details of these packages.

PB4L initiatives provide significant support for the implementation of the LSAP

14. Feedback on the draft LSAP highlighted that early childhood education services me ngā kōhanga reo, schools and kura need more support to provide positive learning environments that promote ākonga wellbeing and resilience.
15. PB4L suite initiatives help meet these needs by providing strong support for the implementation of LSAP Priorities 3 - Strengthening early intervention (Incredible Years Parent, Teacher, Toddler, Autism) and 6 - Improving education for ākonga at risk of disengaging (PB4L School-Wide, Restorative Practice, Huakina Mai, Te Mana Tikitiki, Check and Connect).
16. Demand for PB4L initiatives from the sector and communities continues to grow. At the end of 2020, 42% of all New Zealand schools/kura were implementing PB4L School-Wide. This means that over 368,000 ākonga attended a School-Wide school/kura in 2020, of whom an estimated 30% (108,000) were Māori and 12% (44,000) were Pacific peoples.
17. The other PB4L initiatives also reach schools, kura, early learning services and whānau. For example, PB4L Restorative Practice has reached approximately 325 schools, including five kura since 2015. Around 30,000 caregivers and 35,000 teachers have attended Incredible Years programmes (Parent, Teacher, Toddler and Autism) since its inception in 2010. Initiatives such as Huakina Mai, Te Mana Tikitiki and Check and Connect have been introduced as pilots, so have been accessed by fewer schools.
18. The Ministry is building on existing wellbeing initiatives such as those in the PB4L suite to deliver a cohesive, cross-agency continuum of supports in education facilities, whānau and ākonga. These supports are being strengthened to embed a Māori world view of wellbeing and better address the barriers to wellbeing experienced by Māori in the education system. Refer Restorative Practice training and resources (METIS 1261185) and setting the direction of work to strengthen PB4L School-Wide (METIS 1264963).
19. The Ministry has invested in improvements to the PB4L suite during 2020/21 with input from advisory groups with representatives from the education sector, iwi and communities. This includes the revision of implementation manuals for Huakina Mai (attached as Annex 5), Te Mana Tikitiki and Check and Connect, as well as the development of Restorative Practice resources in Te Reo Māori and Pacific languages (Samoan, Tongan and Cook Island Māori). We expect that these resources will be available by Term 4, 2021.

Proactive Release

- We recommend this briefing 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: Summary of work progressing key actions in the LSAP

Annex 2: New funding to support at-risk and vulnerable ākonga

Annex 3: Speech notes

Annex 4: Reactive Q&As

Annex 5: Huakina Mai, a kete for schools in Aotearoa New Zealand

Annex 1: Summary of work progressing key actions in the LSAP

Priority 1 – Learning Support Coordinators (LSCs)

20. In 2020 the first tranche of 623 LSCs was rolled-out to 124 clusters of schools, kura and early learning services around the country.
21. A three-phase evaluation of the LSC initiative is taking place. Phase 1 has been completed. The evaluation will help us to better understand how the LSC role supports ākonga with mild-to-moderate, neurodiverse, or high and complex learning support needs to receive appropriate help when they need it. The evaluation will also add to our understanding of how LSCs are supporting ākonga transitions between and within schools, kura and early learning services me ngā kōhanga reo and beyond.

Priority 2 – Screening and early identification of learning support needs

22. Tools to help with the identification of dyslexia, dyspraxia and giftedness have been updated and made available to all LSCs, schools and kura.

Priority 3 – Strengthening Early Intervention

23. Work is ongoing to reduce waiting times for existing early interventions services.
24. We have co-designed and delivered with Te Kohanga Reo National Trust an awareness campaign to ensure that kaiako, parents and whānau are aware of and confident to access learning support particularly for behaviour needs and autism spectrum disorder.

Priority 4 – Flexible supports for neurodiverse ākonga

25. Existing materials and resources on dyslexia, guidance on teaching neurodiverse ākonga, and positive behaviour guidance have been updated and made available.
26. Work is under way to progress the review of supports for ākonga with the highest levels of need, including the Ongoing Resourcing Scheme (ORS), to ensure they are meeting the needs of ākonga, and delivering the intended outcomes.

