



**Briefing Note: Meeting with the New Zealand Principals Federation – Wednesday 10 November 2021**

<b>To:</b>	Hon Jan Tinetti, Associate Minister of Education		
<b>Cc:</b>	Hon Chris Hipkins, Minister of Education		
<b>Date:</b>	08 November 2021	<b>Priority:</b>	Medium
<b>Security Level:</b>	In Confidence	<b>METIS No:</b>	1275194
<b>Drafter:</b>	Branka Vasilic	<b>DDI:</b>	9(2)(a)
<b>Key Contact:</b>	David Wales	<b>DDI:</b>	
<b>Messaging seen by Communications team:</b>	No	<b>Round Robin:</b>	No

## Purpose of Report

This briefing provides information and talking points for your Zoom meeting with Perry Rush, National President of the New Zealand Principals' Federation – Ngā Tumuaki o Aotearoa (NZPF) on Wednesday 10 November, 3.30 pm – 4pm. The NZPF represents more than 2,000 principals from state and state-integrated primary, intermediate, middle and secondary schools.

## Summary

Mr Rush is interested in discussing:

- proposal to expand 'Te Tupu Managed Moves' type approaches to school communities across the country.
- support and risk planning for suspended, excluded, or 'directed enrolment' students

We have prepared talking points about these issues for your use (Annex 1).



Dr David Wales  
**Poutohu Matua | Te Hāpai ō Rāngai**  
**National Director Learning Support Delivery**  
**Te Pae Aronui**

08/11/ 2021



Hon Jan Tinetti  
**Associate Minister of Education**

09/11/ 2021

## Background

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1. You are meeting Perry Rush, National President of the New Zealand Principals' Federation (NZPF), on Wednesday 10 November 2021, 3.30 pm – 4pm by Zoom.

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## Te Tupu Managed Moves

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5. Te Tupu is a community-led initiative based in Napier and is governed by school leaders, iwi, health and social services providers and the Ministry.
6. It places ākonga in years 3-8 who are disengaged or at risk of disengaging from education into a separate educational setting for around 10 weeks with support from a co-ordinator, teachers, and two teacher aides. These ākonga have wellbeing and behaviour needs that may be challenging to others and that are difficult to manage within a classroom environment.
7. Te Tupu has been underway since 2019 and is operating with funding until 31 December 2022. Early indications suggest that participating ākonga are experiencing positive education and wellbeing outcomes to enable their transition back to their home schools.
8. NZPF is aware that a final evaluation report on the pilot will be submitted by Te Tupu in June 2022 and decisions about further rollout will occur after that, subject to usual budget considerations.

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## Support and risk-planning for suspended, excluded, or 'directed enrolment' students

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### Attendance and Learning Outcomes

10. Attending school matters because it is fundamental to attaining educational outcomes. But we know that what matters most is what happens when the students are at school.
11. We know what works for Māori education success as Māori to participate in te ao Māori, Aotearoa, and the wider world.
12. The most important factor in school affecting engagement, progress and learning is the quality of teaching that engages in the identity, language and culture of every ākonga.
13. The most important factor in learning environments out of school is whānau. To maintain effective learning environments, we must maintain educationally powerful relationships between school and whānau.
14. Case studies of ākonga with low attendance have found they are often initially absent from school for only a small amount of time but missing out on learning can make it much harder to catch up.
15. Suspensions, exclusions and 'directed enrolments' add a compounding factor to an existing issue of non-attendance. Ākonga Māori are disproportionately affected in all areas.
16. For many ākonga, poor attendance is reflective of underlying problems within and outside the education system. Stand downs, suspensions and exclusions only add to an existing problem of non-attendance and lead to poor educational outcomes.

### Support for at-risk students and challenging behaviour

17. A review of Standdown, Suspension, Exclusion and Expulsion (SSEE) practice guidelines is underway. The Ministry is taking a staged approach, which will include testing and developing supporting resources that will evolve and grow to reflect the changing needs of the sector and communities.
18. The guidelines aim to reduce disruption to the student's education and plan support for their return to school if they have been removed. This includes facilitating access to appropriate supports and services to help address the wellbeing needs of the young person.
19. The Ministry's behaviour services and supports are changing. We are shifting away from exclusively focusing on individual students, and towards more locally led, flexible and preventative approaches.
20. Understanding that behaviour is often an expression of unmet need supports the view that learning environments that meet students' diverse needs (including identity, language, and culture) will help prevent behaviour that challenges others. This is also an important component of inclusion more broadly.
21. To respond to the immediate needs of the Education sector, Budget 2021 provided an additional \$17.7 million over four years to expand Te Kahu Toi, Intensive Wraparound

Service (TKT/IWS) which emphasises the importance of inclusive classroom practices for ākonga who may have experienced social disadvantage, trauma and distress.

22. Ākonga who receive support from TKT/IWS show positive shifts in many learning and wellbeing domains. Ākonga Māori make equal progress to non-Māori ākonga. Rates of stand downs, suspensions and exclusions are substantially lower for ākonga exiting the service than at the start of the service.
23. As part of priority 4 of the Learning Support Action Plan, the Ministry is reviewing the interventions for ākonga with the highest level of learning support needs. The scope of this review includes consideration of the need to align services and supports across government agencies for children, young people, and their whānau and families, including the need for culturally appropriate supports.
24. The Ministry is working to continuously improve our service offering including the expanded Behaviour Service; Resource Teacher Learning and Behaviour; the Interim Response Fund; Positive Behaviour for Learning – School Wide (PB4L-SW); and the Early Intervention Service.
25. The Ministry is updating physical restraint rules and guidelines to promote an understanding of behaviour as a way of communicating unmet needs and encouraging more proactive and supportive approaches to behaviour. The NZPF have been represented on the Physical Restraint Advisory Group that has been involved in developing the draft rules and guidelines. The Ministry will be consulting on these more widely over the next few months.
26. We are also trialling and investing in new initiatives (such as Te Tupu, counsellors in schools and self-regulation in early learning services) and working to identify gaps in service provision.

## Proactive Release

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27. 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.

## Annexes

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Annex 1: Talking Points