



Briefing Note: Association of Integrated Schools (AIS) Conference

To:	Hon Chris Hipkins, Minister of Education		
Date:	4 June 2021	Priority:	Medium
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Purpose of Report

This briefing note provides information to support you to address the Association of Integrated Schools on 15 June at 10am at the Brentwood Hotel, Kilbirnie. Your address is part of the Association of Integrated Schools' Conference which is held annually.

Note the information about this event and attached speech notes.

Agree that this Briefing will be proactively released.



Jann Marshall
Associate Deputy Secretary
Network and School Delivery
Sector Enablement and Support

4/6/2021

Hon Chris Hipkins
Minister of Education

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Background

1. The Association of Proprietors of Integrated Schools (APIS) is an umbrella organisation that supports the proprietors of New Zealand's integrated schools. The Association of Integrated Schools (AIS) falls under this group and includes state integrated schools that are not Catholic schools.
2. The AIS annual conference is an opportunity for members to share ideas and experiences. You are scheduled to provide a keynote address on the first morning of the conference.
3. The Minister, Associate Minister of Education and key education leaders have spoken at this conference for many years. Last year's conference was cancelled due to COVID-19, and in previous years Minister Jenny Salesa, and Iona Holsted (Secretary for Education) have presented key note addresses.
4. Around 90 AIS members are expected to attend. This will include proprietors, principals and other leaders from state integrated schools.
5. In your speech you have been invited to outline the Government's ideals for education and the part integrated schools play.
6. Ministry staff will run workshops at the conference on both Tuesday 15th and Wednesday 16th June.

Key People

Kevin Shore	Chief Executive Officer, Association of Proprietors of Integrated Schools (APIS), (appointed January 2020).
Jenny Gordon	Chairperson of APIS.
Mark Larson	Executive Director, Association of Integrated Schools (AIS).

Your visit

7. You are scheduled to arrive at the Brentwood Hotel, Kilbirnie at about 9:45 am, where you will speak from 10:00 – 10:45 am. Morning tea will follow directly after your keynote address.
8. You will have a time slot of 45 minutes, with time for questions after you deliver your speech.
9. Ministry staff will be running workshops during the conference. These will include providing information about the implementation of changes to the Education and Training Act 2020, enrolment schemes in state integrated schools, and the National Education and Learning Priorities (NELP).

Background on state integrated schools

10. There are 334 state integrated schools, educating around 90,000 students across New Zealand. This is nearly 12% of students in all schools.
11. These schools have a special character most commonly of a religious nature. State integrated schools include a range of Christian schools (Catholic, Anglican, Presbyterian, bible-based Christian), three Islamic schools, and a Jewish school. There are also schools that have a particular philosophy (the Rudolph Steiner Schools and a Montessori School), and there are four integrated schools that are kura.
12. The arrangements for state integrated schools originated in the mid-1970s as a solution to the financial difficulties faced by the Catholic private school sector. State integrated schools are subject to many of the same legislative provisions as other state schools, with some exceptions mainly designed to protect their special character.
13. Each school's Integration Deed with the Crown stipulates a maximum roll.
14. The Ministry funds state integrated schools as it does state schools for their operational funding and staffing. As the property at these schools is owned by their proprietor, the Ministry funds the proprietor for maintenance of the buildings (it funds boards in state schools). The maintenance funding for state integrated schools is called Policy 1 funding (in state schools it is called 5YA funding).
15. In areas of high population growth, the Government may provide Policy 2 funding, which contributes towards the costs of building either new classrooms or a new integrated school. \$5.7m over four years was provided in Budget 2019.

Your presentation

16. You have been invited to outline the Government's ideals for education, and the part integrated schools play. We have considered this within the context of building educational wellbeing in the 2021 Budget and the Tomorrows' School's review.

