Briefing Note: Kai and Kōrero: Inclusive Education, 21 October 2019

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<th>Hon Tracey Martin, Associate Minister of Education</th>
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<td>Hon Chris Hipkins, Minister of Education</td>
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<td>Date:</td>
<td>8 November 2019</td>
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<td>Drafter:</td>
<td>Nicola Meek</td>
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<td>Nicola Meek</td>
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Purpose of Report

The purpose of this paper is to update you about the Kai and Kōrero Inclusive Education held in Palmerston North on 21 October, 2019.

Note that:

- The Kai and Kōrero Inclusive Education is a collaborative regional activity between the education and disability sectors to build shared understanding of what an inclusive education system might look like locally, and to build opportunities for networked local action to complement the shifts happening nationally.

- The intention to convene further Kai and Kōrero Inclusive Education in other regions over coming months, gathering and sharing information and providing support for local communities to accelerate the transformation to a more inclusive system.

Agree that this Briefing will be proactively released.

Agree

Disagree

Patrick McKibbin
Acting Deputy Secretary
Group

Hon Tracey Martin
Associate Minister of Education
14/11/19.
Background

1. Kai and Kōrero Inclusive Education is the name given to the first in a series of regional engagements about inclusive education led by the Human Rights Commissioner for Disabilities and supported by the Ministry of Education.

2. It responds to the Minister's invitation at the Education Summits for those present to involve their networks in the conversation shaping education for the next 30 years. The Disability Rights Commissioner established an Inclusive Education Design Council to build awareness and a sense of shared responsibility for the transformation to a more inclusive education system.

3. The name 'kai and kōrero' reflects the kaupapa established at the Education Summits, where participants, including the voices seldom heard, engage in meaningful dialogue relevant to them with people they do not usually have a chance to talk with, in a welcoming and safe environment.

4. The workshop was co-designed with participants from the national and local disability organisations, the profession and the wider community. The Ministry's role was to support the engagement, listen to participants, and process and share information from the hui.

Purpose and intentions

5. A fundamental purpose of the Kai and Kōrero is to stimulate local conversations about education's role in shaping an inclusive community. Bringing together diverse participants with a shared interest in improving long term outcomes for disabled people stimulates exploration of what is important to their community and builds a shared understanding of what an inclusive education system might look like locally.

6. The Disability Rights Commissioner has met multiple requests to present to various education sector groups over recent months, with increasing demand from the sector to learn more about matters important to disabled people. The Kai and Kōrero event aims to meet this appetite by bringing these and other interested sectors together at regional level.

7. The Kai and Kōrero aims to strengthen networks across communities, uncover what information can be exchanged between different sectors, and what information gaps might be provided by the Ministry. Many of the perspectives raised during the kōrero echo those already integrated into decisions taken at national level, including in the Learning Support Action Plan. Fresh insights and suggestions are also emerging that open opportunities for local action.

8. The event is designed to build trust and a sense of shared agency for the transformation to a more inclusive education system. Participants identify a number of possible activities they are in a position to deliver in their community, such as convening conversations between parents of disabled learners and members of Boards of Trustees, establishing a central directory of local people and organisations with a stake in improving outcomes for disabled learners, and young people sharing their experiences navigating inclusive education practices that work for them.

9. Data gathered from the Kai and Kōrero is being shared across components of the Education Work Programme. The raw data has been submitted to the Tertiary Education Strategy before consultation closed last Friday; the initial report from the
meeting, and subsequent activities will be shared across other components as relevant.

Diverse participation

10. The invitation list was jointly constructed by the Human Rights Commission, disabled people’s organisations, NZEI Te Riu Roa, Mana Whaiakaha¹, I-Lead, and people from the Ministry’s Palmerston North office.

11. Invitations (see Annex 1 – Letter of Invitation to Kai and Kōrero) were sent to members of Boards of Trustees, principals and teachers, kura and kōhanga reo, families and whānau, young disabled people, and people from Pacific communities, health and local government organisations, employers, the Tertiary Education Commission and the Ministry’s regional team.

12. Participants came from the local Palmerston North Community, the Horowhenua and the Tararua regions, with some from national organisations such Te Kōhanga Reo National Trust travelling from Wellington.

Expected short- and medium-term outcomes

13. The initial Kai and Kōrero Inclusive Education has created a model that other communities can adapt for their own requirements. A series of similar engagements in coming months has the potential to deliver local action plans that complement national strategies and which can be tracked over time.

14. The Kai and Kōrero responds to the appetite for more awareness and shared understanding of what a more inclusive education system could look like in local communities.

15. The prompt return of raw data from the Kai and Kōrero demonstrates transparency and helps build trust between local communities and government. Local communities have greater visibility of the networks and actions that can accelerate and improve changes for disabled learners in their communities.

16. Information and networks from these engagements can assist various components of the Education Work Programme in the co-design and implementation phases to be delivered in 2020.

