

Briefing Note: Lost Learning – Community Led Projects

To:	Hon Jan Tinetti, Minister of Education		
Cc:	Hon Kelvin Davis, Associate Minister of Education		
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Drafter:	Nopera Rikihana	DDI:	04 4631 590
Key Contact:	Reno Paotonu	DDI:	04 4638 610
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Purpose of Report

This paper provides you with an update on the delivery of community-led initiatives to support ākonga to achieve NCEA, where their learning was disrupted by COVID-19.

Summary

1. The Ministry of Education worked with existing iwi and community providers to develop tailored, culturally sustaining programmes to support Māori and Pacific learners and their whānau achieve NCEA credits.
2. The iwi-led Ākonga Support NCEA programme (Ākonga Support) and the Pacific Learners Support Programme (PLSP) were designed and implemented at pace and began supporting learners in October 2022.
3. The Ākonga Support programme is now complete. Phases 1 and 2 of the PSLP are complete with Phase 3 now underway.
4. To date 1,702 learners have been supported through these programmes, and both having a significant positive impact for participants.
5. Final reports have been received from most partners. Recent extreme weather events have had a significant impact on their capacity. And we have yet to receive reports from some of the bigger community programme providers.

6. Results from the reports received to date show:
- Ākonga Support programme: 199 learners gained 4,975 credits.
 - PLSP: 325 learners gained 7,150 credits.
7. Both programmes have increased learners' confidence by:
- providing culturally affirming and safe spaces to support learning or targeted tutoring
 - successfully advocating with teachers on behalf of learners so they could do late submissions or resubmit assignments
 - helping parents and whānau to understand that their support is a necessary and effective part of their children's success, as well as increase their own understanding of NCEA.
8. Targeted support for learners in culturally safe environments has enabled community partners to support educators. Iwi and Pacific community providers are keen to continue to support their tamariki achieve NCEA, UE, and literacy and numeracy credits.

Proactive Release

Agree that the Ministry of Education release this briefing in full once it has been considered by you

☒ Agree / ☐ Disagree



Rose Jamieson
**National Director
Parent Information and Community
Intelligence**

02/03/2023



Hon Jan Tinetti
Minister of Education

08/03/ 2023

Background

9. On 14 September 2022, the Government announced a package of initiatives to support students whose learning had been disrupted by the COVID-19 pandemic. Of the \$20 million package, \$2.237m was committed to programmes specifically designed for Māori and Pacific learners [CAB-22-MIN-0375 refers].
10. The Ministry created two work streams – the iwi-led Ākonga Support NCEA programme (Ākonga Support) and the Pacific Learners Support Programme (PLSP). We leveraged existing strong relationships with iwi partners and Pacific community providers to design programmes that would meet the needs of Māori and Pacific learners and their families.
 - a. The Ākonga Support programme consisted of seven iwi led initiatives focused on year 10 – 13 ākonga participating in NCEA in term 4 2022.
 - b. The PSLP programme has four phases to support Pacific learners and families from Term 3 holiday break through to the end of Term 2.

Design of the programmes

11. Research from the past two decades tells us that Māori and Pacific learners thrive when learning environments are responsive to their cultures and contexts. Community-based delivery creates spaces where Māori and Pacific learners and their whānau feel they belong, because they work alongside known community people, resulting in good engagement and outcomes.

Ākonga Support NCEA Programme

12. The Ākonga Support programme took a rangatiratanga approach to design, creating space for iwi partners to design initiatives that took into consideration their local context and the needs of ākonga and their whānau.
13. Our iwi partners have been clear about their enduring relationship to their rohe and the people within it. They have a deep understanding of the needs of ākonga in their rohe and their whānau, and feel best placed to meet many of those needs

“Iwi don’t leave, we are always here, this is our whenua, and we have the benefit to be with these students and their whānau throughout most of their lives. We have known them since they were little babies, right through to high school. It’s a lot harder for them to fall through the cracks because we will be there for them” (Calisa Hippolite, Te Rūnanga o Ngāti Toa Rangatira).

