



## Briefing Note: Ministerial Youth Advisory Group February 2020 meeting

<b>To:</b>	Hon Chris Hipkins, Minister of Education		
<b>Date:</b>	5 February 2020	<b>Priority:</b>	low
<b>Security Level:</b>	In Confidence	<b>METIS No:</b>	1218728
<b>Drafter:</b>	Pirihira Hollings Programme Director (Acting)   Parent and Information Programme (PCI)	<b>DDI:</b>	s 9(2)(a)
<b>Key Contact:</b>	Rose Jamieson Deputy Secretary (Acting), Parent Information and Community Intelligence	<b>DDI:</b>	
<b>Messaging seen by Communications team:</b>	NA	<b>Round Robin:</b>	No

### Purpose of Report

This report seeks your approval of the proposed agenda for the Youth Advisory Group (YAG) to be held on Thursday 20 and Friday 21 February.

An overview of the topics that will be covered are attached. We have also included the member's biographies for your reference.

A runsheet for your time with the YAG (9:30am – 10:30am on Thursday 20 February) is attached.

## Recommended Actions

The Ministry of Education recommends you:

- a. **approve** the agenda for the next YAG meeting (Annex 1) or make amendments as required

Approved / Not approved

- b. **note** the overview of topics of each speaker (Annex 2)

Noted

- c. **note** the YAG biographies (Annex 3)

Noted

- d. **note** the runsheet for your meeting with the YAG (Annex 4)

Noted

- e. **agree** that this Education Report is proactively released as part of the next publication

Release / Not release

Rose Jamieson  
Deputy Secretary (Acting)  
Parent Information and Community Intelligence

4/2/2020

Hon Chris Hipkins  
Minister of Education

12/2/20

I'd also like to hear from the YAG on NCEA subject  
consideration at C1 and how we can improve  
student attendance.

## February 2020 Meeting

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- 1 The proposed agenda for the February meeting is attached (Annex 1), we welcome your feedback on the agenda. The key focus areas for this meeting are:
  - **Whakawhanaungatanga** – Welcome new members to the group and establish working relationships with one another
  - **What does 'Healthy Relationships Education' mean and look like to you?**  
– Advice from the YAG on what a good quality healthy relationships education looks like to them and provide feedback on proposed tools.
  - **Education Workforce Strategy** – Advice from YAG on whether the Ministry's list of learner needs is complete, what the gaps are and what can be made redundant.
  - **Children and young people's participation in school governance**  
– Provide advice on student involvement in how their schools are run and decision-making.
  - **Development of ongoing Code of Pastoral Care for students in tertiary education** – Input from YAG on how they expect to be kept safe, connected and supported in their wellbeing when transitioning to tertiary education.
  - **Advocacy Project** – Provide advice on the need for an advocacy service for ākonga/learners and whānau, and identify potential solutions to the current problem/opportunity statement.
- 2 The YAG will meet you at your office on Thursday 20 February from 9:30am – 10:30am. Serena Curtis-Lemuelu, facilitator, and Jordan Hunt, secretariat, will also attend. Your runsheet is attached (Annex 4).
- 3 Your press secretary has indicated that they will not be doing a social media posting about the YAG meeting, however, members of the YAG will do a 'social media take-over' of the Ministry's Instagram account to promote the first meeting.

## Annexes

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- Annex 1: Agenda for February YAG meeting  
Annex 2: Overview of topics from each speaker  
Annex 3: Biographies of YAG members  
Annex 4: Runsheet

## Annex 1: Agenda for February YAG meeting



### Youth Advisory Group Meeting Agenda 20 & 21 February 2020

**Date and time:** Thursday 20 February (9:00am – 4:00pm)

**Venue:** Mātauranga House, 33 Bowen Street, Wellington  
RM 1.07

**YAG members:** Adrienne Hunt      Moeka Koyama      Maru Taiaki  
Raiyan Azmi      Tanin Cain      Tara Shepherd  
Kate Morris      Watene Campbell      Nathan Farr  
Bella Tran-Lawrence      Okirano Tilaia      Fine Aholelei