17. We intend to publish stories from these local kōrero, across the education and disability sectors, to illuminate the shifts to a more inclusive education systems. Over time, a portfolio of such stories can evidence a movement of change in progress.

Next Steps

18. The Ministry and the Human Rights Commission plan to convene Kai and Kōrero Inclusive Education in other regions in coming months.

19. We will liaise with your Office about arrangements for further meetings that you may wish to attend.

¹ Mana Whaiakaha is the MidCentral DHB region’s new disability support system co-designed by disabled people and their whānau, Government agencies and the wider disability sector.
Proactive Release

20. 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.
Annex 1: Letter of Invitation to Kai & Kōrero Inclusive Education

11 October 2019

Tena koutou

Invitation to Kai and Kōrero: Inclusiveness in the Manawatu

As Disability Rights Commissioner and Chair of an Inclusive Education Design Council, I invite you to meet with me and local members of disabled communities for Kai and Kōrero: Inclusiveness in the Manawatu, on Monday, 21 October, from 10:00am – 2:00 pm at the Distinction Hotel, 175 Cuba Street, Palmerston North.

Our event will be facilitated by Peter Allen and Dr Martin Sullivan from the region’s ‘Enabling Good Lives’ Governance Group.

Why come?
Because all parts of the Education System are undergoing the most radical change in 30 years, and teachers, principals and Boards want to know more about how they can make improvements for disabled people.

Because we’ve just celebrated Disability Pride Week with its theme of ‘Setting the Agenda’, celebrating disabled people, what we have to offer, and how we can set agendas for change in our own communities.

Because young disabled people have just led the first ever national hui, Lead, for young disabled people in Parliament and they want to continue leading and influencing change in their own communities.

What’s the problem?
We know that a quality education is fundamental to shifting longstanding outcomes for disabled people. For too long, too many disabled people have been invisible within the education system. Compared to 9% of their non-disabled peers, 34.9% of disabled young people are not in education, training or employment.

Support and inclusion for all students is key to improving quality and equity in education. Every student deserves to feel they belong and can grow in the right environment for them.

Sometimes change can be slow, and improvements work for some but not all learners. Local kōrero and actions can accelerate and improve the changes that are needed to help all disabled learners in your community.
What's the value?
This Kai and Kōrero is being shaped and led by disabled people in your community. We promise there won’t be any long speeches or Powerpoint shows. Instead, disabled people and their families are front and centre. This is a chance for disabled people, educators and other networks to meet with each other, with people who can make things happen in your community, and with people who can influence change nationally through policy. There’ll be both plenary and breakaway segments so everyone will get a chance to listen to different perspectives and to have their say.

This is a safe place to meet new people and have your say about what’s important to you. It draws on the principles of:
- Manaakitanga, you are welcome here
- Whanaungatanga, building and maintaining relationships
- Rangatiratanga, each of us, as individuals, community organisations or members of a workforce carries our own authority and rights
- Kotahitanga, a belief that we can achieve more by working collaboratively than on our own

All the raw ideas and possible activities from the kōrero will be captured and sent back to you and to people working on education policy. You can share this with your own networks to plan other kōrero and activities.

So what happens afterwards?
I acknowledge that sometimes the outcomes of these conversations can be difficult to track. I am determined to see tangible actions come out of discussion that we can all track and hold decision-makers accountable for.

My office and members of the Design Council that has organised this event will:
- return data to you within 10 working days following the meeting
- keep in touch with you and help put you in touch with each other and with similar networks committed to improving learning for disabled people and those who have additional needs.
- Provide support to help you with any kōrero or activities you might want to lead after the hui.

You and others in your community might want to meet again to plan local actions or opportunities to influence decision-makers in Manawatu or in Education.

Please RSVP to [email](mailto:9(2)(a)) by 5pm, Tuesday 15 October, and let her know of any accessibility requirements you have in attending [see below](mailto:).

We will be in touch again next Wednesday to let you know about resources that can help you prepare for this meeting.

I hope you can make it.

Nāku noa, nā

Paula Tesoriero MNZM
Disability Rights Commissioner | Kāihautū Tika Hauātanga
New Zealand Human Rights Commission | Te Kāhui Tika Tangata
RSVP - please complete and return by 5pm, Tuesday 15 October

- Yes, I am coming to the Kai and Kōrero: Inclusiveness in the Manawatu, on Monday, 21 October in Palmerston North.

Name: ____________________________

Email: ____________________________

Please let us know about any specific requirements you have that can help us to ensure you have a great experience. Circle, highlight or cross out any of the below points that apply, or otherwise just tell us what you need below.

Accommodations and resources:
- I will need a New Zealand Sign Language Interpreter
- I will be accompanied by an Assistance Dog
- I will be bringing a Support Person to the meeting
- I will need mobility or access assistance to travel to and within the venue
- Other ____________________________

Dietary Requirements:
- Vegetarian
- Vegan
- Gluten Free
- Dairy Intolerant
- Other ____________________________

Any other requirements you might need to help you participate fully and effectively in this meeting?

______________________________

______________________________

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