14. Each iwi partner developed their own tailored initiative to support NCEA loss of learning. A core element of these initiatives was the ability to provide culturally appropriate pastoral care to all participating ākonga and their whānau.
15. Iwi partners provided a range of academic support to ākonga by using a combination of methods: wānanga, noho marae, exam revision, workshops, provision of learning materials, in-school support, tutoring and homework centres, one-on-one mentoring, advocacy, and community study spaces (refer to Annex 1).

Pacific Learners Support Programme

16. We continued our 'as and by Pacific approach' to developing the PLSP. The programme was co-designed with school leaders and existing Pacific providers, and is delivered by Talanoa Ako and other community providers, as well as some secondary schools with high Pacific populations. PSLP is divided into four distinct phases (refer to Annex 2).
- Phase 1: Intensive and weekly tuition, October – December 2022
 - Phase 2: Summer School, February – April 2023
 - Phase 3: Be Ready, from March 2023 and Be Ready (B), March – May 2023
 - Phase 4: Strengthening NCEA, April – May 2023.
17. A range of supports were provided: NCEA subject tutoring, advocacy, exam revision, provision of learning materials, homework centres, one-on-one mentoring, advocacy, and study spaces.

Delivery

18. Our iwi and community partners were able to design and implement these programmes at pace and were able to mobilise participants and get with programmes up and running in October 2022, within weeks of the announcement.
19. Our partners have now completed delivery of the Ākonga Support programme and Phase 1 of the PSLP, supporting a total of 1,702 Māori and Pacific learners.
20. Final reports on these programmes were due in mid-February. And while reports have been received from most partners, some have been delayed due to recent extreme weather events have had a significant impact for some.
21. From the reports received to date:
- a. The Ākonga Support Programme supported 839 Māori learners to progress in their NCEA aspirations and enhance their wellbeing. These programmes were delivered in Te Hiku, Opotiki, Kaikohe, Te Puke, Manurewa and surrounding suburbs, Porirua and Arowhenua.
 - b. PSLP delivery to date supported 863 Pacific learners through 8 intensive support programmes and 20 weekly support programmes across Aotearoa New Zealand, delivered in Auckland, Tokoroa, Christchurch, Levin, Wellington, Lower Hutt, Porirua, Taranaki, and Tauranga.

Outcomes to date

22. Both programmes received positive feedback from learners, parents, families, schools, and communities. Overall, findings for both programmes show that:
- a. **They build learners' confidence**
All participating learners reported increased confidence in their learning generally, in their NCEA pathway and in their preparedness for exams. We also have reports from some providers that the initiatives are supporting re-engagement with

education generally. Our iwi partner in Te Hiku reported that some participating ākonga had already left school or self-reported active disengagement with school.

After participating in the programme these ākonga reported wanting to re-engage or re-enrol in school in 2023.

- *“I am very confident and have learnt more with NCEA, proud, coming back!”*
– Participant, Te Hiku – confidence level increased from a rating of 2 to 5.
- *“My confidence is improving because I am able to get support as well and be around similar like-minded people. Want to come back again”* – Participant, Te Hiku – confidence level increased from a rating of 1 to 3.

b. They provided culturally affirming and safe spaces that enable learning

Across all programmes, participating learners consistently reported that the nature of the learning environment had a huge impact on their confidence, engagement, and learning outcomes. All programmes were delivered in a culturally affirming way, tailored to the learners they were supporting.

- *“My daughter put down her success to these aspects of the program – relaxed environment, Pasifika teachers were around to give her confidence; food was a great start; one-on-one tutorial with subject teachers etc”* – Parent of Participant in PLSP.
- *Te Pou Oranga o Whakatōhea reported 85% of their ākonga achieved NCEA Level 1, the best result the college has had in many years.*

c. They successfully advocated with teachers for learners to be able to submit or resubmit work

Several providers reported that advocating for learners with teachers was a key enabler of NCEA credits being achieved. In talanoa Pacific learners indicated the ability to re-submit or complete NCEA assessments with the support of an advocating person or teacher was hugely beneficial to their confidence.