**Minister:** Minister Hipkins

**Presenters:** Marian Papasin      Pirihiara Hollings      Kara Scally-Irvine  
Sarah Wilson      Toni Janes

**Facilitator:** Serena Curtis-Lemuelu

**Co-ordinator:** Jimmy Sami

**Secretariat:** Jordan Hunt

Thursday 20 February 2020	Owner	Time
Meet at accommodation (West Plaza Hotel, 110 Wakefield Street, Wellington)		8.45am – 9.00am
<b>Make way to Parliament</b> Security checks		9.00am – 9.30am (30 mins)
<b>Meet with Minister Hipkins</b> At the Minister's Office	Minister Hipkins with YAG	9.30am – 10.30am (1 hour)
<b>MORNING TEA</b> Media briefing and social media post	Marian Papasin (SPG) Sarah Wilson (SPG)	10.35am – 10.50am (15 mins)
<b>Whakawhanaungatanga</b> Activities with members to establish working relationships with one another	Serena Curtis-Lemuelu	10.50am – 12.00pm (1 hour 15)
Discussion & workshop <b>2020 Reset</b> Establishing new group understanding to include new members	Serena Curtis-Lemuelu	12.00pm – 12.30pm (30 mins)
Discussion & workshop <b>Youth Advisory Group Priorities for 2020</b>	Serena Curtis-Lemuelu	12.30pm – 1.00pm (30 mins)

<p style="text-align: center;"><b>LUNCH</b> (May need interview pickups)</p>		1.00pm – 1.30pm (30 minutes)
<p>Discussion <b>Terms of reference</b> High level reminder on people's roles and pathways for issues</p>	Pirihira Hollings	1.30pm – 1.45pm (15 mins)
<p>Presentation &amp; workshop <b>What does 'Healthy Relationships Education' mean and look like to you?</b> Develop an understanding of what a good quality healthy relationship education looks like</p>	Kara Scally-Irvine	1.45pm – 2.45pm (15 mins)
<p style="text-align: center;"><b>AFTERNOON TEA</b> (Social Media posts and interviews)</p>	Marian Papasin Sarah Wilson	2.45pm – 3.00pm (15 mins)
<p>Presentation and discussion <b>Education Workforce Strategy</b> Reviewing a list of identified learner needs to see if they match YAG's experiences</p>	Toni Janes	3.00pm – 4.00pm



**Date and time:** Friday 21 February (8:45am – 1:30pm)

**Venue:** Meeting Room Two, West Plaza, 110 Wakefield Street, Te Aro, Wellington 6142

**YAG members:**

Adrienne Hunt	Moeka Koyama	Maru Taiaki
Raiyan Azmi	Tanin Cain	Tara Shepherd
Kate Morris	Watene Campbell	Nathan Farr
Bella Tran-Lawrence	Okirano Tilaia	Fine Aholelei

**Minister:** Minister Hipkins

**Presenters:**

Judge Andrew Becroft	Peter Foaese	Lisa Collins
Erin Gough	Nicola Meek	

**Facilitator:** Serena Curtis-Lemuelu

**Co-ordinator:** Jimmy Sami

**Secretariat:** Jordan Hunt

Friday 21 February 2020	Owner	Time
Meet in Room Two at West Plaza Hotel		8.45am – 9.00am
Presentation, discussion & workshop <b>Children and young people's participation in school governance</b>	Judge Becroft Erin Gough Peter Foaese	9.00am – 10.00am
<i><b>Morning Tea</b></i>		10.00am – 10.30am
Presentation, discussion & workshop <b>Development of ongoing Code of Pastoral Care for students in tertiary education</b>	Nicola Meek	10.30am – 11.30pm
Presentation, discussion & workshop <b>Advocacy Project</b> Understand YAG's perspectives on the need of an independent Advocacy Service for learners and whānau	Lisa Collins	11.30am – 12.30pm
<i><b>LUNCH</b></i>		12.30pm – 1.30pm
<b>Members travel to airport</b>		1.30pm

# What does Healthy Relationships Education mean and look like to you?

## Presenter

Kara Scally-Irvine, Analytics and Insights

## Overview of topic

Sexual violence is an issue in New Zealand – it can cause both emotional (and sometimes intergenerational) harm, as well as a real economic cost. Research suggests that approximately 30% of women and approximately 10% of men may be victims of sexual abuse or assault in their lifetime.

Education can play a key prevention role. The New Zealand curriculum outlines what it expects schools to cover in relation to this area, but we also know that the quality of schools provision in this area is patchy.

