



## Briefing Note: Ministerial Youth Advisory Group – Meeting Two insights (15-16 April 2021)

<b>To:</b>	Hon Chris Hipkins, Minister of Education		
<b>Date:</b>	6 May 2021	<b>Priority:</b>	Low
<b>Security Level:</b>	In Confidence	<b>METIS No:</b>	1257446
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<b>Messaging seen by Communications team:</b>	N/A	<b>Round Robin:</b>	Yes / No

### Purpose of Report

This report shares key insights from your Ministerial Youth Advisory Group (YAG) at their meeting held on 15-16 April 2021.

A full copy of the confirmed notes for this meeting is attached (**Annex 1**).

**Note** the Ministerial Youth Advisory Group met on 15-16 April 2021

**Noted**

**Agree** that this Briefing will be proactively released.

**Agree** Disagree

## Summary

- Your Ministerial Youth Advisory Group (YAG) recently met from 15-16 April 2021 at Te Papa Tongarewa.
- You heard YAG's updated priorities for 2021 which have been organised into two themes: equity and wellbeing.
- You discussed with the YAG the importance of wellbeing in education and some of your key work programmes such as the refresh of the New Zealand Curriculum.
- Key insights on the advice provided by YAG include:

### A curriculum vision for young people

- Future citizens should be confident in their identity, care for others and know how to work with people from different backgrounds.

### Updating the rules and guidelines on the use of physical restraint in school

- Check-in with children and young people to make sure they feel safe at school
- Schools and teachers should have the time, resource and skills to build trusted relationships with ākonga and whānau.

### Concept testing for the Vocational Entrance Award

- Make sure the Vocational Entrance Award has credibility and is free of cost.
- You indicated that at the next YAG face-to-face meeting, you would be interested in hearing YAG's advice on attendance and engagement. ✓
- We will work with your office to confirm this, as part of their meeting agenda (30 July 2021 TBC). ✓
- The detailed meeting notes for YAG's meeting held on 15-16 April 2021 are attached at **Annex 1** for your information.

  
Rose Jamieson  
Deputy Secretary  
Parent Information and Community Intelligence

6/5/21



Hon Chris Hipkins  
Minister of Education

2/6/21

I'd like to hear more from the YAG about their views and concerns regarding the proposed changes to the NCEA.

## YAG meeting held 15-16 April at Te Papa Tongarewa

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1. A brief summary of day one and day two of the YAG meeting is noted below. A full set of meeting notes, which have been approved by YAG, is appended as **Annex 1**.

### Day one

2. Day one focussed on whanaungatanga, ways of working, priority setting and understanding how the education system works.
3. Key insights from day one included:

#### Refresh of YAG priorities

- YAG agreed to 11 priorities for 2021
- Broadly, the YAG's priorities relate to:
  - Equity – removing barriers for marginalised populations
  - Wellbeing – addressing issues that affect the wellbeing of diverse learners and their whānau.

#### Your discussion with YAG

- You met with YAG to hear about their refreshed priorities and discussed how you saw a clear link to wellbeing
- You shared some of your key priorities such as the refresh of the New Zealand Curriculum and NCEA
- You indicated you would like to attend their next meeting to discuss attendance and engagement.

#### Machinery of Government

- YAG heard insights from Ministry staff who have worked in your office
- YAG learned about:
  - the amount of briefings you receive each week for the education portfolio and that you hold other ministerial portfolios
  - how the Ministry's role is to support people and organisations who are part of the education system
  - how schools are self-governing. An example was how boards decide how the curriculum is taught in school (in consultation with the school community).

### Day two

4. Day two focussed on YAG providing advice on three areas of work.
5. Key insights from day two included:

#### A curriculum vision for young people

6. The purpose of this session was to seek the YAG's views on what attributes, skills, and knowledge future citizens might need.

#### Attributes

- Resilient, motivated to help others and happy

#### Knowledge

- Financial literacy
- Culture and identity

#### Skills

- Goal setting
- Skills to work with diverse people from different backgrounds.

### **Updating the rules and guidelines on the use of physical restraint in school**

7. The purpose of this session was to describe what a safe learning space looks and feels like for children and young people in early learning and school.