- *One PLSP participant gained 41 credits during the programme. This result was achieved through teacher advocacy, targeted tutoring, and supporting the learner to finish incomplete assessments.*

d. Supporting parents and whānau to understand how NCEA worked, and how they could support their children was both necessary and effective.

All the programmes included elements of whānau engagement, information provision and support.

- *“Little nor no information appeared to be communicated from some of the schools/teachers to whānau and students about their current NCEA status, what was needed to get NCEA or even how to access their records”* (iwi partner, Te Hiku)

23. Information about total credits gained by participants is included in the final reports from providers. As noted in paragraph 9, all reports are not yet available due to the extreme weather events. The table below provides the most up-to-date information about credits gained across both programmes.

	Ākonga Support	PLSP
Learners	199	325
Credits gained	4,975	7,150
Average credits per learner	25	22

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Next Steps

25. All initiatives under the Ākonga Support programme are now complete. Phases 2 and 3 of the PLSP are now underway.
26. Once the final reports are received from providers we will develop a final report on the initiative, with a small number of accompanying videos.
27. Ākonga, whanau and providers have told us they believe that targeted culturally appropriate support for learners is needed. Iwi and community providers with local connections are well placed to provide support and mobilise participation.

Annexes

- Annex 1: Ākonga Support Programme
Annex 2: Pacific Learners Support Programme
Annex 3: Examples and Case Studies

Annex 1: Ākonga Support Programme

Initiative, provider and location	Description
Poutiri Wellness – NCEA support programme Poutiri Charitable Trust Te Puke	Work with ākonga, their whānau, and teachers to reach their NCEA goals. <ul style="list-style-type: none"> Support person to work with learners and whānau to develop a Mataora plan Provide supports and resources to support ākonga reach goals in Mataora plan, including: <ul style="list-style-type: none"> After school learning sessions Home visits Pastoral care 1:1 tutoring Provision of additional learning materials In-school support
Puna Mātauranga – Kura Tuarua Te Runanga o Toa Rangatira Inc Porirua	Through Puna Mātauranga provide academic support and pastoral care to support ākonga reach their NCEA goals. <ul style="list-style-type: none"> Work with ākonga and whānau to develop and implement their Mauri Ora plan Workshops to support cultural confidence 1:1 Tutorials online and face to face Provide access to study space and workshops after school Provide pastoral support Provide transport to and from study space Provide kai and internet access.
Ngāti Te Ata NCEA Wānanga Te Kōpu Incorporated	Provide wānanga at marae, schools and communities venues in Manurewa, Papakura, Pukekohe and Waiuku. Wānanga include: <ul style="list-style-type: none"> Staff delivering learning workshops based on ākonga need Tailored student support Devices and internet for use during wānanga Transport to and from venue Kai Study resource packs Pastoral care
Toitū Taiao – NCEA (Te Hiku) Te Rarawa Anga Mua Trust	Deliver four noho marae to support NCEA Year 9 – 13 learners: <ul style="list-style-type: none"> Marae-based, culturally responsive, curriculum workshops Subject specialist kaiako and mātanga Transport to and from wānanga Support for parents and whānau Pastoral support
Te Wharekura o Arowhenua & WhaiAIO	Supports learners in both English Medium and Māori Medium by Murihiku Māori Teacher Association across nine kura/schools. Initiatives include: <ul style="list-style-type: none"> Supervised homework classes Marae noho to support NCEA programmes Intensive noho Support with goal setting and tracking

Te Pou Ōranga o Whakatohea Te Pou Ōranga o Whakatōhea Ltd	Provide a tailored programme to re-engage whānau and support NCEA achievement of participating ākonga. <ul style="list-style-type: none"> • Provide NCEA wānanga to support achievement within Levels 1-3 • Provide mentorship programme for ākonga that includes kaiako, whānau, and kaihāpai • Work with Ōpōtiki College staff to track and monitor progress of participating ākonga • Work with ākonga, whānau and school to develop an individual learning plan for participating ākonga • Support local and regional haerenga associated with the NCEA programme • Provide pastoral care and wrap around support
Te Wā Ātenui Ltd	Provide a tailored programme through Term 4 2022 to support ākonga and their whānau through NCEA: <ul style="list-style-type: none"> • NCEA subject specific tutorial support • Access to qualified kaiako • After school support sessions 4 days per week • Drop-in centre for whānau to find out more about NCEA and check on ākonga progress Pastoral care