A review by the Education Review Office (ERO) in 2018 found that while most schools are covering the biological aspect of sexuality and puberty well, areas such as consent, digital technology, and relationships needed to be covered in greater depth. Understanding what healthy relationships are (and aren't) is also challenged by the negative and unhelpful portrayal of relationships in the media, and through the access to pornography (for example the NZ youth porn survey found that over 70% of the young people surveyed who had viewed porn had seen content with non-consensual activity).

We want to be able to provide a range of useful and practical tools and resources to support all the key people who have a role to play in quality education in this area. This includes teachers, schools, students, parents, providers, and funding agencies.

The tools are intended to help support conversations and thought processes we follow when planning, delivering, and then evaluating/reviewing education in this area. This may be delivered by external providers, or by teachers themselves.

Ultimately we want to see better quality and more consistent education in this area across the country, to keep young people safer and to support their wellbeing.

## Outcomes

In this work we are trying to develop a clear description of what good quality healthy relationship education looks like. This can then support schools, students, parents, and providers make informed decisions about what needs to be covered to keep students well informed and safe.

## Questions

1. If you could vision the future state, what would that look like? In other words, what skills, knowledge and behaviour would you want you and your peers to know/possess from your education in this area?
2. What areas and outcomes do you think are critical to cover (i.e. what does 'good' look like for healthy relationships education)?
3. What are your initial reactions to the draft tools developed (these will be shared with the YAG as part of their pack – anticipate this will be the updated draft intervention logic and/or the criteria). What changes would you make?



# Education Workforce Strategy

## Presenter

Toni Janes, Senior Change Manager Education Workforce Strategy & Teacher Supply

## Overview of topic

### Context

The Ministry, alongside 26 other organisations, has been developing an Education Workforce Strategy for 2032 that is intended to help create a strong, culturally competent education workforce. The strategy aims to:

- ensure quality learning and achievement for Māori and Pacific that fosters their identity, language and culture and reduces inequitable outcomes
- have a diverse workforce that reflects the learner population of Aotearoa New Zealand
- equip the 120,000 strong education workforce with the support and learning practices to help them meet the needs of all learners
- remove barriers for all learners that need additional support
- support the workforce in a number of new ways, including building their capabilities; developing rewarding career paths; growing its size to meet demand; and enhancing status and wellbeing.

### Purpose of this project

The purpose of this engagement is to identify whether the key shifts identified will support the development of a strong culturally competent workforce and reduce the inequities of outcomes for Māori and Pacific students.

### What is the problem or opportunity?

The Ministry has developed a set of “learner needs” with the aim that these will inform the key shifts for the workforce. As learners we would like the YAG to review these with a view to identifying any gaps, additional or redundant needs.

### Outcomes

To help shape the Ministry of Education's thinking in relation to developing the Education Workforce Strategy 2032 prior to public consultation, particular success would be understanding YAG's perspective on whether the list of learners needs are complete so that we can ensure that the shifts being identified are comprehensive from a learner perspective.

The strategy has been in development with the sector and to date has lacked any youth input. The YAG hui presents an opportunity to help build upon the thinking that has occurred to date.

### Questions

1. Think about different stages of education (early learning, primary and college) has there been a time when you or any of your friends haven't enjoyed being at school much, what did/would have made a difference?
2. Are there any gaps in the list of learners needs?
3. Is there anything in the list of learner's needs that you believe don't need to be there?



# Children and young people's participation in school governance

## Presenter

Judge Andrew Becroft, Children's Commissioner, Office of the Children's Commissioner  
Erin Gough, Senior Advisor, Office of the Children's Commissioner  
Peter Foaese, Community Engagement Specialist, Office of the Children's Commissioner

## Overview of topic

One of the issues the Tomorrow's Schools Independent Taskforce looked at was how students participate in school governance (i.e. boards of trustees) and have input into decisions that affect them at school. At the moment only secondary schools/kura are required to have a student representative on the board.

The Taskforce believed that schools only being required to have one rep, and only at secondary school, wasn't enough of a commitment to student voice and that there was a need for a better approach to including students in how schools are run.

The Taskforce recommended that the Office of the Children's Commissioner (OCC) review and update the requirements on schools. The Minister of Education has invited the OCC to review these requirements and provide recommendations on what improvements could be made.