#### Safe spaces look and feel

- Calm environments
- Music
- Checking in with children and young people about whether they feel safe
- The ākonga feels like the teacher cares about them.

#### How physical restraint can be prevented

- When there is a trusting relationship between the school, the ākonga and their whānau
- Co-constructed support plans (between school/teacher, ākonga and whānau)
- Support plans implemented and reviewed regularly (not forgotten about)
- Teachers understanding their own biases and working to overcome them
- Invest in ākonga and whānau learning about how to process emotions at different ages and stages
- Invest in building staff capability and training so they are able to take action and make decisions that are empathetic and respond to the situation (not just by reading a flow chart and following steps without using common sense).

### **Concept testing for the Vocational Entrance Award**

8. The purpose of this session was to understand what:
- motivates YAG members to pick subjects and learning opportunities both inside and outside of the classroom
  - would make a Vocational Entrance Award appealing to students, whānau and communities.

#### Motivation to pick subjects:

- having an existing interest in the area

- seeing themselves (their identity, language, culture) aligning well with the subject area
- having family support
- perception that the subject is credible
- when you can see a line of sight to a potential desired career.

What would make a Vocational Entrance Award appealing:

- make sure the pathway is mapped out clearly
- ākonga, whānau and communities view the award as being credible
- make sure it is free of cost
- make sure there are no other costs involved e.g. opportunity cost (not missing out on opportunities to study subjects that would help you gain a University Entrance)
- tailor key messages to the audience in ways they understand e.g. families might need to understand what the difference is between a University Entrance (which is also an award) and a Vocational Entrance Award
- make sure the Vocational Entrance Award has credibility with future employers and training providers.

## Next Steps

9. Table 1 outlines the next YAG sessions which are tentatively scheduled to take place in the upcoming months.

**Table 1: Schedule of upcoming tentative sessions planned for YAG in 2021**

2021 date	Tentative sessions planned for YAG advice	Online or face-to-face
TBC	<ul style="list-style-type: none"> <li>• Suggested changes to school board elections</li> </ul>	Online
30 July	<b>YAG Meeting Three</b> - Agenda TBC	Face-to-face
TBC	<b>YAG Meeting Four</b> – Agenda TBC	Face-to-face

10. We will work with your office to confirm the agenda and your availability to attend the next YAG face-to-face meeting tentatively scheduled for 30 July 2021.

## Proactive Release

11. 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.

Proactively Released



## YOUTH ADVISORY GROUP (YAG) MEETING NOTES

**Meeting Two** | Thursday 15 April 2021 – Friday 16 April 2021 |  
Te Papa Tongarewa, 55 Cable Street, Wellington

<b>Attendees</b>	<b>YAG participants:</b> Caelan Harris, Daisy Tumataroa, Fine Aholelei, Harlow Tran-Lawrence, Jayden van Dyk, Moeka Koyama, Okirano Tilaia, Raiyan Azmi, Rei Dennee, Tanin Cain, Tara Shepherd
	<b>YAG Secretariat / Ministry of Education staff:</b> Kylie Skelton-Mastrovich (Facilitator) Lisa Collins (YAG Official and Secretariat Support)
	<b>Guests and presenters:</b> <b>Day one</b> <ul style="list-style-type: none"> <li>Hon Chris Hipkins, Minister of Education</li> <li>Danielle Ryan (Manager), Emma Blake (Senior Advisor) – GEMS Team</li> </ul> <b>Day two</b> <ul style="list-style-type: none"> <li>Kaylene Macnee (Chief Advisor), Sammy Hughes (Chief Advisor) – Curriculum Futures</li> <li>Talia Pollock (Senior Policy Analyst), Shelley Dean (Specialist Service Lead) – Wellbeing &amp; Learning Support</li> <li>Rebecca Frankum (Lead Advisor) &amp; Arvin Bahadornejad (Education Advisor) – Secondary Tertiary Pathways</li> </ul>
<b>Apologies</b>	<b>YAG member apologies:</b> Maru Taiaki

### Day one

#### Social contract development and team building

- YAG participants discussed and created a social contract to set expectations on how they will work together. The social contract is a living document that can be updated when YAG members agree to do so. The YAG 2021 social contract is attached at **Appendix A**.
- A series of tasks were completed by YAG participants. These tasks aimed to promote teamwork and collaboration in a fun and engaging way.

