

## Cabinet Paper material

### Proactive release

Minister & portfolio	Hon Chris Hipkins, Minister of Education
Name of package	Report back on the Ministry of Education's progress on RCOI Recommendation 36
Date considered	29 August 2022
Date of release	6 October 2022

#### These documents have been proactively released:

**Cabinet Minute: CAB-22-MIN-0336**

Date considered: 29 August 2022

Author: Cabinet Office

**Cabinet Minute: SWC-22-MIN-0153**

Date considered: 24 August 2022

Author: Cabinet Office

**Cabinet Paper: Report back on the Ministry of Education's progress on RCOI Recommendation 36**

Date considered: 29 August 2022

Author: Minister of Education

#### Material redacted

Some deletions have been made from the documents in line with withholding grounds under the Official Information Act 1982. Where information has been withheld, no public interest has been identified that would outweigh the reasons for withholding it.

The applicable withholding grounds under the Act are as follows:

Section 9(2)(j) to avoid prejudice to negotiations

Some deletions have been made from the documents as the information withheld does not fall within scope of the Minister's portfolio responsibilities, and is not relevant to the proactive release of this material.

You can read the Official Information Act 1982 here:

<http://legislation.govt.nz/act/public/1982/0156/latest/DLM64785.html>



# Cabinet

## Minute of Decision

*This document contains information for the New Zealand Cabinet. It must be treated in confidence and handled in accordance with any security classification, or other endorsement. The information can only be released, including under the Official Information Act 1982, by persons with the appropriate authority.*

### Report of the Cabinet Social Wellbeing Committee: Period Ended 26 August 2022

On 29 August 2022, Cabinet made the following decisions on the work of the Cabinet Social Wellbeing Committee for the period ended 26 August 2022:

Out of scope



SWC-22-MIN-0153 **Report Back: Ministry of Education's Progress on Royal Commission of Inquiry Recommendation 36** CONFIRMED  
Portfolios: Education / Associate Education  
(School Operations)

Out of scope



Rachel Hayward  
Acting Secretary of the Cabinet



# Cabinet Social Wellbeing Committee

## Minute of Decision

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### Report back: Ministry of Education's Progress on Royal Commission of Inquiry Recommendation 36

**Portfolio** Education / Associate Education (School Operations)

On 24 August 2022, the Cabinet Social Wellbeing Committee:

- 1 **noted** the update attached under SWC-22-SUB-0153 on Education initiatives responding directly to Recommendation 36 of Ko Tō Tātou Kāinga Tēnei — Report of the Royal Commission of Inquiry into the Terrorist Attack on Christchurch Masjidain on 15 March 2019;
- 2 **noted** the importance of the role of the education system in supporting social cohesion in Aotearoa;
- 3 **noted** that Te Tāhuhu o te Mātauranga will continue to work with Kāpuia to identify opportunities to:
  - 3.1 expand and strengthen the Community Learning Hubs model;
  - 3.2 articulate the role of Te Mahau in supporting schools to listen and respond to ākonga and whānau voice and foster educationally powerful connections; and
  - 3.3 strengthen the role of Te Mahau in supporting schools to address and respond to racism and discrimination.

Rachel Clarke  
Committee Secretary

**Present:**

Rt Hon Jacinda Ardern  
Hon Grant Robertson  
Hon Kelvin Davis  
Hon Dr Megan Woods  
Hon Chris Hipkins (Chair)  
Hon Andrew Little  
Hon Damien O'Connor  
Hon Jan Tinetti  
Hon Dr Ayesha Verrall  
Hon Priyanca Radhakrishnan  
Hon Meka Whaitiri

**Officials present from:**

Office of the Prime Minister  
Officials Committee for SWC

## In Confidence

Office of the Minister of Education

Office of the Associate Minister of Education

Cabinet Social Wellbeing Committee

## Report back on the Ministry of Education's progress on RCOI Recommendation 36

### Proposal

- 1 This paper provides an update on the work of the Ministry of Education | Te Tāhuhu o te Mātauranga (Te Tāhuhu) to implement recommendation 36 of *Ko Tō Tātou Kāinga Tēnei — Report of the Royal Commission of Inquiry into the Terrorist Attack on Christchurch Masjidain on 15 March 2019* (RCOI).