The Children's Commissioner would love to talk to the Youth Advisory Group about children and young people's involvement in how their schools are run and school decision-making.

## Outcomes

To be informed by the perspectives of young people themselves. We are seeking the YAG's ideas on how they think students should have a say in how their schools are run and in decisions that affect them, based on their own experiences.

## Questions

1. What opportunities does/did your school provide for students to have a say in decisions made at school that affect them?
2. What else should schools be required to do to ensure students can have their voices heard at school?
3. How do you think students can have a say on this issue?

# Development of ongoing Code of Pastoral Care for students in tertiary education

## Presenter

Nicola Meek, Graduate Achievement, Vocations and Careers

## Overview of topic

This is a new piece of work for the YAG.

The death of a student at Canterbury University last year highlighted gaps in the way students are protected, respected and supported by tertiary education organisations, especially when students are living in halls of residence.

A temporary Code of Pastoral Care was urgently created and passed through Parliament before Christmas so there are clear standards of Care for this year. The Minister has asked for more students, parents and other communities to be involved in shaping a more permanent Code that will be in place from 2021. This session will ask the YAG about how they'd expect to be kept safe, connected with their social and cultural networks, and supported in their well-being and learning when they are tertiary students – whenever and wherever that might be.

Their ideas will help influence engagements with other students, with parents, and with those who work in the tertiary education sector, and also influence what goes in to the Code of Pastoral Care for the next ten years or so.

## Outcomes

The Minister has been clear about his expectation that voices of diverse groups of young people are included in shaping the Code of 'Pastoral' Care that will be in place for the next decade or so.

It is particularly important that young people on the cusp of secondary and tertiary learning and stepping into the workforce can relay their expectations and needs in terms of safety, being respected and supported at tertiary learning.

As well as sector groups, parents and other communities, we will be engaging with students in a range of tertiary organisations and from a range of backgrounds – particularly those groups who have not been well served by the tertiary sector. We will also be engaging with people who are not currently engaged in tertiary learning.

The mix of experienced and new YAG members, and the range of learning contexts they are currently involved in, provides the opportunity to hear diverse perspectives early in the engagement process that can help test and challenge ideas with other groups.

## Questions

1. What help do you think you'll need to settle in and be successful in your tertiary learning – whether as a full time student or if you're working and studying at the same time?
2. If you could offer tertiary organisations one piece of advice to help you and peers succeed in a safe and supportive learning environment, what would that be?
3. What questions do you have for us about pastoral care in tertiary education?



# Advocacy Project

## Presenter

Lisa Collins, Parent Information and Community Intelligence

## Overview of topic

### Context

In its 2018 report the Tomorrow's Schools Independent Taskforce recommended setting up a independent advocacy and complaints resolution panel for parents and learners/ākonga as part of its recommendations to support 'More Equitable Access to Schooling'.

*Recommendation 5a - Independent community-based panels established locally by the Education Support Learning Network to resolve any learner/ākonga or parent or whānau issues that have not been able to be resolved at the school/kura level.*

The Ministry identified that it is not best practice for panels to provide advocacy and/or be involved in resolving disputes between the parties. This advice also noted that the Ministry sees advantages in ākonga and their whānau having access to advocacy services to provide guidance, information and support to help ākonga and their whānau to pursue a resolution.

### Purpose of this project

The purpose of this project is to identify whether there is a good case for investment in an advocacy service for ākonga and whānau.

### What is the problem or opportunity?

There is widespread evidence that suggests ākonga/learners and their whānau have a lack of knowledge and understanding on their rights and obligations when participating in the compulsory schooling system. This has led to lost opportunities in relation to securing the best schooling experience and quality learning outcomes for ākonga/learners and their whānau.

## Outcomes

The intended outcomes for YAG are to:

- help shape the Ministry of Education's thinking in relation to developing a proposal for a potential advocacy service for ākonga and their whānau. In particular, success would be understanding the YAG's perspective on:
- address the need for an advocacy service
- identify potential solutions to our current problem/opportunity statement, and
- address the pros and cons of those potential solutions.

We are also seeking YAG's input into the development of some scenarios that will support our analysis



The project is in its infancy stages so the YAG hui presents an opportunity for to develop our thinking from the outset.