#### 2021 reset and priorities

- YAG members were asked to think about why they applied to be a YAG member. They reflected on this to identify their individual priorities which are the issues they most want to have a say on.
- Together, YAG participants themed up their individual priorities. This process revealed what the YAG's collective priorities for the year would be.

#### Meeting notes

Meeting Two | Thursday 15 April 2021 – Friday 16 April 2021 |  
Te Papa Tongarewa, 55 Cable Street, Wellington

5. YAG priorities are grouped into two themes (equity and wellbeing) and are as follows:

### Equity

- a. **Equity.** YAG is interested in topics that cover removing barriers to education for children and young people so that they are well supported to have equitable educational outcomes. Some specific examples YAG would like to be involved with include the education landscape post-Covid, and talking with regionally-based staff who work 'on the ground' with education service providers.
- b. **Māori and Pacific.** YAG would like feed into strategies and solutions that look to uplift Pacific and Māori success in the education system. The YAG want to be involved in conversations that promote increased use of te reo Māori in education, as well as children and young children accessing more quality content on Māori and Pacific cultures and histories. YAG would also like to be involved in re-evaluating the suspension and expulsion process many MPI students fall victim to.
- c. **Focus on marginalised communities.** YAG would like to be involved in conversations that seek to improve conditions in our schools for LGBTQI+ communities, Asian peoples of NZ, Muslim, migrant and refugee, disabled, neurodiverse, rural and smaller communities. YAG would also like to be involved in conversations that seek to address racism and discrimination in education.
- d. **Individualised learning** Areas of interest for YAG include focusing on individualised learning for those that need it, how disability affects education, hybrid and distance learning. YAG wants more schools to adopt individualised learning for their learners. YAG identified Te Kura (distance learning education provider) and Net NZ (a cluster of secondary schools who provide online learning) who have good practice that schools could learn from.
- e. **Disability support and learning support.** YAG would like to be involved in conversations about how to improve funding and efficiency of assistive technology, providing better support in education for children and young people who are neurodiverse. Other conversations YAG has identified as a priority includes support for disability and specialised care for learners who need it. Accessibility training for teachers was also identified as an area of importance for YAG.
- f. **NCEA.** Some members of the YAG were unhappy with the proposed changes to NCEA. Overall, the YAG would like to be involved with discussions about students accessing information about changes to NCEA as well as having up to date information about what those changes are.
- g. **School governance.** YAG would like to be involved in conversations about student voice on school boards of trustees. And, on topics related to governance decisions that harm marginalised groups such as suspensions and expulsions.
- h. **Transitions: vocational and tertiary.** Areas of interest for YAG includes supporting from between secondary school (to tertiary education providers or vocational learning or work).
- i. **Tertiary.** The areas important to YAG members in tertiary education included: more clarity, transparency and support around Studylink; the work of Just Speak; how Tertiary Institutions deliver services to students including accommodation, Māori and Pacific support services and policies that encourage universities to adopt a "Mirror on society" policy.

### Wellbeing

- j. **Trauma informed teaching.** YAG would like to see more teachers being trained in trauma-informed care and building the capability of teachers who are already trained in this area. In practice, for example, this would mean schools increasing their use of content warnings, stable routines and more.
- k. **Mental health.** YAG would like to be involved in conversations that cover mental health support, pastoral care, wellbeing, social support.



6. One further area of concern to YAG was when schools don't deliver curriculum about LGBTQI+, Sex and relationship education, disability education, political education, environmental education. The YAG noted that although these topics are part of the New Zealand Curriculum, the decision about whether they are taught rests with school boards (who are required to work with the community to decide how the curriculum is delivered in schools).