State integrated schools and building educational wellbeing

17. The focus on wellbeing is important to all of government, with a particular focus now on the post-pandemic meaning of wellbeing. Education wellness is vital for all schools to focus on.
18. Education improves people's earning prospects and their ability to contribute to the economy. It is equally important to look at the non-financial outcomes of education. .
19. Everyone in a school has a role to play in supporting the wellbeing of students.
20. Te Pakiaka Tangata Strengthening Student Wellbeing for Success outline professional practice expectations and standards for every secondary school and wharekura, assisting them to further strengthen their students' safety, wellbeing and achievement.

Finances - Budget

21. The Budget for 2021 has a \$50 million funding package for state integrated schools. This funding will help deliver property projects the proprietors of our state integrated schools have not been able to prioritise. These projects are expected to be delivered in the next 12 – 24 months.
22. Funding will go towards essential upgrades that will improve integrated schools' learning environments.
23. The Ministry will work with APIS to deliver this funding through to proprietors.

Supporting All Schools to Succeed

24. The Government is reforming the Tomorrow's Schools system through Supporting All Schools to Succeed. These reforms seek to put more frontline support closer to schools, creating a more connected, responsive, and supportive system.
25. One of the key reforms is establishing the Education Service Agency (ESA), within a redesigned Ministry of Education. The intent of the ESA is to:
 - Better position the Ministry to engage with the sector to help underserved ākonga and whanau across our diverse communities
 - Give greater support to education leaders and a better balance between local and national responsibilities for network provision
 - Give frontline delivery a stronger voice in education provision, and greater priority to regional and sector and community voice in decision making to provide more responsive and accessible support to the sector and communities
 - Deliver more high-quality supports to education leaders, learners, and their communities and use their insights to drive change throughout the system and
 - Deepen relationships with parents, communities, hapū and iwi and to provide curriculum support so they can develop local curricula within national guidelines.
26. The proposal to establish an ESA, as part of a redesigned Ministry, is currently being considered by Ministry staff.
27. Other reforms in the Supporting All Schools to Succeed programme of work include:
 - Establishing a National Curriculum Centre
 - Having a more visible support system for school leadership, including establishment of a Leadership Centre within the Teaching Council, and a new Leadership Advisor role
 - Establishing an independent mechanism for parents and students to raise and resolve complaints, including supporting the use of restorative practice
 - Strengthening the Māori medium education pathway

- Strengthening school governance
- Ensuring school enrolment schemes are fair.

28. These reforms involve a substantial work programme that we will progress over the next five to ten years subject to future policy and Budget decisions.

Education Work Programme

29. The 2021 Education Work Programme will build on the achievements of the last three years with a strong focus on implementation and delivery.

30. Besides progressing Supporting All Schools to Succeed programme, highlights of the new education work programme include:

- Progressing work on the New Zealand Histories Curriculum and the NCEA Change Programme
- The Reform of Vocational Education (ROVE)
- Lifting student performance in maths (including numeracy) and literacy
- An action plan to support schools and early learning services to raise attendance and engagement
- Working towards pay parity for the early learning sector
- Developing a strong, culturally competent workforce, including through changes to improve Initial Teacher Education
- Modernising careers advice in schools
- Strengthening the youth transitions system
- Develop a strategy, with the sector, for international education and its recovery from the impacts of COVID-19
- Replacing school deciles with the equity index
- Reviewing the tertiary education funding system, including for degrees, to introduce a stronger focus on work-integrated learning across a broader range of disciplines.

31. All these various initiatives aim to increase student engagement, wellbeing, and achievement. They will also build on progress to ensure Te Tiriti o Waitangi is foundational to the education system and on eliminating racism and bias within it.

32. This 2021 programme of work will be subject to Cabinet decisions over the next three to four Budget cycles.

School board objectives

33. The new board objectives under the Education and Training Act 2020, take a more holistic approach of the expectations of school boards, than previously. There are now four main objectives which must be accorded equal weight. Along with student achievement, safety and inclusion, boards are now required to ensure that their school:

- a. gives effect to student rights set out in this Act, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993; and
 - b. takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school.
34. The new board objectives also now explicitly require boards to give effect to Te Tiriti o Waitangi. They must do this by, among other things:
- a. working to ensure the school's plans, policies and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori,
 - b. taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and
 - c. achieving equitable outcomes for Māori students.

