



## Briefing Note: Meeting with Catholic Education Office and APIS

<b>To</b>	Hon Jan Tinetti, Associate Minister of Education		
<b>Cc</b>	Hon Chris Hipkins, Minister of Education		
<b>Date</b>	30 May 2022	<b>Priority</b>	Medium
<b>Security Level</b>	In Confidence	<b>METIS No</b>	1288305
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<b>Messaging seen by Communications team</b>	No	<b>Round Robin</b>	No

### Purpose of Report

This Briefing Note provides information to support your meeting with the Catholic Education Office (NZCEO) and the Association of Proprietors of Integrated Schools (APIS) on Wednesday 1 June.

### Summary

- You will meet with Kevin Shore, chief executive of both APIS and NZCEO, and Karen Raitt, deputy chief executive.
- NZCEO /APIS have advised the three main issues they wish to discuss with you:
  - Coherence of government plans in terms of learning support
  - Review of Highest Needs and next steps
  - Wellbeing of students
- Georgina Muir, Group Manager System Innovation and Strategic Design, Te Pae Aronui and Tipene Chrisp, General Manager in Te Puna Kaupapahere | Policy are available to attend the meeting if required.

## Proactive Release

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- a **agree** that the Ministry of Education release this briefing in full once it has been considered by you.

☒ Agree / ☐ Disagree



Susan Howan  
Associate Deputy Secretary  
Strategy and Implementation  
31/05/2022



Hon Jan Tinetti  
Associate Minister of Education  
20/06/2022

## Background

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1. You are meeting with the Catholic Education Office (NZCEO), and the Association of Proprietors of Integrated Schools (APIS) on Monday 1 June. APIS represents the issues of both the Catholic and non-Catholic groupings of integrated schools.
2. You will meet with Kevin Shore and Karen Raitt. Kevin Shore is the Chief Executive of both APIS and NZCEO. He has been in this position since October 2020. Before that he was principal of St Peter's College in Palmerston North and has served in educational leadership positions for 30 years in both state and integrated schools. The pandemic has disrupted the engagement that would be normal for this role. Kevin has a PhD in Education, and a Masters' degree in Educational Administration.
3. Karen Raitt is the Deputy Chief Executive, Manager of Policy, Projects, Strategy and Governance. She has worked at NZCEO and APIS for three years and had extensive experience working for NZSTA before that. Karen has a business management background, and she has strengths in project management and governance.
4. The NZCEO describes itself as "a catalyst engaging Catholic schools to become leaders in New Zealand education, delivering outcomes in the spirit of the Gospel" on their website. It works on national issues, mainly in relation to national and operational policy for schools.
5. The Association of Integrated Schools New Zealand is a support and networking organisation for non-Catholic state-integrated schools. It was set up in 1982 when the Proprietors of Integrated schools recognised the importance of all Proprietors, irrespective of their religious or philosophical position, working together in their relationship with government and government agencies.
6. NZCEO /APIS have advised they have three main issues they wish to discuss with you:
  - Coherence of government plans in terms of learning support
  - Wellbeing of students
  - Review of Highest Needs and next steps

We provide information below on each of these topics.

### **Coherence of government plans in terms of learning support**

7. The government's plans for learning support are founded in our commitment to an inclusive education. This includes addressing curriculum, professional learning and development for educators, focused approaches to attendance and engagement, in addition to the significant increases in learning support investments over the last four years through the Learning Support Action Plan.

#### *Inclusive education*

8. The Disability Strategic Framework supports the incorporation of a disability perspective across all Ministry of Education work. The New Zealand Disability Strategy sets out the government's plan to progress UNCRPD obligations and guides the work programmes of education agencies.
9. The Ministry of Education is working to provide greater cohesion and connection among policy, learning support, education advisory functions curriculum and practice development to support an inclusive education system.