### Relation to Government Priorities

- 2 The Government has committed to responding to the RCOI report. This includes growing the capability of the education system to support social cohesion and inclusion for people from every culture, faith and background (recommendation 36). The implementation of recommendation 36 also supports the goals of the Child and Youth Wellbeing Strategy, including the focus on ensuring children are free from racism and discrimination.

### Executive Summary

- 3 Education is a key pillar of the Government's work programme to build a more socially cohesive Aotearoa. This work supports the Government response to the RCOI report. In November 2021, Cabinet agreed that Education Ministers would report back on the Ministry of Education's progress on RCOI recommendation 36 in 2022 [CAB-21-MIN-0049 and CAB-21-MIN-0503 refers].
- 4 Te Tāhuhu is leading work on initiatives in response to recommendation 36, including initiatives funded to promote social cohesion: the Community Learning Hubs; the Self-Regulation Pilot programmes supporting social and emotional learning skills for children in early learning; and the Challenging Racism Toolkit. Te Tāhuhu has continued engagement with the Federation of Islamic Associations of New Zealand and the Islamic Women's Council of New Zealand.
- 5 The implementation of recommendation 36 is located within a wider focus on providing inclusive and equitable education for all ākonga. Social cohesion is woven through education settings and strategies, including the Education and Training Act 2020, the Statement of National Education and Learning Priorities, the Tertiary Education Strategy and other key strategies. These settings and strategies set expectations and guide how education is delivered in early

learning services, schools and tertiary education providers (education services).

- 6 Te Tāhuhu is continuing to lead work to give practical effect to these settings, including Positive Behaviour for Learning School-Wide, Te Hurihanganui, Talanoa Ako, and Tu'u Mālohi, and the recent introduction of the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021.
- 7 Te Tāhuhu has strengthened the focus on social cohesion through the refresh of the national curriculum for schooling. Early progress on this includes the release of Aotearoa New Zealand's histories and Te Takanga o Te Wā curriculum content, and ongoing work to ensure social cohesion is supported through the refreshed curriculum content and competencies.
- 8 There are a wide range of interventions and approaches to support social cohesion and inclusiveness in our education system. However, due to the fragmentation of the sector, implementation is variable in quality and sustainability. Te Tāhuhu is positioning itself to better support the sector to realise the objectives of key strategic documents and initiatives. Key to this approach is the establishment of Te Mahau, a separately branded business unit within the redesigned Te Tāhuhu. Te Mahau will work closely with the sector, giving priority to local and regional voices and improving information and feedback loops. The role of Te Mahau is to grow capability and confidence for the sector in relation to curriculum, leadership, culture and relationships with communities.
- 9 We recognise there is more work required to support social cohesion and the achievement of excellent and equitable outcomes for all ākonga. Te Tāhuhu has identified a number of opportunities to further strengthen the focus on social cohesion within the education system.

## Background

- 10 Following the devastating attack on 15 March 2019, the Royal Commission of Inquiry into the Terrorist Attack on Christchurch Masjidain published a report containing its recommendations for action. Government accepted all 44 recommendations. Te Tāhuhu o te Mātauranga is responsible for implementing recommendation 36:
  - 10.1 'Invest in opportunities for young New Zealanders to learn about their role, rights and responsibilities and on the value of ethnic and religious diversity, inclusivity, conflict resolution, civic literacy and self-regulation.'
- 11 The Lead Coordination Minister for the Government's Response to the Royal Commission's Report into the Terrorist Attack on the Christchurch Mosques provided an update to Cabinet on the Government's progress on responding to the RCOI recommendations in November 2021. It was noted that the Minister of Education and Associate Minister of Education (Hon Jan Tinetti) would report back on progress on implementing recommendation 36 in 2022 [CAB-21-MIN-0503 refers]. This paper fulfils the report-back requirement.