## Questions

1. Is there a need for an advocacy service for ākonga/learners and their whānau in the compulsory schooling system? If so what would success look like for an advocacy service?
2. What are some potential pros and cons should an advocacy service be established?
3. Are there any existing advocacy services you are aware of that we could leverage off?



### Annex 3: Biographies of YAG members



	<p><b>Tanin Cain, 14, Auckland</b></p> <p>My name is Tanin Cain.</p> <p>I am a 14 year old male and live in Ihumatao, Auckland. I'm open minded, think outside the box and believe I could contribute a great deal because of the varied school settings I have attended - high decile and low decile schools, mainstream and accelerant classes and also withdrawal programmes.</p> <p>For the past three years, I have been homeschooling along with my two brothers. One brother is a pre-schooler and the other is 10 years old with Autism, ADHD and Tourettes. Through this I have gained much patience and understanding for the needs of others.</p> <p>I believe all children should have a good opportunity to learn, and be able to learn in a way that suits them. I hope to use my experience to develop the schooling system and contribute to the Youth Advisory Group in 2020, so that others can find a way that fits them too.</p>
	<p><b>Bella Tran-Lawrence, 15, New Plymouth</b></p> <p>My name is Bella Tran-Lawrence, I am 15 and attend Spotswood College in Taranaki, where I will be a year 12 in 2020.</p> <p>I'm excited to be contributing to the Youth Advisory Group because education is such a large part of my life and I am looking forward to contributing. I am an advocate of change and a strong feminist, believing in equal rights for all, and hope to help implement some of these ideas.</p>

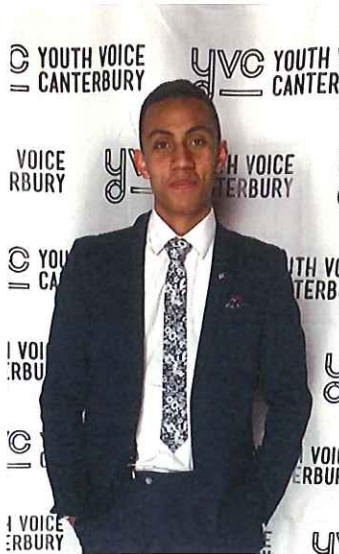

	<p><b>Maru Taiaki, 17, Kapiti Coast</b></p> <p>Ko Tokomaru tōku waka          Ko Kapakapanui ko Tararua ōku tūpuna mouna          Ka ngahae ngā pī, ko Waikanae tōku awa          Ko Te Atiawa tōku iwi          Ko Waikanae tōku marae          Ko Whakarongotai tōku whare          Ko Maru Taiaki ahau e mihi ana          Tēnā koutou katoa.          Kia ora, my name is Maru Taiaki, of Te Atiawa, Ngāti Tūwharetoa, Ngāti Kurī, Ngāti Whātua and Te Atihaunui-ā-Pāpārangi descent.</p> <p>Born and raised on the Kāpiti Coast, I am a year 12 student at Hato Pāora College. As a graduate of Māori-medium and English-medium education I am passionate about every young person enjoying education and achieving success, especially for Māori. I enjoy all sports, speaking and learning te reo Māori and performing kapa haka.</p> <p>Whaia Te Tika - Do what is right.  <i>The motto of Hato Pāora College</i></p>
	<p><b>Fine Aholelei, 17, Auckland</b></p> <p>Mālo e lelei,          My name is Fine Na'akakala 'E Moala Aholelei. I'm 17 years of age, of Tongan descent, and was born and raised in the streets of East Auckland. Being a first generation child who grew up in a lower socio-economic community, my villages have been of great influence and help in moulding the strong young woman I am today. The ideologies I've been brought up with, especially the "village" mentality, are ones which I will carry throughout my livelihood.</p> <p>In 2020, I will attend Auckland Girls' Grammar School as Deputy Head Girl, Board of Trustees representative and a Tongan Group leader. I also have plans to continue my role as the school's UN Youth Ambassador, the communications lead for Tāmaki Youth Council, and a spoken word poet in the regional high school spoken word competition WORD: The Frontline. I'm also a founding member of an indigenous, mostly South Auckland based, high school initiative 4TK (4 Tha Kulture) where we will be holding educational and inclusive events, attending conferences, and standing in solidarity with more indigenous movements.</p> <p>Faka'apa'apa atu,          Fine Aholelei</p>