National Education and Learning Priorities (NELP)

35. Part of the National Education and Learning Priorities (NELP) issued in 2020 is to ensure that schools instil in each child and young person the importance of:
- a. The inclusion of different groups and persons with different persons characteristics
 - b. Diversity and cultural knowledge, identify and different official languages
 - c. Te Tiriti O Waitangi, and Te Reo Māori.
36. We expect all state and state integrated schools to consider these in relation to their students (including Māori students) and comply with the specific obligation of ensuring they achieve equitable outcomes for Māori students.

Improving transparency of school's non-preference enrolment criteria

37. The Tomorrow's Schools Independent Taskforce observed that state integrated schools could be clearer about how they decide to allocate places on their school rolls.
38. Much like other state schools, state integrated schools are required to implement enrolment schemes and use balloting criteria to allocate places for students who come from out of zone. It is important that there is a similar level of transparency for non-preferential enrolments in state integrated schools.
39. The Ministry and APIS have worked to ensure that the criteria for non-preference enrolments are clear on each state integrated school's website.
40. Following targeted engagement, 98 percent of schools have now met the minimum standards by either publishing their non-preference enrolment criteria on their websites or having a hard copy of their non-preference enrolment policy available at their school office. The Ministry is working with APIS to support the remaining schools to do this too, so that all parents and whānau are aware of the processes when considering applying for a non-preference position.

Changes to Legislation - physical restraint in schools

41. Changes to the legislation on the use of physical restraint in schools came into force in August 2020. Since then, the Ministry has been working with an advisory group to update the rules and guidelines on physical restraint to align with these changes, and to provide clear guidance to schools on preventing and managing situations where physical restraint may be necessary to prevent imminent harm. The Physical Restraint Advisory Group includes representatives of parents, the education sector and disability communities.
42. The Ministry will be consulting on draft updated rules and guidelines to ensure that they meet the needs of schools, kura, and communities across New Zealand, including state integrated schools. We will be in touch with APIS soon to get their input.

Curriculum development

43. The Ministry has set up a Curriculum Voices Group – The New Zealand Curriculum (NZC) to support the review and development of curriculum. It is a diverse group, made up of key stakeholder representatives, including peak bodies, and draws upon a range of voices and perspectives.
44. The Curriculum Voices Group serves as the central 'touch point' for customer-focused guidance and feedback on design, development, and implementation products. This group serves the breadth of the NZC work programme, not only the work of the NZC Refresh. It is a mechanism to ensure insights from our 'end users' to directly inform and influence the Ministry's work. It does not include the scope of the Te Marautanga o Aotearoa work programme.
45. We currently have one integrated school represented on the Curriculum Voices Group, Raphael House Rudolf Steiner School from Lower Hutt.
46. Schools will also have opportunities, throughout the NZC Refresh phase of work, to review and test draft content through staff discussion, in class trials and specific focus groups.
47. When we have finalised the schedule, we will be advertising extensively for schools to be involved in the curriculum trials. If a school is interested, they could register with the Ministry and participate.
48. We will be updating our website regularly with the latest information. More information is at <https://www.education.govt.nz/our-work/information-releases/issue-specific-releases/national-curriculum-refresh/#>