- 12 The implementation of recommendation 36 contributes to the first commitment of the Christchurch Call which focuses on countering the drivers of terrorism and violent extremism.
- 13 Education is a critical pillar of the Government's work programme to build a more socially cohesive Aotearoa. We want to make sure the education system's settings and activities are positioned to support communities to engage in the work and connections needed to foster social cohesion at the local level.
- 14 The commitment of Te Tāhuhu to provide safe and inclusive education that values the diversity of ākonga, whānau and communities existed prior to the terror attacks on 15 March 2019, and work to support this was already underway. The organisational redesign of Te Tāhuhu is a core element of this work, with the introduction of Te Mahau representing a shift towards more locally responsive support for education services and the sector. This will provide more support for the delivery of the curriculum and education activities in ways that promote safe and inclusive education most effectively.
- 15 In implementing recommendation 36, Te Tāhuhu has built on this work to promote safe and inclusive education and progressed initiatives specifically focused on social cohesion. This work has been informed by education priorities expressed through the nationwide hui between Ministers and ethnic and minority faith communities, and an ongoing focus on giving effect to Te Tiriti o Waitangi, as per section 4 of the Education and Training Act 2020.
- 16 This paper provides an overview of the highlights in the education work programme to promote social cohesion. It also highlights areas where further work is required, and sets out some key initiatives to progress this further work.

### **Progress on Education Initiatives responding directly to Recommendation 36**

- 17 Te Tāhuhu has progressed several initiatives funded directly in response to recommendation 36 of the RCOI Report.

#### *Community Learning Hubs*

- 18 The Government's initial social inclusion package funded the Community Learning Hubs in Christchurch. The hubs provide workshops and information to support ethnic communities' engagement with the education system, and have been expanded to Auckland and Wellington. Budget 2022 provided \$6.411m to maintain the Community Learning Hubs and fund an evaluation of the model. This will also fund the development of resources to support involvement of school staff in increasing cultural awareness and inclusion.

#### *Self-Regulation Pilot*

- 19 The social inclusion package also funded the self-regulation pilot for early years, which aims to foster self-regulation, resilience and social and emotional competencies in young children. This involves the trialling of three social and emotional learning programmes and the development of progress and practice tools for kaiako. These programmes are currently being delivered to early

learning services and expected to reach up to 350 early learning services and 6,000 tamariki. The pilot will continue until the end of June 2023 and Te Tāhuhu will work with Ministers on transitioning from trialling programmes towards a systemic shift bedded down across the early learning sector, including opportunities for cross-agency approaches.

#### *Challenging Racism Toolkit*

- 20 Ongoing work to provide curriculum resources that support schools and teachers to challenge racism and discrimination and embrace diversity continues. A Challenging Racism Toolkit for year 9 and 10 students is currently being piloted. This supports students to investigate the catalysts, people and events that have influenced the challenging of racism. To date, Te Tāhuhu has provided 677 kits to schools (out of the 1,000 available kits) and these have reached approximately 2,336 students. Te Tāhuhu is exploring options to provide access to this toolkit once the pilot concludes.

#### *Engagement with Federation of Islamic Associations of New Zealand and Islamic Women's Council of New Zealand*

- 21 Te Tāhuhu has also been proactively and purposefully engaging with the Federation of Islamic Associations of New Zealand (FIANZ) and Islamic Women's Council of New Zealand, as reflected in the FIANZ Report Card on the Progress of the Implementation of the 44 Royal Commission Recommendations. Among other things, this engagement has resulted in the collaborative release of teaching resources *Aya and the Butterfly*, *Welcome Home*, *Open Day at the Mosque*, and *Ko Wai Au – Who am I?*. These are books for Muslim and non-Muslim tamariki throughout Aotearoa, designed to promote unity, diversity and inclusion.

#### **Social Cohesion is Woven through Education Settings**

- 22 Te Tāhuhu o te Mātauranga is committed to supporting inclusive education for all ākonga and contributing to the Government's work to promote social cohesion. As part of these commitments, social cohesion, inclusion and safety are woven through education system settings and strategies. These concepts are informed by a focus on giving practical effect to Te Tiriti o Waitangi.
- 23 Te Mahau has also created more opportunities to build educationally powerful connections between the Ministry, education services, whānau and communities. This will contribute to an education system better positioned to support social cohesion in the sector.
- 24 Social cohesion, inclusion and safety have been incorporated throughout the Education and Training Act 2020. This is particularly evident through: section 4 which highlights the importance of Te Tiriti o Waitangi across the education system; section 5 outlining the education and learning objectives for early childhood, primary and secondary education; and section 127 which outlines the objectives of school boards. These objectives include ensuring that schools are inclusive of students with differing needs, and take all reasonable steps to

eliminate racism and other forms of discrimination within the school. Realising these aspirations requires ongoing and concentrated effort.