Annex 2: Pacific Learners Support Programme

Phase 1: Intensive and weekly tuition, October – December 2022

- An intensive programme delivered during the October school holidays, and
- A weekly programme delivered during Term 4 2022, to support clusters of Pacific NCEA ākonga (Levels 1 – 3) across the country.

Phase 2: Summer School, February – April 2023

- A summer programme designed to support learners from Phase 1 who were not able to achieve the NCEA qualification requirements.

Phase 3: Be Ready, from March 2023

- Delivery of five NCEA information sessions via the Pacific Media Network in March 2023. Delivered in 8 Pacific languages, the programme will provide information to build Pacific families knowledge of NCEA and how they can support their children's learning. Phase 3 also includes delivery of NCEA Ambassador Talanoa sessions in six emerging Pacific population centres.

Be Ready (B), March – May 2023

- Delivery of the Be Ready Roadshow to five Pacific emerging or rural communities where Pacific numbers are small and Pacific families can feel isolated. Earmarked communities include: Dargaville, Whakatane, Whanganui, Ashburton, and Timaru.
- Delivery of a primary school Literacy and Numeracy programme in Wellington and a Pacific Assistant Principal/Deputy Principal national Talanoa on 13 March 2023.

Phase 4: Strengthening NCEA, April – May 2023

- An intensive NCEA support programme which includes a Pacific knowledge component. This programme is currently being co-designed with the Deputy Principal of Waitaki Boys High School.

Annex 3: Examples and Case Studies

Ākonga Support NCEA Programme

- Te Pou Oranga o Whakatōhea reported that 85% of their ākonga achieved NCEA Level 1, the best result the college has had in many years. This is the largest percentage of ākonga achievement received from one iwi partner to date. The provider attributed this achievement rate to a variety of reasons, including:
 - Ongoing educational and pastoral support offered to all ākonga who required additional help.
 - The ability to connect and build relationships with staff and Kaiako/tutors.
- Poutiri Charitable Trust supported 83% of participating ākonga to gain their literacy credits and 66% to gain their numeracy credits in term 4 before external exams.
- The same partner reported that they had a young kōtiro with less than 50 credits at intake. Anxiety ridden and unmotivated, she was able to gain her NCEA level one qualification, literacy and numeracy credits and supported other students in the cohort to complete their mahi. She made an incredible impression with her creative writing piece which she chose to complete of her own accord even after she passed, simply because she was proud and moved by her own written capabilities.
- Te Rarawa Anga Mua Trust report that 16 ākonga attended the first Toitū Taiao Wānanga in Panguru in October 2022. All 16 ākonga gained 13 – 15 credits each in Mathematics, Chemistry and a language subject (either English or Te Reo Māori).

Pacific Learners Support Programme

- Education partners reported positive shifts across all year levels for those involved in PLSP programmes. On average, across all programmes learners gained slightly more than double the number of their initial credits by the end of the programmes.
- Nine partners reported that 100% of participating learners achieved NCEA for the target level (ranging from Levels 1 – 3).
- Approximately half of our partners reported 50% or more of the learners supported through the programme achieved both NCEA Level 3 and University Entrance.
- One partner reported that overall, participating learners increased their NCEA credits by 106% (829 credits) during the programme.
- The same partner supported Year 13 learners to attain their University Entrance literacy. 83% of these learners had achieved their UE before external exams.
- Another partner reported more than 50% of participating learners received Merit and/or Excellence endorsements across NCEA Levels 1 – 3.
- One learner who participated in the programme started with 34 NCEA Level 1 credits and gained 52 NCEA Level 1 credits and 7 NCEA level 2 credits during the programme. They had already achieved NCEA Level 1 with a total of 86 credits, including literacy and numeracy, before external exams.