### **Meeting with the Minister of Education, Hon Chris Hipkins**

7. Minister Hipkins introduced himself to the YAG. He spoke of his personal experience in education and of his family's experience.
8. YAG members collectively presented their priorities for 2021 to the Minister (noted above).
9. The Minister presented his priorities to the YAG. They included wellbeing (which covers important issues such as mental health, racism, discrimination, cultural competence, approaches to addressing inequity) and work that is currently underway to strengthen the New Zealand Curriculum and NCEA.
10. The Minister indicated that at the next YAG meeting he would like to meet and discuss attendance and engagement with YAG participants.

### **Machinery of Government presentation**

11. Ministry staff presented to the YAG about the machinery of Government. The presentation had a focus on the Ministry's role in the education system and the role of schools (who are self-governing entities).
12. The aim of this presentation was to build YAG's understanding of how Government works, and how decisions are made in the education system and the role of the Ministry of Education in these decisions.

### **Discussion on new ways of working**

13. YAG Secretariat noted how the landscape has changed since the YAG was first established. Advice is now needed at a quicker pace because the Ministry's work programme has moved from an engagement phase on 'big picture' thinking, towards more of a focus on action.
14. Last year, Covid-19 forced a new way of working online, which brought about challenges and opportunities.
15. YAG participants discussed a range of ideas to capture YAG advice in new ways (such as online) to keep pace with various work programmes across the Ministry. The YAG suggested using interactive sticky notes so they can have the same experience as in person meetings
16. YAG Secretariat will continue working with YAG members to test and improve new ways of working (online and face to face).

## Day two

### A curriculum vision for young people

17. The purpose of this session was to seek YAG participants' views on what attributes, skills, and knowledge future citizens might need.
18. This session was a follow up to a prior discussion held with YAG on what an ideal education experience would look like. It is intended that both 'curriculum vision' sessions held with the YAG will help shape a survey. This survey will be shared across the country for people to respond to in late April.
19. To help position the thinking required for this session, YAG participants were asked to identify 'big issues' that young people face now and into the future. The 'big issues' identified covered topics such as: climate change, racism and discrimination, global participation in education, mental health and wellbeing, bullying, the digital age and the digital divide.

### Personal qualities needed by future young people

20. Three broad themes were identified by YAG participants when considering what personal qualities would be needed by young people in the future:
  - a. **Developing self** – being confident, flexible, resilient, hard-working, persevering through things.
  - b. **Having a focus on others and community** – knowing others care for you, socially and culturally connected, sense of obligation to your community, valuing diversity.
  - c. **Being happy** – young people can be free to be themselves without experiencing prejudice, racism and discrimination.

### Types of knowledge needed by future young people

21. Four broad themes were identified by YAG participants when considering what types of knowledge would be needed by young people in the future:
  - a. **Financial knowledge** – learning about finance, the financial system and applying learnings.
  - b. **Culture and identity** – being confident in your culture and religion. Knowing yourself and where you come from.
  - c. **Life skills** – how to eat for wellbeing, shop and cook healthy foods, how to run and manage a household.
  - d. **Hauora / wellbeing** – knowing yourself and your worth, how to take care of your mental wellbeing.

### Skills needed by future young people

22. Three areas were identified by YAG participants when considering what skills would be needed by young people in the future:
  1. **Having the skills to set, obtain and change personal goals** – what success means to us. If we experience setbacks, we get back up. It is ok if our goals change as we grow.
  2. **Having the skills to ask for help** – I don't need to pretend to know everything and be ok all the time. I am connected into supportive networks.
  3. **Having the skills to work with and alongside diverse people and knowledge systems** – this includes knowing how to access different types of knowledge and engage with people from diverse backgrounds.

## Updating the rules and guidelines on the use of physical restraint in schools

23. The purpose of this session was to understand:

- a. What would a safe learning space look and feel like for children in early learning and school.
- b. YAG's view on physical restraint used in schools.

What helps children and young people to feel safe and calm at school?

24. Some YAG members did not feel safe at school at all. They could not imagine what a safe school would look and feel like.

25. Some YAG members suggested having a Police presence at school (friendly, preventative approach) would help students feel safe. Other YAG members strongly disagreed with this idea saying that certain communities do not feel safe in the presence of Police and the introduction could make students feel even more unsafe.

