



## Education Report: Progress Update on the Highest Needs Change Programme

To:	Hon Jan Tinetti, Minister of Education		
Date:	1 June 2023	Priority:	High
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Messaging seen by Communications team:	No	Round Robin:	Yes / No

### Purpose of Report


1. The purpose of this paper is to seek your feedback on the draft of *the Progress Update on the Highest Needs Change Programme* Cabinet paper and agreement to proceed to Agency and Ministerial consultation concurrently.

### Recommended Actions

The Ministry of Education recommends you:

- a. Review the draft Cabinet paper and provide feedback by 6 June
- b. **Agree** to proceed to Agency and Ministerial consultation concurrently by 8 June.

☒ Agree ☐ Disagree

  
Jennifer Fraser  
Group Manager Learner Success and Tiriti Policy  
Te Pou Kaupapahere

1/06/2023



Hon Jan Tinetti  
Minister of Education

11/06/2023

## Background

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1. The Ministry has drafted the attached Cabinet paper for you on the progress of work to deliver the changes recommended in the Highest Needs Review. This paper provides Cabinet Social Wellbeing Committee with an update on the Ministry's programme of change and development of an Indicative Programme Business Case to progress the recommendations of the Highest Needs Review.
2. The paper provides your colleagues with a view of the early thinking around options for a new system of supports that would be outlined in an Indicative Programme Business Case. It highlights the issues raised by the recent Gateway Review of the programme and change, and how the Ministry of Education intends to manage these.
3. It seeks agreement to the next stage of engagement with Māori partners, disabled people and their communities, and the education sector. This will enable the Ministry to collaboratively develop and design a new system of learning support that ensures that children and young people with the highest levels of learning support needs receive the support they need to be present, participate and progress.
4. 9(2)(f)(iv)  
[Redacted]

## Key Considerations

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5. We consider that taking a partnership approach and collaboratively developing and designing the new system is essential, noting that this work will then feed into the Indicative Programme Business Case. Note that this engagement will likely significantly shift the thinking that has been done to date. As we have not had the capacity to engage at the level required to collaboratively develop and design the options, the impacts are summarised as follows:

- a. *Partnership and engagement with Māori, disabled people and the education sector:*  
There has not been significant engagement since the review to progress the understanding of the options and the programme of change, particularly in relation to identifying and confirming the development of objectives and options that feed into the business case. There has also not been a partnership approach taken with Māori.

It is likely that when we share our early thinking with Māori, disabled people and the education sector, that some of the assumptions used, and therefore the early thinking, will be challenged. While this will ultimately strengthen the work and enable a more effective solution, the thinking currently reflected in our draft Indicative Programme Business Case will likely need to change.

Due to the approach taken to date some individuals and groups may feel we have progressed further in the thinking than we have. This will be mitigated by pausing on the current draft Indicative Programme Business Case, taking a strong engagement approach on the redesign of the system for delivering supports, and addressing any impacts that has on our current thinking, before progressing with an Indicative Programme Business Case further. This will also be complemented by engagement on the short-term improvements noted in the paper.

- b. *Engagement with government agencies:* There has not been significant engagement since the review to progress the understanding of the options and the change programme. We have engaged with Whaikaha, to start conversations on what Enabling Good Lives looks like in education. There is a risk that we haven't aligned our thinking with other key agencies. There may be additional work to reach agreement with other agencies around how we align our work programmes with them.

As above this will be mitigated by a strong engagement approach to collaboratively develop and design a new system for delivering supports that will be complemented by engagement on the short-term improvements noted in the paper.

## Financial Implications

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6. 9(2)(f)(iv)

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## Next steps

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8. The table below sets out the timeframes and next steps to enable the paper to be provided to SWC for the 28 June meeting. Due to the constrained timeframes between now and 28 June, Agency and Ministerial consultation will need to be undertaken concurrently and is slightly shorter than the usual two weeks.

6 June	Provide comment on draft paper to the Ministry of Education
8 June	Agency and Ministerial Consultation to begin
19 June	Agency and Ministerial Consultation to be complete
22 June	Paper to be lodged for SWC
28 June	SWC meeting

## Annexes

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Annex 1: Draft Cabinet Paper: Progress Update on the Highest Needs Change Programme

Annex withheld under section 9(2)(f)(iv) of the Act, final cabinet paper to be proactively released