Priority 5 – Meeting the learning needs of gifted ākonga

27. We have implemented an initial package of support for gifted ākonga. This includes establishing study awards to allow gifted ākonga to undertake extension study and projects, and study awards to build teacher capability in gifted education.
28. We have extended current supports for gifted ākonga to early childhood education services, including the transition into primary school and have increased access to One Day Schools or similar and mentored online opportunities where One Day Schools cannot be accessed.

Priority 6 – Improving education for ākonga at risk of disengaging

29. The Ministry worked with the sector, ākonga and whānau in 2019 to co-design a new system for providing education to at-risk ākonga.
30. This work received Cabinet's agreement to the direction and support from the sector for the proposed ideal future state. 9(2)(f)(iv)

9(2)(f)(iv)

31. The Government remains committed to change and the focus for the rest of this year will be on improving the referrals process. The Ministry will work closely with the sector on this.

Proactively Released

Annex 2: New funding in Budget 20 and 21 to support at-risk and vulnerable ākonga

Budget 21 added \$67 million, with a focus on preventing ākonga from disengaging from their learning. \$37 million of that total supports our most vulnerable and at-risk ākonga which includes:

- \$20 million over four years to enable the Attendance Service to provide 7,500 more ākonga places, and to address cost pressures within the service.
- \$17.7 million over the next four years to support up to 95 more ākonga annually and responds to requests from principals for more support for ākonga experiencing distress and presenting behaviours that are challenging for others. Additional psychologists and facilitators will enable an expansion of the Intensive Wraparound Service (IWS). This will allow for a 23% increase on the current number of ākonga supported.
- \$4.4 million will be used to maintain education provision for the most at-risk ākonga while the system of support for these ākonga is redesigned. Providers can use this funding flexibly to help meet the costs of essential resources and supports, such as access to quality teaching and learning experiences; learning resources; access to health, mental health and broader social services; enrichment activities; transport costs; and other basic wellbeing needs. The funding was made available from 1 July 2021.
- \$24.2 million provides funding to maintain learning support services for 34,500 of our most vulnerable ākonga. The focus is on assisting ākonga with additional learning needs and includes communication, behaviour, and early intervention services. It also includes the Incredible Years programme for ākonga with autism and supports ākonga with additional language development support needs, blind and deaf ākonga, and others with complex health needs.

In addition, a \$19.5 million Budget 20 package of time-limited wellbeing support to help ākonga at-risk of disengaging from their learning and those in alternative education settings, to stay engaged in education and training, is being implemented. This package includes:

- \$6.9 million for an Enhanced Wellbeing Fund to help meet any learning and wellbeing needs for ākonga in Alternative Education, Activity Centres, Teen Parent Units, and through Te Kura's at-risk gateway programme.
- \$6.2 million to provide support for young people transitioning from alternative settings to training, employment or further education.

Additional funding through Budget 20

Budget 20 provided a package of almost \$200 million to support students with their immediate, as well as their long-term, mental health needs. In addition to new funding to support at-risk and vulnerable ākonga referred to above, the package included:

- an additional \$75.8 million over four years will provide greater access to guidance counsellors to help secondary school and primary students deal with mental health and wellbeing issues. We will be evaluating this initiative, including the impact in primary schools specifically, and will keep this issue under review.

- an additional \$163m for Teacher Aide support for over 10,000 students with high and complex learning needs who are verified under ORS. This includes an increase of \$132m over four years and boosts the average Teacher Aide hours per week from 10 to 13 hours for high needs students and from 17 to 20 hours for very high needs students, and \$31m for the ORS Covid-19 Respond Fund for one year only.
- \$2.8 million to deliver targeted professional learning and development in partnership with Te Kohanga Reo National Trust to support kōhanga whānau (made up of parents, extended family, kaiako and other kōhanga staff) to effectively identify, assess and manage the learning support needs of their tamariki.
- \$21.2 million over four years to cover English for Speakers of Other Languages (ESOL) cost pressures due to increasing costs of teachers and teacher aides.