- 25 The concepts of social cohesion, inclusion and safety are expanded through priorities 1 and 2 of the National Education and Learning Priorities and Tertiary Education Strategy (See Annex 1 for the NELP and TES). These documents are the national policy statements for all early learning services, schools and tertiary providers. Priority 1 focuses on making places of learning safe, inclusive and free from racism, discrimination and bullying. Priority 2 focuses on having high aspirations for every ākonga and supporting these by partnering with whānau and communities to deliver education that responds to their needs, and sustains their identities, languages and cultures. Ka Hikitia and the Action Plan for Pacific Education, our cross-agency strategies that set out how the Ministry will work with education services to achieve system shifts in education for Māori, Pacific ākonga and their whānau, also reflect these priorities.
- 26 These priorities and concepts have been used to shape the education work programme and guide policies and practices. Examples of work to implement these priorities include Positive Behaviour for Learning School-Wide, Te Hurihanganui, Talanoa Ako, Tu'u Mālohi and the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021.
  - 26.1 Te Tāhuhu o te Mātauranga provides **Positive Behaviour for Learning School-Wide** (PB4L School-Wide) in approximately 42% of primary and 57% of secondary schools, based on an international best-practice model. When implemented well, this whole-school approach effectively supports a more inclusive and respectful school culture. This approach can support ākonga to feel welcomed and have a sense of belonging, and help to prevent discriminatory or aggressive behaviours. Budget 2022 is providing an additional \$11.2m for a refresh and enhanced delivery of PB4L School-Wide, to strengthen how the initiative supports schools to build and sustain safe and inclusive environments.
  - 26.2 **Te Hurihanganui** was established to support communities to work together to address racism and inequity so that they can accelerate achievement and wellbeing of ākonga Māori and their whānau. In 2022, Te Hurihanganui will be implemented in six communities across Aotearoa.
  - 26.3 **Talanoa Ako** is a Pacific parent education programme that aims to empower parents, families and communities with the skills, knowledge and confidence they need to champion their children's education.
  - 26.4 **Tu'u Mālohi** is a pilot programme supporting the wellbeing of Pacific learners in Years 9 to 13, their parents, families, communities and schools. The programme aims to strengthen Pacific wellbeing for parents, learners, families, and communities, including opportunities to understand racism, and learn skills and strategies to minimise its impact.
  - 26.5 **The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021** has also been introduced to inform



tertiary education providers and schools enrolling international students of their responsibilities to support the wellbeing of tertiary and international learners.

- 27 There is a wide range of other work underway to support this direction of travel.

### **Better Supporting an Inclusive Education Sector**

- 28 Although our current education settings have a strong focus on social cohesion and inclusion, we are working to better support the sector to deliver inclusive and effective practice consistently across the system. The Tomorrow's Schools review highlighted a lack of support for teachers, principals and other parts of the education workforce, especially in relation to curriculum and leadership, as key reasons for highly differing uptake of effective practice across the schooling system.
- 29 The design of our education system centres on autonomy for schools to provide education tailored to their specific contexts. The advantages of local autonomy are at times outweighed by the risks of fragmentation. The uptake and implementation of initiatives to support inclusive learning environments is variable.
- 30 In response to these challenges, Te Tāhuhu o te Mātauranga has been redesigned to support locally led, regionally enabled and centrally supported approaches to decision making to strengthen the education system. Te Mahau, a separately branded business unit within the redesigned Te Tāhuhu, will work with the sector to grow capability and confidence in relation to curriculum, leadership, school culture and relationships with communities. The Government prioritised the recruitment of 38 curriculum leads, as part of Te Mahau, to provide support and guidance to teachers and kaiako to make sense of the national curricula so they can design great learning for ākonga. This will help ensure that important learning for ākonga is not left to chance.