School Lunches

49. There are 50 state integrated schools that are involved in the school lunch programme.

Proactive Release

50. 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

Annex

Annex 1: AIS Conference itinerary

Annex 2: Event Information sheet

Annex 3: Speech notes

Proactively Released

Proactively Released

TUESDAY 15th JUNE

8:00am Registrations Open	
9:00am	Keynote: Media Training - When Your School is the Headline- Pete Burdon This presentation will focus on how to deal with the news media when the stakes are high. It will look at how to master any media interview and how to put steps in place to be ready for negative media attention at your school. The strategies covered will prepare you for anything from the death of a student through to parent complaints and also how to handle the many possible media angles on Covid-19 such as confirmed student cases.
10:00am	Keynote: Hon Chris Hipkins
10:45am	MORNING TEA
11:15am	Presentation: APIS & AIS NZ Strategic Plans – Dr Kevin Shore/Mark Larson
11:30am	Keynote: The New Zealand Histories Curriculum - A Panel Presentation Dr Nēpia Mahuika is part of the working group involved in writing the New Zealand History curriculum reset for 2022. MoE Implementation Team responsible for the implementation of the new New Zealand Histories Curriculum will speak about the New Zealand curriculum, Social Sciences curriculum area as well as Government expectations and implementation information. Presentations will be followed by a Q&A time.
12:45pm	Introduce Sponsors / LUNCH
1:45pm WORKSHOPS You have four workshop choices (please choose one)	
<div>Administration "Stream"</div> <div>Governance/Leadership/Special Character "Stream"</div>	
Option 1 - Ministry of Education An update on all the latest news and advice for State Integrated Schools including changes to the Education and Training Act, NELPS, Enrolment Schemes and updated guidelines for Attendance Dues and Policy One Expenditure.	Option 2 - NZSTA 'Being an inclusive school with a special character' <i>With Sue Cotter (NZSTA)/Warren Peat (AIS NZ Executive)</i> The Education and Training Act 2020 has ramped up expectations around inclusive education. Warren and Sue will lead this interactive workshop through a critique of the participants' selection of hot topics, including; racism, hate speech, cultural and ethnic identity, physical disability, mental wellbeing, autism spectrum, sexism, gender identity and anxiety disorders.
	Option 3 - Leadership Coaching and Mentoring with a Special Character focus <i>With Marshall Diggs (Growth Culture) and Shaun Brooker (AIS NZ Executive)</i> Leaders the world over know that a life without risk, challenge, difficulties and adversity is a life without purpose. Without an experienced, life-infused mentor/coach in your corner, speaking into your unique gifts, calling and aspirations, these challenges can create demands and drains that can often steal a leader's passion, purpose and sense of self. Notably, we see leaders moving into positions of greater responsibility within and beyond our schools, while simultaneously the leadership challenges become more complex, and often the solutions that worked in less demanding roles no longer fit. All of these realities demand a new responsive, people-centric, ethical and customised avenue to assist and equip leaders. This new avenue is called the GCLA [Growth Culture Leadership Academy]. GCLA addresses the biggest hurdles that hinder effectiveness. Having a special character / biblical worldview / kingdom focus / on growing and empowering others with two specific coaching modes engineered for: equipping and developing, and succession planning and refreshment. If we genuinely love and value each other, the real question is how much longer should Leadership Coaching and Mentoring in our sector be considered optional?
	Option 4 - Teaching the 'difficult' histories of Aotearoa/New Zealand <i>With Dr Nēpia Mahuika</i> Nepia will enlarge on his contribution to the pre-lunch plenary session by looking in more detail at his work developing the Maori history part of the new New Zealand Histories Curriculum and initial thinking around appropriate pedagogies for teaching the new curriculum. The context for his workshop will be updated expectations for Boards of Trustees in The Education and Training Act 2020, Section 127 (as below) Section 127 (d) the school gives effect to Te Tiriti o Waitangi, including by - (i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Maori, matauranga Maori, and te o Maori; and (ii) taking all reasonable steps to make instruction available in tikanga Maori and te reo Maori; and (iii) achieving equitable outcomes for Maori students

3:00pm WORKSHOPS

You have four workshop choices (please choose one)

Option 1 - APIS

With Dr Kevin Shore (APIS CEO)

Using the APIS Strategic plan as a framework this workshop will provide updates and advice in the key work areas identified in the plan;

- Providing advice and resources to Proprietors to support special character
- Changes in legislation
- Property and funding
- Advocacy for the sector
- Future watch – environmental intelligence

Option 2 - NZSTA - Boards Managing Risk

With Lisa Henderson and Sue Cotter

'In hindsight, we might have done that differently....mitigating risk'
We're fairly confident that we've made the right decision, but we're being challenged. Of course an unpopular decision, if it is right and just, can be upheld. Sometimes, on reflection, the process that we followed to reach the decision could have been better and if we've got that wrong, it is the challenge that can be upheld.

