



## Briefing Note: Centres for Asia-Pacific Excellence Teachers' Forum and Speech Notes

<b>To:</b>	Hon Jan Tinetti, Associate Minister of Education		
<b>Cc:</b>	Hon Chris Hipkins, Minister of Education		
<b>Date:</b>	1 July 2021	<b>Priority:</b>	Low
<b>Security Level:</b>	In Confidence	<b>METIS No:</b>	
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<b>Messaging seen by Communications team:</b>	Yes	<b>Round Robin:</b>	No

### Purpose of Report

The purpose of this paper is to brief you and provide notes for a speech which you will deliver at an event you are attending remotely on Tuesday, 6 July. The event is the Centres for Asia-Pacific Excellence opening of their inaugural Teachers' Forum, which is a two-day conference for teachers and school leaders. Your office requested this briefing.

**Agree** that this Briefing will be proactively released.

**Agree / Disagree**

### Summary

- The Teachers' Forum is a flagship education initiative of the Centres for Asia-Pacific Excellence (CAPEs). It is a two-day event being hosted at the University of Waikato's Hamilton campus, and online. This is the inaugural forum. The vision is for it to become an annual feature of the educational calendar.
- You have been invited to speak virtually at the conference opening, following the mihi whakatau and the welcome address. You have been asked to speak for approximately seven minutes. No media presence is expected. Speech notes are included.
- Your speech will be presented via Zoom. This will simultaneously be live-streamed to all online participants using a specific YouTube channel set up for the forum, so that online participants can be part of the presentation.
- The aim of the forum is to inspire and empower participating teachers and school leaders to embrace opportunities for developing students' interest in the CAPE regions, and to implement global citizenship education. The forum is arranged around

three themes that are core to global citizenship education: global identities, global connections, and global challenges.

Release

Pauline Clever  
Associate Deputy Secretary  
Curriculum, Pathways & Progress  
**Early Learning and Student Achievement**

01/07/2021

Hon Jan Tinetti  
**Associate Minister of Education**  
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## Background

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1. The Centres for Asia-Pacific Excellence (CAPEs) are funded by the Tertiary Education Commission (TEC) to:
  - i. Contribute to the development of Asia-Pacific knowledge and language skills in New Zealand
  - ii. Enhance economic, trade, political and cultural relationships within the region
  - iii. Help New Zealand be better prepared to 'do business' and engage with the Asia-Pacific region.
2. The CAPEs include the **North Asia Centre of Asia-Pacific Excellence** (hosted by Auckland University), **South-East Asia Centre of Asia-Pacific Excellence** (hosted by Victoria University of Wellington), and **Latin America Centre of Asia-Pacific Excellence** (hosted by Victoria University of Wellington). The University of Waikato and the University of Otago are consortium partners.
3. The CAPEs feature prominently in the Government's International Education Strategy 2018 - 2030, and in particular, the mission of their education pillar connects strongly with the aim of *The New Zealand Curriculum* to develop young people as international citizens who will contribute to a sustainable social, cultural, economic and environmental future.
4. The CAPEs offer events, programmes, scholarships, internships, and other initiatives to support New Zealand's businesses, schools, communities and students to understand the key countries of the Asia-Pacific region better. The North Asia CAPE, along with the Southeast Asia CAPE and Latin America CAPE, were formally launched at Parliament in April 2018 by Hon Chris Hipkins.

## Opening of the Teachers' Forum – 9am, Tuesday 6 July

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5. You have been invited to speak virtually at the conference opening. Approximately 90 people are expected to attend in-person, and approximately 30 online. Attendees will include primary and secondary teachers, principals, senior leaders and educators from throughout New Zealand, and some joining from other parts of the world. No media presence is expected.
6. You have been asked to speak for approximately **seven** minutes about:
  - i. New Zealand as part of a global ecosystem – the importance of this for economic, social and environmental prosperity
  - ii. Our responsibilities as New Zealanders and as global citizens in relation to the sustainable development goals
  - iii. The importance of growing young people as global citizens, and the role of formal education opportunities
  - iv. The importance of knowing who we are as New Zealanders before we can know who we are as global citizens
  - v. Opportunities to connect with other cultures and countries even in the current climate of border restrictions – the rich diversity of our communities, opportunities for digital connections (e.g., schools that are creating or maintaining connections with schools overseas using digital connections
  - vi. Acknowledging the commitment and willingness of those at the forum – both in person and online – to learn and to grow, connecting with each other to build a network of support that will help to embed and sustain global citizenship education across Aotearoa.