### **Curriculum Work to Strengthen Social Cohesion in Aotearoa**

- 31 Social cohesion is also being supported through key parts of the broader education work programme. Chief among these is a five-year programme to refresh the New Zealand Curriculum and redesign Te Marautanga o Aotearoa, aimed at ensuring all ākonga experience rich and responsive learning. Changes are also taking place or have been proposed, for early learning and NCEA.
- 32 The New Zealand Curriculum refresh is predicated on honouring Te Tiriti o Waitangi, and valuing the identity, language and culture of all learners so each child and their whānau feels they belong in education. It is being informed by collaborative groups with people from a diverse range of backgrounds, and will support schools to work with their communities to create local curriculum where all learners see themselves and succeed in their learning.
- 33 The redesign of Te Marautanga o Aotearoa will provide a learning environment where ākonga and whānau Māori can thrive, supporting the Ka Hikitia aspiration of Māori learners enjoying educational success as Māori. It will

contribute to the Tau Mai te Reo Māori language strategy outcome domain of embedding ākonga identity, language and culture into their learning, ensuring they have a strong sense of belonging by shifting the focus to ākonga and their whānau at the centre of the curriculum.

- 34 The refreshed national curriculum will also inform expectations for teacher education, including Initial Teacher Education and Professional Learning and Development, and the resources supporting teaching and learning. The refresh will strengthen the focus on cultural responsiveness within the context of the overall national curriculum.
- 35 The refresh of the national curriculum is being led by Te Mahau. This will support real time connections with the education sector, and ensure schools are supported to deliver the curriculum in a way that recognises their specific context.

*A range of national curriculum changes and resources are being designed to promote social cohesion*

- 36 Early progress on the refresh includes the recent release of Aotearoa New Zealand's histories and Te Takanga o Te Wā curriculum content. This will help lift empathy and cross-cultural communication, and contribute to Aotearoa reaching its potential as a nation honouring Te Tiriti o Waitangi. The curriculum content and supporting resources will help teachers include the experiences of different communities in their local histories' curriculum.
- 37 Work is underway to refresh the wider social sciences learning area of the New Zealand Curriculum, with draft content currently being tested with schools. This covers a range of learning important for social cohesion, including learning about diverse religious beliefs and practices. This is part of our response to the Religious Diversity Centre's report *Promoting a wider conversation on religion in New Zealand's State schools*.
- 38 The draft Vision for Young People for The New Zealand Curriculum is also out for testing with young people and schools. The development of the draft vision has been led by the Education Ministerial Youth Advisory Group. It talks to a vision of a socially cohesive society which will guide our aspirations for young people's learning in the refreshed New Zealand Curriculum.
- 39 The Relationships and Sexuality Guidelines released in 2020 supports learners to develop the knowledge and skills to think about and engage in healthy relationships, including informed consent. It also covers learning related to gender identities and sexual identities. To support the implementation of the guidelines, the Ministry released a suite of educator resources in April 2022. These include support for rainbow young people, planning and underlying concept tools, period and menstruation teaching and learning activities, and an interactive pornography educator module to support constructive conversations with young people.
- 40 In addition, new practical resources, called *Ata* and *Oho*, are being made available to schools over the first half of this year to support teachers to notice

and respond to social and emotional learning using the key competencies *Managing self* and *Relating to others*. These build on an earlier pilot of draft resources, and have been designed with schools, learners, whānau and communities who have contributed from a range of perspectives and knowledge bases.

- 41 The refresh of the New Zealand Curriculum will also talk to the rights of disabled ākonga to belong and flourish through high quality learning experiences, and help ensure that the aspirations of disabled ākonga and their whānau are reflected.

*The curriculum refresh progresses the conversation about religion in schools*

- 42 In October 2019, Cabinet agreed to Te Tāhuhu o te Mātauranga undertaking a work programme, in conjunction with the Religious Diversity Centre, to start a conversation about religion in schools [CAB-19-MIN-0559 refers]. The Religious Diversity Centre's report *Promoting a wider conversation on religion in New Zealand's State schools* was received in July 2021.
- 43 The work on the curriculum refresh responds to this report, in particular through the acknowledgement of religious diversity within the draft Social Sciences content. I consider that this work meets the intent of the report's recommendations, and that a stand-alone religious studies subject is not required. The Ministry will engage with the Religious Diversity Centre and others on the draft Social Sciences content and the development of resources and supports to help teachers use the refreshed curriculum.