	<p><b>Raiyan Azmi, 17, Hamilton</b></p> <p>My name is Raiyan Azmi, I'm 17 years old, born and raised in Hamilton. My family is originally from India, migrating here around 20 years ago. I'm a proud kiwi Muslim; allowing me to be very involved in the communities around me.</p> <p>Having finished Year 12 at Hillcrest High School, I look forward to what 2020, my last year at high school brings for me. I've been elected as Head Boy of Hillcrest High School for my final year- an achievement and responsibility that I'm very proud of.</p> <p>I've been a member of the Waikato regional advisory group, WYSTAG- leading me to the national level. I'm also a deputy leader for Waikato Akhi Initiative, a Muslim male youth group based here in Hamilton. I'm a confident, personable leader who enjoys the aspects of leadership and conversing with fellow youth, and adults I meet.</p> <p>I look forward to being a part of the national YAG in hopes to gain new perspectives and learn from fellow youth.</p>
	<p><b>Tara Shepherd, 17, Westport</b></p> <p>Kia ora, my name is Tara Shepherd, I'm 17 years old. I live in Westport on the West Coast of the South Island. I attend Buller High School where I am Deputy Head Girl for 2020.</p> <p>I am studying a range of subjects, some by distance learning, (Psychology, Social Studies and History). I have a great passion for the environment and the future of New Zealand. I enjoy learning, I value my education and the opportunities it offers.</p> <p>I work part-time at Heritage Jewellers in Westport, specializing in engraving. I am looking forward to the future and hope to pursue a career involving politics, governance and environmental issues.</p> <p>I am honoured to be part of the Youth Advisory Group in 2020 and hope to make valuable contributions to assist all students in Aotearoa.</p>



	<p><b>Adrienne Hunt, 15, Whanganui</b></p> <p>Kia ora, my name is Adrienne Hunt and I am 15 years old. I was born and bred in the beautiful town Whanganui and attend a course at YMCA, Whanganui.</p> <p>I joined the YAG to make a difference. I'm a child in Oranga Tamariki's care and my journey especially at school wasn't always easy.</p> <p>So here I am giving my perspective as a kid in care and the effects it has on your education. I look forward to this year and to be a part of making a difference for a second year. Bring on 2020.</p>
	<p><b>Moeka Koyama, 15, Motueka</b></p> <p>Kia Ora tātou , My name is Moeka Koyama, 15 years old at Motueka High School in Sunny Tasman.</p> <p>I was born in London and moved to New Zealand from Japan my parents' motherland at the age of 6.</p> <p>My passions include making new connections, sharing ideas and speaking up about topics that are important to me. I bring a perspective of going through various education systems from homeschooling, Steiner schools to a State school.</p> <p>The experiences that I've had makes me appreciate what we already have as akonga in NZ but also what we could improve on to make it more inclusive for everyone regardless of their background.</p> <p>I feel very fortunate to be involved with the group this year continuing on our work from last year. Together with the role of Student Representative I have at my high school I am looking forward to continuing being a voice for youth.</p> <p>Our voices shape the education system for our future and what a privilege it is to be part of it!</p>

	<p><b>Okirano Tilaia, 17, Christchurch</b></p> <p>Talofa lava, my name is Okirano Tilaia, I'm 17 years old and of Samoan decent.</p> <p>In 2020, I will be studying as a first-year student at the University of Canterbury.</p> <p>I am currently the deputy-chair of the Pacific Youth Leadership And Transformation Council, a member of SPACPAC, and a community volunteer. I have a major passion for positive change and the empowerment of young people; building genuine relationships and connecting with people from all walks of life to share our stories and create a space for all of us to prosper and succeed.</p> <p>I cherish every part of my Pacific roots, as I believe if a student has a strong sense of belonging, they are more likely to succeed in all aspects of their lives including the education system. I want Pacific youth to have a voice in the New Zealand education system to succeed and have the freedom to express themselves. Fa'afetai lava!</p>
	<p><b>Kate Morris, 18, Wellington</b></p> <p>Kia Ora! My name is Kate and I'm 18 years old.</p> <p>My hometown is Darfield, in Canterbury - but in 2020 I'll be moving up to Wellington (into halls of residence) to study at Victoria University. I'll be doing a Bachelor of Science majoring in Science Communication, along with minors in Environmental Studies and New Zealand Sign Language.</p> <p>The fact that I'm finishing high school and moving away from home is super scary, but I'm looking forward to discovering a new city, and doing courses that really interest me.</p> <p>Outside of my studies I love to read, get outdoors, and do music and musical theatre. 2020 will be my third year in the Youth Advisory group.</p> <p>It's been a wonderful experience so far, and I've especially enjoyed seeing changes that we influenced starting to come through in the past year. I can't wait to see what the year ahead will bring!</p>



