



Briefing Note: Meeting with Ekant Veer on 13 September 2021

To:	Hon Jan Tinetti, Associate Minister of Education		
Cc:	Hon Chris Hipkins, Minister of Education		
Date:	9 September 2021	Priority:	Medium
Security Level:	In Confidence	METIS No:	1270193
Drafter:	Mastura Abd Rahman	DDI:	9(2)(a)
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Messaging seen by Communications team:	Yes / No	Round Robin:	No

Purpose

This briefing note provides information to support your zoom meeting with Professor Ekant Veer, author of "Voices of Ōtautahi", from University of Canterbury Knowledge Commons on Monday 13 September between 4.30 and 5.00 pm.

It includes:

- Background to the University of Canterbury's involvement in writing "Voices of the Ōtautahi Learning Community Hubs" report for the Ministry's Learning Community Hub initiative in Ōtautahi, Christchurch.
- Summary of key findings and recommendation from the report.

Proactive Release

a 9(2)(f)(iv)

☒ Agree ☐ Disagree



Dr David Wales
Poutohu Matua | Te Hāpai Ō Rāngai
National Director – Learning Support Delivery
Sector Enablement and Support



Hon Jan Tinetti
Associate Minister of Education

09/09/2021

12 /09/ 2021

Background

1. You are having a zoom meeting with Professor Ekant Veer on Monday 13 September between 4.30 and 5.00 pm.
2. This meeting was requested after your visit to Christchurch visit on 14 July 2021 which Professro Ekant attended. You asked to meet with him again, to discuss how the Ministry can support initiatives similar to Learning Community Hubs and provide better support for ethnic and culturally diverse learners in our education system.
3. Professor Ekant is likely to share how Canterbury Knowledge Commons and the University of Canterbury can support and partner with us in this mahi.
4. The Canterbury Knowledge Commons Office sits within University of Canterbury.
5. The Office seeks to draw on the collective knowledge, mana, resources, networks and data of the University and the Canterbury region to answer questions that benefit their community.
6. The Ministry of Education's Christchurch Regional office Learning Community Hubs initiative in 2020 provided an opportunity for the Canterbury Knowledge Commons to partner and realise their Kaupapa with us.
7. The broad purpose of the Learning Hubs initiative is to support continued participation and engagement of affected students, whānau and communities from ethnic backgrounds with learning opportunities that enhance their wellbeing and education outcomes post the March 15 2019 mosque attack.
8. Canterbury Knowledge Commons provided financial and academic supervisory support for a research assistant to complete an evaluation of the Learning Hubs.
9. The evaluation report titled "Voices from the Ōtautahi Christchurch Learning Community Hubs" was published and released on 14 July 2021.
10. Professor Ekant authored the report and is seconded to Canterbury Knowledge Commons as Director.

Key Findings and Recommendations from the Report

11. The Learning Hubs have met the intended goal of contributing to parents' growth and understanding of the New Zealand education system and the pedagogic approach to learning in New Zealand.
12. Participants have gained insights and strategies to alter approaches and practices when supporting their children's learning at home.
13. Participants have expressed improved confidence in their relationships with teachers and schools when engaging in their child's education.
14. Learning Hubs have bolstered positive changes to relationships within and across families and improved their connections with the wider community.

15. Learning Hubs provide safe culturally sustaining learning spaces that value participants' cultures, identities, languages, and faiths, where they feel trusted and empowered.
16. The Ministry of Education's partnership with ethnic communities and support in this initiative ensured the mana, validity and success of the Learning Hubs.
17. A key recommendation in establishing Learning Hubs in other regions is to engage with local iwi at the planning stage.
18. It is recommended that the Ministry of Education as a system considers developing a culturally responsive strategic framework that sustainably supports the needs and education outcomes of ethnic and Culturally and Linguistically Diverse (CALD) communities in Aotearoa.

