



Briefing Note: Te Rito Toi Re-launch and Speech Notes

To:	Hon Jan Tinetti, Associate Minister of Education		
Cc:	Hon Chris Hipkins, Minister of Education		
Date:	24 June 2021	Priority:	Low
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Messaging seen by Communications team:	Yes	Round Robin:	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 on Friday, 2 July. The event is a re-launch of Te Rito Toi, a website to support schools to use arts and creativity education to deal with disasters and traumatic events. Your office requested this briefing.

Agree that this Briefing will be proactively released.

☒ **Agree** / ☐ **Disagree**

Summary

- The Te Rito Toi website is being re-launched with updated content on 2 July 2021 at an event at Sylvia Park School. The website initially went live during the COVID-19 Level 4 Lockdown in April 2020.
- Professor Peter O'Connor, University of Auckland, is the lead on this project. Professor O'Connor is a well-known advocate for arts and creativity education. The Te Rito Toi project is supported by NZEI, NZPF, UNESCO, The John Kirwan Foundation and the University of Auckland.
- A report on using an arts and creativity pedagogical approach to teaching and learning during or post-crisis will be launched at the event. The draft of this report is attached [Annex 1].

- You have been invited to speak at the event, to an audience of up to 150 people. A media presence is expected. Speaking notes are included [Annex 2].

Release

Pauline Clever
Associate Deputy Secretary
Curriculum, Pathways & Progress
Early Learning and Student Achievement
24/06/2021



Hon Jan Tinetti
Associate Minister of Education
26 /06/ 2021

Background

1. The Te Rito Toi website was launched during the COVID-19 Level 4 lockdown in 2020, to support the return to school through arts and creativity education. Te Rito Toi was promoted by the Ministry of Education on the www.learningfromhome.govt.nz website, and has been featured in the Education Gazette [article included as Annex 3].
2. Statistics provided by Professor O'Connor's team indicate that the resources on Te Rito Toi were welcomed by teachers and widely used, both in Aotearoa and internationally. 30,000 teachers attended webinars and there were over 300,000 visits to the site.
3. The intent of the site was to share resources for teachers to use, in order that they could have creative and safe ways to explore the anxieties that children might return to school with. This is both for the return to school after COVID-19 lockdowns, as well as other traumatic events.
4. The Education Gazette article in September 2020 highlighted learners at Ridgway School in Wellington using some of the teaching resources following the return to in-person schooling. The article noted "*Te Rito Toi and the associated arts activities promoted recovery and resilience when children returned to school*".

Te Rito Toi partners

5. Organisations which have supported and promoted Te Rito Toi include the main sector peak-bodies, NZEI, NZPF, and PPTA. This reflects the strong connections Prof. O'Connor has in the sector. Alongside this, The NZ National Commission for UNESCO, the University of Auckland, and charitable trusts including the Chartwell Trust and the John Kirwan Foundation have supported the project.

Professor Peter O'Connor

6. Prof. O'Connor is the Director of the Centre of Arts and Social Transformation, in the Faculty of Education and Social Work at the University of Auckland. He is a high-profile arts education practitioner and advocate. His work with learners in Christchurch post-quake was picked up by UNESCO and has been used as a model world-wide for post-disaster education recovery. He comments regularly in the media on education issues, including arts education, charter schools, and national standards.

Launch of report on Te Rito Toi '*Seeding Possibilities with the Arts*'

7. A draft of the report to be launched at this event has been provided to the Ministry of Education. The report is based on research conducted during term four 2020 in eight schools which had used the Te Rito Toi resources, based on interviews with 15 principals and teachers.
8. Key findings of the research can be summarised as follows:
 - a. Educators interviewed appreciated that the resources focused on learner well-being, which was important for the return to school after lock-down, and there was a strong consensus that this was the appropriate focus for this period of time.
 - b. Teachers and leaders adapted the resources for their contexts, and teachers who had undertaken arts or mental health professional learning were better able to do so.
 - c. Promotion by partners was valued for teacher knowledge of the resources.

- d. The report notes that the Ministry of Education's focus after re-opening of schools in 2020 was generally on learner well-being and not simply on catching up on lost-learning, and this is welcomed.

Creative Schools Index

9. Another recent publication from Prof. O'Connor, *The Creative Schools Index* research report is also of relevance and may be raised at this event. This report was based on surveys of learners conducted in New Zealand and Australian schools, in an international collaboration led by the Centre for Arts and Social Transformation.
10. Prof O'Connor has, off the back of this report, claimed that arts education has been neglected in New Zealand schools. The survey data shows however, that for young learners most dimensions of creativity are present to a relatively high extent in their school-based learning, however the degree of creativity in learning that students experience declines as they get older. Associate Deputy Secretary, Curriculum Pathways and Progress Pauline Cleaver attended a Wellington launch of the report on 21 April 2021, where Prof. O'Connor again raised the need for greater investment in the Arts.

