



Briefing Note: Background and talking points for attendance at the University of Otago Post-Budget Talanoa in Auckland

To:	Hon Aupito William Sio, Associate Minister of Education		
Cc:	Hon Chris Hipkins, Minister of Education		
Date:	19 June 2021	Priority:	Medium
Security Level:	In Confidence	METIS No:	1262964
Key Contact:	Tipene Chrisp, Group Manager, Education System Policy	DDI:	9(2)(a)
Messaging seen by Communications team:	N/A	Round Robin:	No

Purpose of Report

This briefing note provides you with background information including a draft speech for your participation in the University of Otago Post-Budget Talanoa in Auckland on Thursday 24 June.

Summary

- You have been invited to attend the University of Otago Post-Budget Talanoa on Thursday 24 June, from 4pm to 6pm at the University of Otago Auckland centre, 185 Queen Street, Auckland.
- A car park is available for you underneath the building, and Tofilau Kirifi-Alai, the organiser, will be at the front door to direct you to the park. Her contact is 9(2)(a).
- The Talanoa is by invitation and will include a maximum of 50 attendees, including academics and Pacific community leaders. All Pacific Ministers are being invited to attend. Confirmed attendee information will be provided directly to your office by the event organiser.
- The intention of the Post-Budget Talanoa is to share information, in particular highlighting the Budget 21 Education funding allocations that support Pacific learners and their families.
- You have also been asked about the wider Pacific Community focus of Budget 21. The Ministry for Pacific Peoples is providing you with information about the wider Pacific Wellbeing budget for the Talanoa.

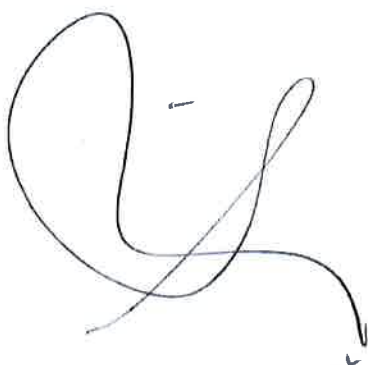
- The draft speech for Budget 21 Education is appended at Annex 1.

Proactive Release

We recommend you:

Agree that this Briefing will be proactively released.

Agree / Disagree



Tipene Chrisp
Group Manager
Education System Policy

22/06/2021



Hon Aupito William Sio
Associate Minister of Education

21/6/2021

Background

1. The University of Otago at Auckland has initiated the post-Budget Talanoa to share information with invited academics and Pacific community leaders about the contributions of Budget 21 to Pacific families and communities.
2. The Talanoa is intended to provide a venue for questions and discussion for all the participants about key issues.
3. This briefing note includes a draft speech at Annex 1. The list of invited attendees and a draft run sheet will be provided directly to your office by the event organiser.

4.

9(2)(f)(iv)

Action Plan for Pacific Education 2020 – 2030

5. Budget 21 supports the Action Plan for Pacific Education and your priorities for Pacific Education in 2021.
6. We have included a short introduction to the Action Plan and a summary of recent Budget 19 and Budget 20 funding and a summary of your priorities in the education component of your speech, alongside information about Budget 21.
7. The Action Plan for Pacific Education 2020-2030 is a blueprint for Pacific education that responds to diverse voices and outlines how we want to keep working together with Pacific communities and the education sector.
8. This 10-year strategic plan maps the Government's actions to support Pacific Education and signals how schools, as well as early learning services and tertiary providers can achieve change in collaboration with Pacific learners and their families.
9. Part of working differently through the Action Plan for Pacific Education includes building on the investment of \$27.4 million in Budget 2019 and the investment of \$80.2 million in Budget 2020 to support Pacific learners and families to access and participate in education, particularly those impacted by COVID-19.
10. Budget 21 provides \$12.4m over four years for the first system-level investment in Pacific bilingual and immersion units in schools. This funding will introduce a new component to the school Operations Grant to provide additional per-student funding for students enrolled at Level 1 and Level 2 immersion Level Programmes for Pacific languages. It will also provide professional learning and development for teachers and further curriculum resources to support teachers to teach in Pacific bilingual and immersion units.
11. Budget 21 also includes \$5.016m over four years for the delivery of sustained professional learning and development for teachers and leaders in early learning and schooling, to enable them to develop and embed the competencies detailed in Tapasā: Cultural competencies for teachers of Pacific learners.