In this interactive workshop, Lisa and Sue will introduce three situations where schools are regularly challenged and will lead the group through ways to mitigate the risk by following good practice.

Option 3 - Leadership Coaching and Mentoring with a Special Character focus

With Marshall Diggs (Growth Culture) / Shaun Brooker (AIS NZ Executive)

Leaders the world over know that a life without risk, challenge, difficulties and adversity is a life without purpose. Without an experienced, life-infused mentor/coach in your corner, speaking into your unique gifts, calling and aspirations, these challenges can create demands and drains that can often steal a leader's passion, purpose and sense of self.

Notably, we see leaders moving into positions of greater responsibility within and beyond our schools, while simultaneously the leadership challenges become more complex, and often the solutions that worked in less demanding roles no longer fit. All of these realities demand a new responsive, people-centric, ethically and customised avenue to assist and equip leaders. This new avenue is called the GCLA [Growth Culture Leadership Academy].

GCLA addresses the biggest hurdles that hinder effectiveness. Having a special character / biblical worldview / kingdom focus / on growing and empowering others with two specific coaching modes engineered for: equipping and developing, and succession planning and refreshment. If we genuinely love and value each other, the real question is how much longer should Leadership Coaching and Mentoring in our sector be

Option 4 - Teaching the 'difficult' histories of Aotearoa/New Zealand

With Dr Nēpia Mahuika

Nepia will enlarge on his contribution to the pre-lunch plenary session by looking in more detail at his work developing the Maori history part of the new New Zealand Histories Curriculum and initial thinking around appropriate pedagogies for teaching the new curriculum. The context for his workshop will be updated expectations for Boards of Trustees in The Education and Training Act 2020, Section 127 (as below)

Section 127 (d) the school gives effect to Te Tiriti o Waitangi, including by

- (i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Maori, matauranga Maori, and te o Maori; and
- (ii) taking all reasonable steps to make instruction available in tikanga Maori and te reo Maori; and
- (iii) achieving equitable outcomes for Maori students