Event – Friday 2 July

11. You have been invited to speak at a launch of a 're-vamped' website for Te Rito Toi, hosted by Sylvia Park School. You have been asked to speak for 5-7 minutes about:
- Supporting the release of the Te Rito Toi research report, and the need for a pedagogically informed approach to school during or post crisis (a full copy of the report will be sent to the Minister 22 June).*
 - The importance of curricular and pedagogical support for teachers post disaster.*
 - The value of teaching Pacific arts for children and the importance of resources for teachers to do that well.*

Details of the event

12. Along with Prof. O'Connor, other notable speakers and attendees at the event have been listed as:
- Dagmar Dyck**, Deputy Principal Sylvia Park School (speaking)
 - Fatu Feu'u**, Renowned Samoan/New Zealand artist (speaking)
 - Prof. Dawn Freshwater**, Vice Chancellor, University of Auckland (attending, not speaking)
 - Prof. Carol Mutch**, Education Commissioner for UNESCO NZ (attending, not speaking)
13. Possible attendees who have been invited but have not confirmed attendance are:
- Hon. Aupito William Sio**
 - Hon. Priyanca Radhakrishnan**
14. The run-sheet for the event is has been provided as follows:

9.55am – All guests arrive at Sylvia Park School

10am – Mihi whakatau. Guests make their way to the school hall and take seats.

10.07am– Kapa haka performance

10.15am – Professor Peter O'Connor speaks

10.25am – Dagmar Dyck speaks

10.35am – Fatu Feu'u speaks

10.42am – Hon Jan Tinetti speaks and launches Te Rito Toi, followed by a short Te Rito Toi video played on the screen.

10.55am – All guests are invited for a short tour around the school

11.05am – School tour concludes. All guests are invited to stay for morning tea and networking.

Key Risks and Benefits

15. It is likely that Prof. O'Connor will take the opportunity of your attendance at this event to promote the issues he has raised previously about creativity in New Zealand schools, and to encourage greater investment in, and focus on, arts education.
16. If you wished to respond, you could point out:
 - a. **The Education and Training Act (2020)** establishes enduring learning objectives for schooling which include “resilience, determination, confidence, and creative and critical thinking”; this demonstrates the importance the Government places on the goal of creativity in education. This is not limited to a single learning area or approach, but sits at the heart of the intent of schooling in Aotearoa.
 - b. The **Vision and Key Competencies of The New Zealand Curriculum** establish the intent of teaching and learning in schools, and also demonstrate the central place of creative capabilities in education in New Zealand. Creativity is not limited to the Arts learning area.
 - c. **The New Zealand Curriculum** encourages and promotes schools, as Sylvia Park and many other demonstrate, to develop a local curriculum that is rich in arts and creativity education. The recent (upcoming as of date of this briefing) Education Gazette Article on Sylvia Park School's approach to Aotearoa New Zealand's Histories amply demonstrates this [See Annex 3].
 - d. We have invested significantly in specific creativity and arts education initiatives over the last four years. Budget 2019 provided \$7.16 million to enable a **Creatives in Schools** programme to be delivered in schools and kura. The Ministry of Education is leading the *Creatives in Schools* programme, partnering with the Ministry for Culture and Heritage and Creative New Zealand. The programme involves partnering of schools and kura with professional artists to share specialist artistic knowledge and creative practice.
 - e. Budget 2020 provided additional funding of \$4m over three years to expand the Creatives in Schools programme and increase the total number of projects from 304 to 510 over the first four years of the programme.
 - f. **Networks of Expertise** – arts focused (funding for these five organisations, around \$800,000 per year). Four subject associations with arts curriculum focuses in 2021 signed funding agreements for 3-5 years to support teacher-led peer-to-peer professional learning in the areas of visual arts, dance, drama and music. Alongside this, we are funding a network focused on use of the dramatic inquiry pedagogical approach across curriculum areas.
 - g. Alongside new investments, there are **ongoing investments** to specifically support these goals, including:
 - i. **Learning Education Outside the Classroom (LEOTC)** is a limited and contestable funding pool supporting community-based organisations to provide students with learning experiences that complement and enhance student learning, in alignment with the national curriculum.
 - ii. **Out-Of-Hours Music and Art (OOHMA) (\$2.1M p.a.)** scheme - The OOHMA scheme provides professional tuition in music and art for Years 1 to 8 students that is additional to any that the school staff might provide.
 - iii. **Itinerant Music Teachers (\$998,963 for 2016)** - Every secondary school, area school and restricted composite school receives, as part of its regular staffing allowance, an allocation for instrumental and vocal music tuition.
 - iv. **Secondary Vacation Music Grant (\$18,000 per year)** - The purpose of this fund is to support recognised national music education events and courses

to provide over 300 secondary school students with opportunities to participate at a national level.

- v. **Arts Online website (\$178,000 per year)** – The Ministry’s Arts Online website provides a single point of access for the four arts disciplines where expertise and assistance can be shared among teachers.

Proactive Release

17. 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

- Annex 1: *Seeding Possibilities with the Arts*, Draft report on Te Rito Toi during COVID-19
- Annex 2: Speech notes
- Annex 3: Education Gazette article, ‘*Arts help tamariki*’ 21 Sept, 2020
- Annex 4: Education Gazette article, ‘*History comes alive at Sylvia Park School*’, July 2021

Annex 1 is publicly available here: <https://www.teritotoi.org/wp-content/uploads/2021/06/seeding-possibilities-with-the-arts-te-rito-toi-2021.pdf>

Annex 3 is publicly available here: <https://gazette.education.govt.nz/articles/arts-help-tamariki/>

Annex 4 is publicly available here: <https://gazette.education.govt.nz/articles/history-comes-alive-at-sylvia-park-school/>