	<p><b>Nathan Farr, 18, Dunedin</b></p> <p>Kia Ora. I am Nathan Farr I am 18 and I was born in Tāmaki Makaurau but now live in Ōtepoti.</p> <p>I have just finished my last year of High school at King's High School in South Dunedin.</p> <p>Currently hoping to study at Otago Uni and study Communications minoring in Politics!</p> <p>This is my 3rd and final year on YAG and I am pleased with the progress that has been made in the education sector and the willingness of the Ministry and Minister to listen to us and take what we say on board.</p> <p>I hope to continue advocating for those with disabilities and additional learning needs.</p> <p>I look forward to bringing a different perspective this year. The Perspective of someone with a learning difficulty and finishing NCEA and the perspective of someone with a learning difficulty at University.</p> <p>I look forward to continuing this work and another great year on the YAG!</p>
	<p><b>Watene Campbell, 18, Wellington</b></p> <p>Tēnā tātau,</p> <p>Nei he iti nō Ngāti Porou, nō Ngāti Awa, nō Ngāti Kahungunu, nō Te Aho Matua anō hoki te mihi atu nei.</p> <p>My name is Watene Moana Campbell, your average long baked Wellingtonian. I'm 18 and am a graduate of Te Kura Kaupapa Māori o Ngā Mokopuna where I've spent 6 hours a day, 5 days a week, 40 weeks a year for 13 of my 18 years around the sun.</p> <p>I have a deeply found passion for my culture, as well as being an advocate not only for my people, but also for my wider peers, whānau and community.</p> <p>My 2020 will be a real testament of my will power, where I'm aiming towards a conjoint degree made up of an LLB and a BA, double major in Māori Studies, and Environmental Science at Victoria University.</p> <p>Among many other things, I have a passion also for the performing arts industry, such as MPA (Māori Performing Arts), public speaking, and acting.</p> <p>I have aspirations to become the youngest Māori to ever be knighted. Sir Watene Moana Campbell VI... has a ring to it don't you think ;)</p> <p>Kāti, nei te reo mihi o tō iti, te pūrea atu nei, Mauri ora ki a tātau.</p>



## Annex 4: Runsheet

### RUNSHEET FOR MINISTER HIPKINS: Ministerial Youth Advisory Meeting

<b>Date and time:</b>	Thursday 20 February 2020 9.30am – 10.30am		
<b>Venue:</b>	Minister Hipkins' Office, Molesworth StreetPipitea		
<b>Minister:</b>	Minister Hipkins		
<b>YAG members:</b>	Adrienne Hunt	Moeka Koyama	Maru Taiaki
	Raiyan Azmi	Tanin Cain	Tara Shepherd
	Kate Morris	Watene Campbell	Nathan Farr
	Okirano Tilaia	Bella Tran-Lawrence	Fine Aholelei
<b>Ministry:</b>	Serena Curtis-Lemuelu	Jordan Hunt	
<b>Notes:</b>	This is day one of the Ministerial Youth Advisory Group (YAG) meeting, with a mix of new and old members for 2020. The engagement with YAG will be an organic conversation, starting with introductions and the purpose of the YAG. Further discussion may include YAG thoughts on upcoming workshops.		

Time	Description
0930 - 1020	Your discussions with the YAG will be based on a meet and greet and getting to know new members This includes: <ol style="list-style-type: none"><li>1 Introductions and purpose of YAG</li><li>2 What the YAG members hope to achieve throughout the year</li><li>3 What your priorities for the upcoming year that you would like YAG to look at</li></ol> YAG facilitator, Serena Curtis-Lemuelu, will be there to support conversations.
1020-1030	Wrap up meeting, final thoughts Group photo of YAG members with you
1030	Meeting ends and YAG departs