*As well as education system settings supporting the day-to-day wellbeing of ākonga, we are building ākonga competencies and skills for social cohesion*

- 44 Key competencies important for social and emotional wellbeing and social cohesion, including *Relating to others and self*, are being woven across all learning areas of the New Zealand Curriculum as part of the refresh, so that teachers are supporting ākonga to explore and progress in these competencies in a range of contexts. The new 'Understand, Know, Do' structure for describing learning will also help ensure teachers are engaging ākonga in critical inquiry practices across all learning areas, which includes skills related to critical engagement with information sources and learning to discern and respond to disinformation and misinformation.
- 45 The redesigned Te Marautanga o Aotearoa will focus on developing ākonga who know how to: *Learn and Think (He Ākonga Te Tamaiti)*, *Communicate (He Ipu Kōrero Te Tamaiti)*, *Self-Manage (He Tangata Te Tamaiti)*, *Contribute as Māori to a Global World (He Uri Whakaheke Te Tamaiti)*. The curriculum will support ākonga to engage in a wide range of challenging learning experiences, to not only be able to make sense of their world, but also be critical contributors to, and creators of the world that they will live in.

## Supporting Cultural Capability among School Leaders and Teaching Workforce

- 46 Supporting cultural capability of principals and teachers was a key priority identified through the nationwide hui between Ministers and minority faith and ethnic communities. This will require cultural change supported by collaboration between all parts of the education system, including the education sector and communities.
- 47 The Curriculum Lead Service introduced in 2021 within Te Mahau is one way the Ministry is strengthening cultural capability in schools. The curriculum leads are there to help teachers and kaiako make use of the refreshed national curricula, including Aotearoa New Zealand's histories and Te Takanga o Te Wā content, and new curriculum resources to design learning relevant to ākonga, whānau and communities. This is part of the Ministry's wider shift to strengthen educationally powerful connections between schools, whānau and communities.
- 48 Strengthening cultural capability is a national priority for regionally allocated Professional Learning and Development (PLD) for teachers and kaiako. This supports teachers and kaiako to recognise diversity of identities – including culture, gender, sexuality and ability – and to take action to amplify the views of those and their communities who have been marginalised.
- 49 9(2)(j)
- Te Tāhuhu is also supporting initiatives focused on strengthening the capability of principals to improve outcomes for Māori and Pacific learners – Tautai O le Moana and Māori Achievement Collaborative.
- 50 Professional learning supports for cultural capability will continue to be strengthened as the national curriculum is updated, so all teachers and leaders have the capability to work with their communities to create local curriculum and marau ā-kura where all ākonga see themselves in their learning. Tātaiako and Tapasā, resources to support teachers to develop cultural competence to successfully teach Māori and Pacific ākonga, are also available.
- 51 In addition to the Curriculum Leads service and regionally allocated PLD mentioned above, support for the implementation of Aotearoa New Zealand's histories and Te Takanga o te Wā includes a series of online supports spanning learning modules and webinars along with new curriculum resources which explore the histories of various peoples within Aotearoa including Māori, Pacific peoples, Chinese communities, Jewish refugees and migrants.

- 52 Increased funding to three Networks of Expertise (NEX) is also supporting peer-to-peer learning among kaiako and teachers in regard to Aotearoa New Zealand's Histories. Te Tāhuhu is working with Teacher Development Aotearoa to support all 35 networks to build their cultural capability. Currently Teacher Development Aotearoa is focusing on building relationships between network leadership and mana whenua.
- 53 Te Tāhuhu is also exploring how the community learning partnerships to support ethnic minorities in Auckland, Wellington and Christchurch could further strengthen local engagement with teachers and kaiako – this will strengthen schools' connections with the communities they serve.