26. Collectively, YAG members advised that safe spaces look and feel like:

- a. **Sometimes home is not safe for children and young people. Education service providers need to know what the home environment is like and plan accordingly.** Including this in planning means actions can be taken by the school to mitigate the risk of the child being endangered within their home environment.
- b. **Establishing relationships with whānau right from the time of enrolment.** This could include:
  - Early learning services and schools taking the time to know and understand Māori and Pacific cultures and engaging with them in culturally responsive and appropriate ways.
  - Proactive communication with whānau and other professionals working with the whānau about what the child's needs and triggers might be and how to mitigate those triggers.
  - Talk to parents and whānau and the child about when physical restraint could be used. Ensuring that whānau and their child understands when and when it would not be used.
  - YAG noted that bad practice would look like a child feeling anxious by simply knowing physical restraint could be used on them at any time.
  - Ensuring staff who are trained to physically restrain are well known to whānau and efforts are made to build trust. This would lessen potential risk of anxiety felt by the child and their whānau.
- c. **Ensure the child has the time and space to contribute to discussions in ways that are appropriate to their age.** Most restraints occur for five to six-year olds. At this age children are not well placed to express what they are feeling. You wouldn't speak to a 14-year old in the same way as a 5-year old, so the communication needs to be age appropriate. A child's home environment might be contributing to how they are behaving at school.

Is there anything that teachers or other staff can do to help children and young people feel safe and supported at school

27. **Staff are resourced and supported**, in particular staff who are trained to physically restrain (as not all staff are allowed to physically restrain), **to:**

- a. **engage with whānau and their children in culturally appropriate ways,**
- b. **proactively build relationships with families.**

## What could help to prevent the use of physical restraint at school

### 28. The use of physical restraint could be prevented or lessened by:

#### Behaviour and practice

- a. **Meaningful relationships between the school and family are key.** Especially for Māori and Pacific. It's hard to talk about emotions – what does that look like?
- b. **Adults being aware of their own bias and taking steps to be unbiased.** Adults should be culturally capable and trained to understand, value and respect other world views and cultures.
- c. **Teaching children and families about how children can process emotions effectively at different ages and stages.** Five- and six-year olds have very big emotions. In some communities, children see and experience violence, so violence can be a way a child believes they can control a situation.
- d. **Ensure staff and families are supported to learn techniques and training to diagnose the issues rather than use tools like diagrams and flow charts.** Autistic meltdowns are often seen as behaviour issues – understand the difference.

#### Planning

- e. **Support plans needing to be based on consent.** A YAG member spoke about a school implementing a support plan for a student who's whānau did not want, or consent to it. The YAG thought that the guidelines that the Ministry will be developing should give clear advice on what to do if there is no consent given by whānau.
- f. **Support plans being reviewed regularly with all parties.** If it is not working adjust it to ensure the child and the whānau feel safe and supported.
- g. **Support plans being implemented consistently.** YAG members noted that some schools don't follow up on the support plans. The support plan is drafted but it is not used.
- h. **Making the effort to understand the complexity of a child's triggers over time.** Triggers resulting from trauma could mean a child has over 20 different triggers. Some triggers may be unknown at the point of drafting the support plan and some triggers may change over time.
- i. **Considering the whole experience of drafting a support plan and how to reduce barriers.** For example, filling in forms causes anxiety for some parents and children. Could there be other ways (aside from written forms) to transfer content from families to schools and vice versa, other barriers include transport, hours of work, language, trauma. Build in supports for children and family so that barriers can be removed.

## Does the use of physical restraint make schools safer? Why or why not

29. YAG participants considered whether the use of physical restraint makes schools safer. There was some disagreement between the participants.

### 30. No to physical restraint. Why not:

- a. Some YAG participants felt it increased the danger for children and young people at risk of being restrained.
- b. Adults are not held accountable when restraint is used in situations that could have been deescalated using other strategies.
- c. If it gets to the point where physical restraint is needed to deescalate the situation then the school has failed.