4:15pm

AFTERNOON TEA

4:45pm

ANZ Senior Economist – Miles Workman

6:00pm

HAPPY HOUR

7:00pm

CONFERENCE DINNER – with performances from St Oran's College students

WEDNESDAY 16th JUNE

8:30am	<p>Keynote: Future Focused Learning - Derek Wenmouth</p> <p>The global COVID-19 pandemic has pulled back the curtain on what our students are doing at school and exposed weaknesses in many of the philosophical understandings that guide our work (both explicitly and implicitly), and in the structures and processes that define how we work with our students, and the expectations we have of them as learners.</p> <p>While some are expecting a 'return to normal', others argue that we must use this opportunity to critically examine some of the deeply held beliefs and traditions of our schooling system. How might we need to think differently about how schools are organised? About the curriculum we provide? About the roles of teachers and learners? How do concepts such as learner agency, learner voice and transferrable skills fit within our vision of education for the future? And what is the appropriate faith-based response in all of this?</p> <p>Drawing on his experience as an educator, policy maker and thought leader in the NZ context, Derek will explore some of the ways in which leaders and teachers may respond in order to ensure schools remain relevant and 'future focused' in all areas of their activity. He'll suggest some critical actions we must consider to ensure we're preparing our students to be confident, connected and capable learners in this increasingly digital world, and how we might work together to manage the change required in our schools and in our communities in ways that honour the past and pursue the future.</p>
9:30am	Sponsors
10:00am	Keynote: Education and Law - Kris Morrison
11:00am	MORNING TEA
11:30am	<p>Keynote: Equipping our children for their future - Dr Chris Jansen</p> <p>More than ever, we are aware as educators and as parents that the world our young people will enter after they leave our schools is unpredictable, complex and uncertain; and in order to thrive and make wise decisions they will each need high levels of self-management, initiative, confidence, flexibility and collaboration. Interestingly, media portrays a polarised view where apparently just a few schools are radically innovating and the remainder of schools stick to the 'tried and true'. However, in the Grow Waitaha project where we have been working alongside over 150 Christchurch schools since the 2011 earthquakes, we have found that ALL schools are in fact adapting their learning programmes with a focus on 'Learners at the centre of change'. In this session we will explore the nine key aspects that these schools have been focussed on and what is being learnt in the process.</p>
12:30pm	LUNCH
1:30pm WORKSHOPS	
You have three workshop choices (please choose one)	
Administration "Stream"	Governance/Leadership/Special Character "Stream"
<p>Option 1 - Business Managers Forum</p> <p>Executive Members Chris Johnston and Rob Blackett chair a general forum with the agenda shaped by question submitted before the conference and those taken from the floor.</p>	<p>Option 2 - Exploring the flexibility mosaic tool</p> <p>With Dr Chris Jansen</p> <p>In this workshop we will explore the Flexibility in Learning Mosaic tool which was created by Dr Cheryl Doig and I as part of our work with secondary schools around Aotearoa. It involves highlighting where your school is at present on three variables, celebrating the progress you have made to date, and then using it as thought starter to plan the next few years of priorities. We will unpack a series of case studies where flexibility in a wide range of areas is being prototyped in schools including: collaborative pedagogy, student self-management, integrated curriculum and passion projects, variable timetables, flexible learning spaces and adapted assessment. We will also discuss how to design and implement professional learning with your own staff to develop a shared vision for learning that allows all teachers to continue to adapt their pedagogy based on a series of thought prompts that we have published in the Latitude magazine over the last 12 months.</p> <p>Secondary Flexibility Latitude magazine articles</p> <p>Option 3 - Evaluation for Improvement: ERO's new approach</p> <p>With Juliette Hayes</p> <p>Over 2021-2022, ERO is moving from event-based external reviews to working as an evaluation partner alongside each school, supporting each school in a process of continuous improvement. This presentation will outline the new approach and what you can expect to experience in your partnership with ERO. Your questions will be welcomed.</p>

2:45pm WORKSHOPS You have four workshop choices (please choose one)	
Option 1 - Insurance Overview and Update With Sam Marrett Topics covered - Fire & General Insurance Industry - Material Damage & Business Interruption - Liability - Motor Vehicles - Cyber Insurance	Option 3 - Follow up from Keynote: Are We There Yet? With Derek Wenmouth Abstract: For travellers on a journey it's a simple question - "Are we there yet?" It's equally important for everyone, including teachers, parents and education leaders, to be asking as we commit to pursuing our strategic goals and enact the mission and vision of our schools. In this interactive activity we'll find ourselves wrestling with a number of questions designed to challenge us in our thinking about the educational journey we envisage for our students, and the considerations we must make to determine whether we are making progress towards this goal, or whether we see our students as cyclists biking faster and faster, competing with the rest of the field, but getting no nearer the finishing line.
Option 2 - Financial Management in State Integrated Schools With Rebecca Cook An Overview and Update on Recent Changes Finance 102: In this workshop, Rebecca will cover: <ul style="list-style-type: none"> • Revisiting common risks schools face • Budgeting and forecasting your strongest tools • Aligning spending with strategic goals – and income streams • Planning for the future • MoE resources available • School Finance Q&A 	Option 4 - Evaluation for Improvement: ERO's new approach With Juliette Hayes Over 2021-2022, ERO is moving from event-based external reviews to working as an evaluation partner alongside each school, supporting each school in a process of continuous improvement. This presentation will outline the new approach and what you can expect to experience in your partnership with ERO. Your questions will be welcomed.
4:00pm	Conference Closure