### *Learning Support and the Learning Support Action Plan*

10. The Learning Support Action Plan 2019-2025 (the Action Plan) responded to the voices of stakeholders, schools, kura, early learning services me ngā kōhanga reo and the recommendations of the 2016 select committee Inquiry into Identification and Support for Children and Young People with Dyslexia, Dyspraxia and Autism Spectrum Disorders in Primary and Secondary Schools.
11. The Action Plan set out to:
  - build teachers' capabilities to meet diverse learning needs
  - identify children and young people's learning support needs earlier
  - provide new, flexible supports and services for children and young people, and their parents and whānau, who are not eligible for existing services, whose needs are currently not well met, and/or who are at risk of disengaging from education.
12. Learning Support Coordinators (LSCs) are part of the commitment to strengthening the learning support system. The first tranche of 623 LSCs was rolled out to clusters of schools and kura around the country in 2020.
13. There are 85 Catholic schools in clusters with LSCs (of 238 Catholic schools, 36%).
14. In total there are now 121 Learning Support clusters with LSCs (1,057 schools, 42% of schools). Of these, 46 clusters (38%) have at least one Catholic school, and they can employ up to 233 LSCs.

### *Inclusive curriculum*

15. The New Zealand Curriculum (NZC) is being refreshed to make sure every child experiences success in their learning, and that their progress and achievement across the full educational pathway from Years 1-13, is responded to and celebrated.
16. The goals for the refresh are to:
  - Honour our mutual obligations to and through Te Tiriti o Waitangi
  - Create curriculum that is inclusive so that all ākonga see themselves and succeed in their learning
  - Make sure the NZC is clear about the learning that matters
  - Make sure the NZC is easy for teachers and kaiako to use.
17. The refreshed curriculum must explicitly reflect our obligations to the UN Conventions Rights of People with Disabilities, through the NZ Disability Strategy/ Action Plan.
18. The Ministry has developed a set of draft design standards, which have indicators to ensure that all curriculum support materials and resources developed are fit-for-purpose and are bicultural and inclusive of all ākonga. These design standards also specifically identify impacts/ benefits for disabled ākonga that align to the Enabling Good Lives (EGL) Vision and Principles.
19. The proposed framework for the refreshed curriculum is a significant shift away from the current look and feel of the 2007 curriculum. It retains most of the features but has been deliberately designed to reflect a Te Ao Māori world view and is explicitly inclusive of the diversity of learners across Aotearoa.
20. The refreshed NZC is seen as a powerful lever to inform and influence wider system changes that lead to a more inclusive and equitable education system. The refresh of

the curriculum is being phased until the end of 2025 to help make it more manageable for schools to implement. Schools, ākonga and whānau will be supported through the change. This includes capability building support and useful resources and tools for all leaders, teachers and kaiako so that they can design rich, meaningful curriculum alongside ākonga, their whānau and communities.

### *Professional development*

21. We're working with professional learning and development (PLD) providers on the delivery of the new PLD priorities, of cultural capability, assessment for learning, and local curriculum design - which support the shift to a more inclusive system.
22. Māori learners thrive when their identity, language and culture is embedded into their learning, and they have a strong sense of belonging. The new PLD priorities for kura and Māori medium settings – te reo Māori and mātauranga Māori, aromatawai and marau ā-kura - have a school-wide holistic focus and will support Māori learners to thrive.
23. More specialist teachers (around 350 each year) now receive study awards to attend a refreshed Massey University post-graduate course with new core content on autism and neurodiversity woven through all endorsements of the programme, rather than delivered separately.
24. These graduates contribute to our combined learning support practitioner workforce, including resource teachers and Ministry-employed specialists, which has now grown in number to nearly 2000.

### *Investment growth*

25. The government has made substantial investment in learning support in recent years. Learning support expenditure has increased from an estimated \$972 million in 2017/18 to \$1,227 million in 2020/21. That new funding has been invested across a range of learning support services to address cost pressures, demand pressures, service gaps, and Action Plan priorities.

### **Highest Needs Review**

26. The Highest Needs Review team met with Mr Shore on 2 July 2021 in the first phase of engagement with stakeholders to co-develop the scope of the Review.
27. The main points Mr Shore made were about:
  - Resourcing levels
  - Variable school practices
  - Relationships with families
  - Increase in more severe behaviours
  - Learners with FASD and the new "P" generation
  - Partnering between specialist schools and mainstream
  - Dual enrolment
  - Shared knowledge, expertise and resources
  - A lead person to navigate across agencies
  - Schools as safe workplaces
  - Trauma, anxiety and mental health supports
28. Mr Shore wanted the Review's outcomes to address:
  - Alignment of resources and a more partnered approach
  - Special Education Grant (SEG) not having to be used for learners with highest needs as criteria for some services/supports are 'opened up', i.e., ORS
  - The mental health and anxiety space

29. Information gathering phases of the Review have now been completed and analysis of extensive stakeholder voice is in process. The Ministry of Education is seeking to establish processes with other agencies as we work to develop options and opportunities for change.
30. The High Needs Review will provide recommendations to Government in October 2022.