31. **Yes to physical restraint – with caution. Why:**

- a. Some YAG members felt that physical restraint is needed but only in emergency situations where the person or other people are in imminent danger of being harmed.
  - b. Children and young people (who are not at risk of being physically restrained) would feel safer knowing that physical restraint can be used to prevent them from being harmed by a child or young person.
32. YAG members noted it is important children and young people (who are not at risk of being physically restrained) are not placed in positions by school staff where they feel responsible for minding other student's behaviour.
33. **Overall YAG advised that improving the wellbeing of the child or young person (at risk of restraint) depends on the efforts made to develop genuine, strong, trusting relationships (between the school, the child or young person and their family).**

**Concept testing for the Vocational Entrance Award**

34. This session sought YAG participants' views on what motivates them to pick subjects and learning opportunities both inside and outside of the classroom. And what would make a Vocational Entrance Award appealing to students, whānau and communities.

**What motivates young people to choose subjects**

35. YAG participants provided insight into what helps them, and their peers choose their subjects in preparation for transitioning from secondary school, they included:
- a. **Interest** is a big factor that drives pathways choices.
  - b. **Seeing yourself in the pathway is important**, and it's helpful if you see people in those roles who look like you.
  - c. **Family plays a big role in decision-making** for some, particularly for those from cultures of collective decision-making.
  - d. **Students are motivated by the subject's credibility** (they want a qualification that is going to be credible and valued overseas, particularly if they're looking at studying overseas).
  - e. **Subjects that align with future career options**. Perception from the young people that employers value connections and work experience.
  - f. Students are **influenced by the professions of family members and other mentors**. Some YAG participants mentioned personal and family connections to different industries which helps them to get a feel for different types of work and/or study options.
36. Schools are helping some students prepare for transitioning into a pathway for example some YAG participants noted that:
- a. **Teachers can be instrumental in driving what subjects students choose**, as it is sometimes hard to know what you're good at and what subjects might suit your learning style, interests and personality.
  - b. One YAG member's school is a **'Big Picture' school**. On Fridays no one goes to school and instead all students do an internship. YAG participants felt like this is an ideal way to assist in transitioning young people into their future pathway/s.
  - c. In some cases, **school careers advisors can be really helpful**. Upon receiving a tip from her careers advisor, one YAG member made the choice in year 13 to drop Biology and take up an Environmental Science option through her school's Trades Academy. She liked how this exposed her to a wider range of 'vocational education' than what she'd previously known about, and she really liked the course. "It was the best thing I ever did".

37. YAG advised on what influences their decision making when choosing trades focused subjects. In this context, 'trades' were used as a catch-all word for a wide range of vocational education including things like hairdressing. YAG's advice included:

- a. **Information about pathways should be made more accessible.** Being exposed to more options would also be helpful.
- b. **Messaging and language matters** – at one of the young people's schools, doing 'extra-curriculars' was framed as good for the purposes of getting university scholarships (rather than as something that could be good for all students, regardless of whether they're going to university or not).
- c. Some YAG participants noted that they had wanted to do 'trades' but had been discouraged. Some YAG participants were encouraged to do 'trades' even though they wanted to do other things
- d. **'Trades' options and vocational education needed to be made more accessible.** A YAG member talked of having to walk 20 minutes to get to his trade class. This was challenging as they have a disability. Other access barriers include being required to stand all day or having to climb stairs.
- e. Doing NCEA through Te Kura can create financial difficulties. **Reducing the cost of studying NCEA subjects through Te Kura** would help students' decision making.
- f. YAG suggested **pushing the narrative that you can get good jobs from vocational education and make good connections.** Examples were told of young people doing Gateway placements or internships and then being offered jobs after leaving school.
- g. **Advertising campaigns raising awareness of the wide range of options** would be a good use of resource.