Your key priorities for Pacific Education for 2021

12. You have identified the following key priorities for Pacific education for 2021:

- a. Pacific medium education, including immersion Pacific early learning and language pathways which are opportunities to advance educational equity by promoting bilingual educational approaches as well as supporting Pacific language revitalisation and maintenance.
- b. Cultural competence of teachers to employ culturally sustaining practices that help them to critically reflect on their own privilege, build relationships with Pacific learners and support their cultural identities.
- c. Meaningful pathways, particularly from secondary through tertiary education and into employment, that reflect Pacific learners' and families' aspirations.
- d. A competent Pacific workforce that is responsive and proportionate to reflect the diversity of the Pacific learner population.

Other Budget 21 Education Initiatives linked to Pacific learners and families

13. Some other education initiatives, funded through Budget 21, will also contribute to the learning and wellbeing of Pacific learners and their families. These initiatives are summarised below:
 - a. The attendance service received \$20.873m over 5 years to fund an extra 7,500 places. This work supports learners who are at risk of disengaging from school, particularly Māori and Pacific learners.
 - b. Reading Together Te Pānui Ngātahi and early Reading Together will be expanded to fund a further 260 programmes for Pacific families and communities to ensure that Pacific parents can support their children's reading.
 - c. A per-place funding increase for Alternative Education of \$4.444 m over 4 years will support the 10% of students in Alternative Education who are Pacific.
 - d. The NCEA change programme includes funding to make NCEA more accessible for students and to signal clear pathways into further study and work.
 - e. Funding for the Reform of Tomorrow's Schools, including implementing the Education Support Agency, will strengthen national curriculum supports so that Pacific learners are better supported with culturally responsive pedagogies and curriculum content.
 - f. Māori and Pacific Trades Training received \$0.4m to maintain programme quality, ensuring that the qualifications are developed and assessed well.

The University of Otago Pacific Strategic Framework (2013-2020)

14. There is some alignment between the targets in the Otago Pacific Strategic Framework (2013-2020), the Tertiary Education Strategy (TES) and the Action Plan for Pacific Education. These are outlined in the table below.

Table 1: Alignment between the Pacific Strategic Framework, the Action Plan and the TES

University of Otago Pacific Strategic framework	Action Plan for Pacific Education shifts	Tertiary Education Strategy priorities
Demonstrating and valuing leadership which contributes to Pacific development – advocate for Pacific interests and celebrate Pacific achievement.	Confront systemic racism and discrimination in education.	Reducing barriers to education for Pacific all, including Māori and Pacific learners/ākonga and those with learning support needs. Ensuring every learner/ākonga gains sound foundation skills including language, literacy and numeracy.
Encouraging Pacific Research Excellence	A growing, valued and highly competent Pacific workforce. Enhance the contribution of research and mātauranga Māori in addressing local and global challenges.	Strengthening the capability of the research community to undertake meaningful research with Pacific learners and families. Provide more opportunities for Pacific researchers to lead, research across diverse local and global intractable 'problems'. Enhance the contribution of research and mātauranga Māori in addressing local and global challenges
Promoting growth and development	Valuing and growing the number teachers and leaders of Pacific heritage is a key part of ensuring quality teaching and leadership that is reflective of and responsive to Pacific learners and their families.	Strengthening opportunities to work alongside and contribute to Pacific education policy in the tertiary space.

Annexes

Annex 1: 9(2)(g)(i)