7. Other notable attendees at the event include:
- Koro Taki Turner**, kaumatua / cultural advisor
  - Dr Sarah-Jane Tiakiwai**, University of Waikato Deputy Vice-Chancellor Māori
  - Professor Alister Jones**, University of Waikato Senior Deputy Vice-Chancellor and Deputy Chair, Centres of Asia-Pacific Excellence (Prof. Jones will introduce you).
  - Dr Cathy Buntting**, Director, Wilf Malcom Institute of Educational Research, and Director, Education, Centres of Asia-Pacific Excellence (Dr Buntting will thank you).
  - The keynote speaker for the forum (7 July) is **Professor Carol Mutch**, University of Auckland, also UNESCO Education Commissioner.
  - Race Relations Commissioner **Meng Foon** has contributed a short video reflection for the educational resources that are being created as part of the wider CAPEs education initiative, and may be shown at some point during the conference (but not during the opening session).
8. Proceedings will begin at 9.00am, the run sheet for the event has been provided as follows:
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|-------------|---|
| 9:00        | <i>Mihi whakatau</i>  |
| 9:15        | <i>Welcome address:</i>   |
|             | - Dr Sarah-Jane Tiakiwai  |
|             | - Professor Alister Jones   |
| <b>9:35</b> | <b>Conference opening – Hon Jan Tinetti, Associate Minister Education</b>   |
| 9:42        | <i>Thank you to the Minister, housekeeping, introduction to the forum – Dr Cathy Buntting, Director, Wilf Malcolm Institute of Educational Research, and Director, Education, Centres of Asia-Pacific Excellence.</i> |
9. You have been asked to acknowledge, either as part of your greeting at the start of your speech, or as part of a more formal dimension:
- Koro Taki** for the mihi whakatau
  - Dr Sarah-Jane Tiakiwai** and **Professor Alister Jones** for the welcome
  - The forum participants – **teachers and school leaders** – for their commitment to global citizenship education and for their willingness to learn and to grow, connecting with each other to build a network of support that will help to embed and sustain global citizenship education across Aotearoa.
10. A Zoom link has been set up especially for you, and the forums organisers will have someone connect with you from 8:40AM on Tuesday 6 July: <https://waikato.zoom.us/j/81168722811>.

### Global citizenship and sustainability in *The New Zealand Curriculum*

- The Organisation for Economic Co-operation and Development (OECD) Learning Framework 2030 has as its aim that all students be able to contribute to both individual and societal wellbeing. This includes their own personal wellbeing, social and economic success, as well as wider aspects of wellbeing, including the health of the planet. This work is influencing and helping to inform the national curriculum refresh in New Zealand.
- The Ministry of Education is responsible for reporting on Sustainable Development Goal (SDG) 4, focusing on Quality Education to 'ensure inclusive and equitable quality

education and promote lifelong learning opportunities for all'. There are ways in which the Ministry is supporting schools to incorporate the SDG-focused learning into their teaching:

- i. Global citizenship education is one of the key targets of SDG 4. *The New Zealand Curriculum* (NZC) promotes global citizenship through its vision, values and principles. We want our children and young people to be confident, connected, lifelong learners who contribute to social wellbeing by participating actively both locally and internationally. In the Social Sciences learning area of The NZC, students explore how they can become informed and take action as responsible citizens to have their voices heard.
- ii. The New Zealand National Commission for UNESCO, the Secretariat of which sits within the Ministry, has selected Global Citizenship Education (GCED) from among the SDGs as a strategic target area until this year. Its work in GCED provides opportunities for individuals and groups to build capability and share expertise, strengthening networks and making Aotearoa initiatives visible and empowering to all.
- iii. The Ministry has developed a curriculum resource for years 7-10 – [Pūtātara: A Call to Action](#). *Pūtātara* promotes sustainability and global citizenship through inquiry learning using Tūrangawaewae, Kaitiakitanga and Whakapuāwai as pou arahi. *Pūtātara* provides tools for schools, teachers and ākonga to engage with sustainability and global citizenship in their own settings. The resource encourages learners to actively engage with activities that incorporate real world problems within their community.
- iv. The Ministry of Education has also produced a curriculum resource, *Climate Change – Prepare today, live well tomorrow*, which supports schools and teachers to increase awareness of climate change and helps students understand how it impacts them on a local, national and global scale. It allows students to explore and act on opportunities to reduce and adapt to the impact of climate change on everyday life.

### Knowing who we are as New Zealanders and Treaty partners

13. The vision of the NZC includes working to create an Aotearoa New Zealand in which Māori and Pākehā recognise each other as full Treaty partners, and in which all cultures are valued for the contributions they bring.
14. The NZC acknowledges the principles of Te Tiriti o Waitangi and the bicultural foundations of Aotearoa New Zealand. All students are expected to have the opportunity to acquire knowledge of te reo Māori me ōna tikanga. The NZC reflects Aotearoa New Zealand's cultural diversity and values the histories and traditions of all its people.
15. The Ministry is working with educators and communities over the next five years to refresh the national curriculum for schooling (including *Te Marautanga o Aotearoa* and *The New Zealand Curriculum*), so it is clearer, more relevant, and easier to use. We are refreshing the overall framework of *The New Zealand Curriculum*, so it is bicultural and inclusive, with a refreshed vision for young people.
16. The Government and the Ministry have also heard the call for Aotearoa New Zealand's histories to be taught to all young people, so from 2022 onwards, our histories will be incorporated into the Social Sciences and Tikanga ā-iwi learning areas of the curriculum, and taught in all schools and kura. In the NZC, the purpose of the Social Sciences learning area is for students to understand 'how societies work and how they can participate and take action as critical, informed and responsible citizens.'

17. Learning Aotearoa New Zealand's histories will help ākonga understand there are multiple perspectives on historical and contemporary events and help them to develop their critical thinking and inquiry skills.
18. One of the considerations when drafting the curriculum content was reflecting on the significance of Māori histories in New Zealand, and honouring Te Tiriti o Waitangi and bicultural partnership. It is also inclusive and is about diversity – between groups and within groups. When finalised, the new curriculum content will support all our children and young people to gain a deeper understanding of important events in our history.
19. We know that iwi need to be well engaged in this work at the local level, and some iwi are already engaging with schools, kura and the Ministry to support the development of local curriculum.
20. On 9 June, Iona Holsted announced the establishment of Te Mahau (formerly referred to as an Education Service Agency) within a redesigned Te Tāhuhu o te Mātauranga | Ministry of Education. Te Mahau will be a more responsive, accessible, and integrated local support function for the whole education sector.
21. The creation of Te Mahau responds to the need to better recognise the bicultural foundations of Aotearoa New Zealand. Te Mahau represents a shift in how we work with and for the education sector. Te Mahau is so named because it is the porch of Te Whare o te Mātauranga. It is a place of humility of presence and manaaki. It is a place that is front-facing, accessible, visible, and transparent. It is a place of conversation and community, where wāhine and tāne can stand to speak.

#### Key risks and benefits

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22. No particular risks identified. This opening address provides a good opportunity to talk about how our curriculum supports young people to be global citizens, and to recognise themselves as Treaty partners, as well as what's happening to ensure all our young people learn about the events that have shaped our country, and us as Aotearoa New Zealanders.

#### Proactive Release

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23. We recommend that 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

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Annex 1: Speech Notes