### **Other Agencies are also Working to Promote Social Cohesion in Education**

- 54 The wider education sector is also working to promote social cohesion in education. The Teaching Council of Aotearoa New Zealand launched the Unteach Racism app in May 2021, which is designed to support teachers and leaders to have safe and productive conversations about racism that result in changes to behaviour and practice. Since its launch, the app has had 8,500 total users.
- 55 The Education Review Office (ERO) is working on a Long-Term Insights Briefing *Responding to Diverse Cultures: Schools Practice* to be published in 2022. This project will provide a clearer picture of the increasing diversity in schools, seek to understand the education experiences of learners from ethnic communities (African, Asian, Continental European, Latin-American and Middle Eastern) and their whānau, and explore how schools can best respond to increasing diversity.
- 56 ERO is working with, and across, government agencies and groups that represent diverse communities to deliver this briefing. This includes the Ministry of Education, Ministry for Ethnic Communities, Multicultural New Zealand, and several community organisations. ERO is also drawing on data from NZQA, the Ministry of Education and StatsNZ.
- 57 As part of this work, ERO will be identifying good practice in supporting diverse students, and will disseminate what it finds to schools through bespoke guides and webinars for teachers and leaders. ERO's evaluation partners will be informed of the findings, and given tools to support discussions in schools who are, or will, experience changes in the cultural and ethnic diversity of their students.
- 58 Te Mahau is working with the Federation of Islamic Associations of New Zealand, Islamic Women's Council of New Zealand, New Zealand Police, the Race Relations Commissioner and Human Rights Commission to support schools' practice in responding to diverse cultures. To improve the experiences of Islamic young people and their parents, Te Tāhuhu agreed to set up a Working Committee to progress practical actions.

- 59 As part of this, Te Mahau and New Zealand Police held a joint workshop on 7 August 2022 with the community to understand their experience of education to improve the guidance, practices, communications and pastoral care related to bullying and Islamophobia. The Ministry has agreed to fund an Islamic researcher to develop a literature review on best evidence for education that can be shared with educators and schools. Ministry officials are working with FIANZ and IWCNZ to find a suitable researcher, and to develop a scope for that report.

### **Further Work to Support Social Cohesion through Education**

- 60 I recognise there is more work required to support social cohesion and the achievement of excellent and equitable outcomes for all ākonga.
- 61 On 28 April, Ministry of Education officials met with Kāpuia, the Ministerial Advisory Group on the Government's Response to the Royal Commission of Inquiry into the terrorist attack on Christchurch mosques. Through this meeting, several initial priorities were identified, which will inform the future focus of the Ministry's work on social cohesion. This future work involves exploring opportunities to:
- 61.1 expand and strengthen the Community Learning Hubs model;
  - 61.2 articulate the role of Te Mahau in supporting schools to listen and respond to ākonga and whānau voice and foster educationally powerful connections; and
  - 61.3 strengthen the role of Te Mahau in supporting schools to address and respond to racism and discrimination.

### **Te Tiriti o Waitangi Analysis**

- 62 The work promoting social cohesion through education is linked to giving effect to Te Tiriti o Waitangi. In particular, the increasing focus on strengthening connections between education services and communities will provide more opportunities for iwi, hapū, whānau and hāpori Māori to exercise agency and authority in our education system, thereby supporting a focus on Article 2 – supporting tino rangatiratanga.

### **Climate Implications**

- 63 There are no climate implications for this paper.

### **Financial Implications**

- 64 There are no financial implications for this paper.

### **Legislative Implications**

- 65 There are no legislative implications for this paper.

## Impact Analysis

### Regulatory Impact Statement

66 A Regulatory Impact Statement is not required.

### Population Implications

67 The events of 15 March 2019 had a devastating impact on all New Zealanders, especially the Muslim community. Support and engaging with our Muslim community, including through Kāpuia, will continue to be a priority.

68 The wider work on social cohesion in education focuses on helping teachers and others in the education workforce to allow the identity, language and culture of all ākonga be responded to. This means our work to support social cohesion also focuses on Māori, Pacific, disabled, LGBTQIA+ and faith communities and ākonga, including ākonga in state care.

### Consultation

69 This paper was developed by Te Tāhuhu o te Mātauranga. The Education Review Office and the Teaching Council of Aotearoa New Zealand provided input during the development of this paper.