[What would make the Vocational Entrance Award appealing for students/whānau/community](#)

## Students

38. YAG participants considered what would make the award more **appealing to students** and suggested the following:

- a. **Make sure the full range of pathways are mapped out, ensure information is simple and accessible.** "Currently I don't understand what I need to do to get into vocational education and training, the information I've seen is confusing" – YAG member.
- b. **Ensure the award has credibility.** Students will want it if it improves chances of employment. Ensure that it is recognised and respected across educational institutions.
- c. **Promote it well to students.** Market it well, target students from all different backgrounds and get real people telling their stories of success.
- d. **Get students excited about the possible futures that lie in vocational education and training.** Show them the full range of options.
- e. **Value for money.** Students will be weighing up costs and benefits. If courses seem too expensive and there's no guarantee it will get us somewhere, we won't use it.
- f. **Branding and marketing – this should be student led** with the success of previous/older students being shared and promoted with younger students.
- g. **Build in options where we meet real people who took that pathway.** Offer mentoring and pastoral support.
- h. **If you're good at both (vocational/academic) you should be supported to understand your choices,** and maybe have the option to keep doing both.
- i. The VE Award should be **designed so you don't miss out on assessments** – no trade-offs.



- j. The VE Award should be **designed bearing in mind student workload** – so students who keep doing both pathways aren't overworked.
- k. **Make sure that the award doesn't lock students into either an academic or vocational pathway.** So that students still have the flexibility to change their pathways if they change their mind.

### Whānau

39. YAG participants considered what would make the award more **appealing to whānau** and suggested the following:
- a. **Make sure the information about the award is accessible, simple and easy to understand.** Make sure there are multiple formats to find out about the award (written, video). Information needs to be available everywhere.
  - b. Give it parity – **make sure it is at least perceived as being the equivalent of a UE.**
  - c. **Present it as an opportunity for people to get ahead.**
  - d. Need to **market it differently to parents depending on whether they went to university.**
  - e. Should **market through parent evenings, with accessible information.**
  - f. Any **campaigns should be culturally competent, with a representative range of voices.**
  - g. Needs to **be considerate of cultures' traditions – highlight people of colour who are successful and let them tell their stories.**

### Communities

40. YAG participants considered what would make the award more **appealing to communities** and suggested the following:
- a. **Promote the value of the award to future employers.**
  - b. **Ensure the information about the award is accessible, simple and easy to understand.** Make sure there are multiple formats to find out about the award (written, video). Information needs to be available everywhere.
  - c. **Consider equitable approaches.** How can the award be offered so it reduces barriers felt by low socio economic and marginalised communities?
  - d. Break it down so people understand the pathway.
  - e. Ensure it is funded well – **make it free.**
  - f. **Connect it to communities** i.e. information sessions about the award in communities, and how it can encourage students into workplace learning in their local community contexts and to support their communities.

## Appendix A: Youth Advisory Group Social Contract 2021

### How we will work with the YAG Secretariat

- **We will be timely.** When we receive communications from the YAG Secretariat, and when we are asked to review draft YAG meeting notes.
- **We will be responsible for ensuring our voice has been captured accurately by the YAG Secretariat.** We will read YAG meeting notes and provide feedback to improve them.
- **We will take care of our taxi cards.**
- **We will test different ways of working.** We will be patient and open to participating in YAG discussions in different ways e.g. online and face to face. We will give feedback to the YAG Secretariat on what works, and what doesn't work and why.

### Safe and respectful environments

- **We will create a safe space for members to share their lived experience.** A safe space means:
  - we value differences in opinion, experience and perspective
  - we won't overpower other people with our views
  - we won't try to prove someone is wrong
  - we will make sure everyone has had a chance to speak
  - we will make sure members feel comfortable.
- **We will be respectful of people sharing their pronouns.** We will encourage people to share their pronouns if they want to.
- **We will be respectful of each other's culture and religion.**
- **We will ensure that our phones are not on the table during discussions.**

### How we will develop our advice

- **We will be prepared.** This means reading through the YAG pack material and thinking about what we want to say and share before we come to Wellington.
- **We will seek to understand.** This means we will ask questions and check that we have understood. We won't jump to conclusions. We will listen to understand, not to respond.
- **We will be aware that people work differently.** This means the way someone listens can look different, the volume and tone of voice when offering advice sounds different.
- **We will aim to reach a mutual understanding that becomes our collective voice.**