## **Wellbeing of students**

### *Attendance and Engagement*

31. One of the biggest challenges is keeping every ākonga attending and engaged with education. Student disengagement is complex and has worsened during COVID-19. Budget 2022 funding targets initiatives that make education a place young people want to be, with the support they need, and enable pathways back for those who have disengaged, for whatever reason.
32. In an inclusive education system, the focus for students is on being at school, and having lots of opportunities to connect and belong, build friendships, to participate and experience wellbeing, to learn, progress and achieve.
33. Because student disengagement has worsened during COVID-19, Budget 2022 funds initiatives that make education a place young people want to be, with the support they need, and enable pathways back for those who have disengaged, for whatever reason.
34. An \$88 million package provides a suite of measures aimed at driving key system shifts to better engage students in their learning and more targeted interventions and provide ways back into learning for those who have disengaged.

### *\$40 million Regional Response Fund*

35. \$40 million is for a Regional Response Fund, (\$10 million per year) to meet needs at a local level, including local initiatives that target attendance and engagement.
36. The Regional Response Fund will provide more timely, responsive and accessible frontline supports that meet the needs of local schools and kura, as well as early learning services. It will address urgent needs, including issues that have no other funding source, and promote learner engagement and improved educational outcomes.

### *Positive Behaviour for Learning School-Wide*

37. *Positive Behaviour for Learning School-Wide* (PB4L) is a framework being implemented in 42% of primary and 57% of secondary schools that enables schools to create positive environments that promote caring relationships and positive behaviours.
38. To strengthen PB4L, we are providing \$11.2 million operating funding and \$0.3 million capital funding. PB4L School-Wide is a key initiative in the PB4L suite, providing support across a whole school to improve learning experiences for all children and young people. This initiative funds a refresh of PB4L School-Wide and 14 new School-Wide practitioners so each school using this service receives high quality support tailored to their needs.
39. Improvements to PB4L School-Wide through the refresh will include a key focus on cultural responsiveness for Māori. The refresh will focus on making equitable improvements, including to better support Pacific, Rainbow and disabled learners.

40. We estimate that 368,000+ children and young people in schools using the initiative will benefit from improvements to PB4L-SW.
41. State integrated schools are eligible to join the PB4L-SW initiative.

*\$15.5 million for Te Aho o Te Kura Pounamu*

42. This funding increase for Te Aho o Te Kura Pounamu (Te Kura) will be used to reengage at-risk ākonga in school, using its proven 'Big Picture' approach. Currently limited to 80 students, the increased funding will enable Te Kura to progressively expand the service.
43. Once fully phased in, around 3,500 at-risk students annually will receive improved levels of individual attention and wraparound support, with long-term benefits for the students and those around them. We expect improved student engagement, educational achievement and wellbeing.
44. This will include additional teaching staff, pastoral care (kaiawhina and counsellors), and face-to-face learning opportunities for ākonga to meet their more complex educational needs. Improved services will increase the rates at which students re-engage in education, achieve school qualifications (if in Year 10 or above), and transition successfully to a local school or other positive pathways.
45. The 2017 Big Picture evaluation by the Education Review Office points to significant improvements in wellbeing and NCEA achievement.

*\$7.7 million targeted and intensive supports for Māori and Pacific learners at risk of disengaging*

46. This funding expands *Check & Connect: Te Hononga* and *Te Mana Tikitiki*, which provides targeted and intensive supports for Māori and Pacific learners at risk of disengaging, using kaupapa Māori and bicultural evidence-based approaches.

*\$7.8 million to address cost pressures in the Incredible Years programmes*

47. The Incredible Years suit of programmes support caregivers, whānau, and school and early childhood educators to improve young children's communication skills and emotional regulation.
48. This initiative increases funding for IY programme contracts to help meet rising costs. This change represents a 19.4% increase in funding in an area which has not seen a change for many years.

*\$6 million over four years to address Attendance Service cost pressures*

49. This funding will support Attendance Service providers to meet current cost pressures and increase capacity to support schools.