70 The following agencies were consulted during the development of the paper, with feedback incorporated accordingly: the Department of the Prime Minister and Cabinet, Ministry of Social Development, Ministry of Justice, Public Service Commission, New Zealand Police, Social Wellbeing Agency, Ministry for Ethnic Communities, Ministry for Culture and Heritage, Ministry of Business, Innovation & Employment, Ministry for Pacific Peoples, Te Puni Kōkiri, Ministry of Health and Oranga Tamariki.

### Communications

71 I do not intend to make any proactive announcements in relation to the forward work programme.

### Proactive Release

72 This paper will be proactively released. Redactions will be made in line with the provisions of the Official Information Act 1982.

### Recommendations

The Minister of Education and Associate Minister of Education recommend the Committee:

- 1 **Note** the update on Education initiatives responding directly to Recommendation 36 of Ko Tō Tātou Kāinga Tēnei — Report of the Royal Commission of Inquiry into the Terrorist Attack on Christchurch Masjidain on 15 March 2019;

- 2 **Note** the importance of the role of the education system in supporting social cohesion in Aotearoa;
- 3 **Note** that Te Tāhuhu o te Mātauranga will continue to work with Kāpuia to identify opportunities to:
  - 3.1 expand and strengthen the Community Learning Hubs model;
  - 3.2 articulate the role of Te Mahau in supporting schools to listen and respond to ākonga and whānau voice and foster educationally powerful connections; and
  - 3.3 strengthen the role of Te Mahau in supporting schools to address and respond to racism and discrimination.

Authorised for lodgement

Authorised for lodgement

Hon Chris Hipkins

Hon Jan Tinetti

Minister of Education

Associate Minister of Education



## Annex 1

## The Statement of National Education and Learning Priorities (NELP) & Tertiary Education Strategy (TES)

The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES) are issued under the Education and Training Act 2020.

The NELP must be consistent with the objectives for education. These are: helping children and young people to attain their educational potential; preparing young

people for participation in civic and community life and for work, and promoting resilience, determination, confidence, creative and critical thinking, good social skills and the ability to form good relationships; and helping children and young people to appreciate diversity, inclusion and Te Tiriti o Waitangi.

The TES must set out the Government's long-term strategic direction for tertiary education, including economic, social, and environmental goals, and the development aspirations of Māori and other population groups.

One of the purposes of the Act is to establish and regulate an education system that honours Te Tiriti o Waitangi and

supports Māori-Crown relationships. Section 9 sets out the main provisions of the Act in relation to the Crown's responsibility to give effect to Te Tiriti o Waitangi. These provisions include obligations in relation to Te Tiriti o Waitangi for school boards, tertiary education institutions and education agencies.

OBJECTIVES	1	2	3	4	5
	<b>LEARNERS AT THE CENTRE</b> Learners with their whānau are at the centre of education	<b>BARRIER FREE ACCESS</b> Great education opportunities and outcomes are within reach for every learner	<b>QUALITY TEACHING AND LEADERSHIP</b> Quality teaching and leadership make the difference for learners and their whānau	<b>FUTURE OF LEARNING AND WORK</b> Learning that is relevant to the lives of New Zealanders today and throughout their lives	<b>WORLD CLASS INCLUSIVE PUBLIC EDUCATION</b> New Zealand education is trusted and sustainable
PRIORITIES	1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	3 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs	5 Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	7 Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work	8 Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)
	2 Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures	4 Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy <small>* Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand sign language</small>	6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce		

The NELP and TES are statutory documents enabled by the Education and Training Act 2020 that set out the Government's priorities for education. This document forms both the NELP (priorities 1-7) and the TES (priorities 1-8).

Some aspects of these priorities will be more applicable to one sector than others.

The NELP is designed to guide those who govern licensed early learning services, ngā kōhanga reo, schools and kura.

In particular, licensed early learning services are required to have regard to the NELP as part of the Governance, Management and Administration (GMA) Standard. Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters.

The TES sets the direction for tertiary education. Tertiary Education Organisations are required to show how they have regard for the TES. The Tertiary Education Commission must give effect to the TES, and the New Zealand Qualifications Authority must have regard for the TES.