Other Relevant Information

19. Funding has been made available to continue the Learning Hubs for a further year (2021/22) and extend to Auckland and Wellington this year.
20. A Team Leader has been appointed for 12 months to lead this work. They are supported by three new Senior Advisors Community Partnerships based in the Ministry's regional offices in Christchurch, Auckland and Wellington.
21. **9(2)(f)(iv)**
22. The Learning Hubs initiative sits within the Ministry's National ESOL, Migrant, Refugee and International Education team's work programme.
23. The ESOL, Migrant, Refugee and International Education team provides funding, advice, professional development, and resources to support positive outcomes for English Language Learners, including those from refugee and migrant backgrounds.
24. The team consists of Advisors and ESOL verifiers based around the country with a central base in Auckland. They support schools to build and strengthen inclusive environments which promote cross-cultural understanding and a sense of belonging.
25. Specific supports and resources provided and administered by the ESOL, Migrant, Refugee and International Education team are appended.

Support for Former Refugees and Migrant Learners

ESOL (English for Speakers of Other Languages) Funding:

An individual student funding of \$780 per year for primary and intermediate and \$1000 per year for secondary. This funding is provided to schools on application for new migrant, NZ born children of migrants and former refugees.

Migrant and former refugee students are entitled to ESOL funding for up to five years (20 terms). New Zealand-born students (of migrant or refugee parents) are eligible for up to three years (12 terms).

The total number of ESOL funded students is 56,381 and the total amount paid is \$22,639,745 for Period 2, 2021.

Schools choose how to use the funding to suit their context and the needs of their learners. Guidance is available on the ESOL website and from the ESOL, Migrant, Refugee and International Education Team.

In most cases the funding is for:

- Specialist ESOL teachers and/or
- Teacher aides or language assistants and/or
- Bilingual resource people and/or
- Extra teaching resources.

Bilingual Support Worker Funding:

A funding project supported from the Migrant Levy through the Ministry for Business Innovation and Employment. This funding provides support for up to 50 schools to employ a Bilingual Support Worker for a year, part-time to support migrant learners and their families.

Teaching English in Schools to Speakers of Other Languages (TESSOL) Scholarships:

This support is offered to teachers of new migrants, Pasifika and International students in state schools to study towards a Teaching English in Schools for Speakers of Other Languages (TESSOL) qualification.

Refugee Flexible Funding:

The Flexible Funding pool provides additional funding for supporting former refugee students with additional education needs.

The funding supports the following:

- Home-School Partnership
- Bilingual Support
- Co-ordination time (teacher release time)
- Homework support programmes for students in secondary school
- Specific mainstream subject support

Refugee Pathways and Careers Funding:

This funding is targeted at secondary schools to provide additional Pathways Planning and Career support for former refugee students. Funding can be used for any combination of the following:

- Appropriate and sufficient Career and Pathway planning support is provided to target group.
- Individual Learning and Career Plans (LCPs) are developed for all targeted former refugee students.
- Appropriate mentoring support to help students transition into tertiary education.
- Families and communities are engaged in the process of Career and Pathway planning.

Computers in Homes:

The Computers in Homes is for former refugee families and provides eligible families some basic computer training, a device, internet access and technical support.

Enrolment and case management support:

Newly arrived former refugee students may need assistance with enrolling in a school with consideration of:

- Appropriate class placement that would meet their learning needs;
- Early identification of individual student needs to ensure appropriate; targeted learning supports kick in as soon as possible;
- Welcoming and cultural support;
- Individual case management support.

Resources to support culturally and linguistically responsive teaching and learning:

We provide a range of resources and initiatives to support teachers, including:

- Refugee Handbook for Schools
- Defining Diversity Resource
- TKI ESOL Online
- Working with English Language Learners (WELLS) online professional development modules
- Funding for ESOL Professional Learning Clusters
- Pasifika Teacher Aide Project
- Team Approach to Language Learning professional development
- Learning Village online programme for intermediate and high school new learners of English.

Proactively Released