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MINISTRY OF EDUCATION
TE TĀHURU O TE MĀTAURANGA

Well-being of students and whānau in the education system

working alongside former refugees in Dunedin

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New Zealand Government

Complexities of Refuge

- Conflict and climate change
- Resettling in new context during the pandemic

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Guiding Documents: Resettlement Priorities in New Zealand

- The overarching outcome is underpinned by five integration outcomes:
- Self-sufficiency:** all working-age refugees are in paid work or supported by a family member in paid work.
- Housing:** refugees live in safe, secure, healthy and affordable homes without needing government housing help.
- Education:** refugees have English language skills that help them participate in education and daily life.
- Health and wellbeing:** refugees and their families enjoy healthy, safe and independent lives.
- Participation:** refugees actively participate in New Zealand life and have a strong sense of belonging here.

NZ Resettlement Strategy. <https://www.immigration.govt.nz/about-us/what-we-do/our-strategies-and-projects/refugee-resettlement-strategy>

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Domains of wellbeing in the OECD countries

- The Domains of Wellbeing (based on the OECD Better Life Index)**
 - Housing
 - Jobs
 - Income
 - Community
 - Education
 - Civic Engagement
 - Life Satisfaction
 - Work-Life Balance
 - Environment
 - Health
 - Safety
 - The Treaty of Waitangi**
- * <http://www.oecd.org/dataoecd/2a/2c/49494949.pdf> OECD: Organisation for Economic Co-operation and Development. 36 countries, incl. NZ.
- ** Fry, Julie and Wilson, Peter, 'Better Lives – Migration, Wellbeing and New Zealand', BWB Texts, 2018.

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Te Tiriti o Waitangi in Education as a wellbeing domain.

Participation

- "**Participation** is about equality of opportunity and outcomes. Students need to learn how to **participate** and contribute as active citizens through opportunities to explore and appreciate the rich and diverse cultures, languages, and heritages that shape their identities as New Zealanders. Informed civic participation is a key aspect of the *New Zealand Curriculum's* future focus principle."^{*}

^{*} <https://nzcurriculum.tki.org.nz/Curriculum-resources/NZC-Updates/Issue-16-January-2012/Treaty-principles-Participation>

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What do schools do right to ensure the wellbeing and achievement of former refugee students?

School is prepared to welcome students:

- Understanding who are the former refugees and arrival procedures** (workshops and inquiries)
- Creating a welcoming physical environment** (signs, flags, pictures of children who represent the diversity of schools)
- Creating safe and supportive emotional environment** (mentors, bilingual tutors, bilingual liaison workers, trained person as the first contact, using trained interpreters/bilingual support)
- Providing information to staff and students about the cultures and experiences of refugees and former refugees** (ex. pronunciation of names correctly, understanding customs and educational background)
- Setting up systems to support new students from diverse cultures** (appointing dean/liaison teacher to allow 2-3 visits needed to cement relationship with whānau and ensure on-going communication).

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What do schools do right to ensure the wellbeing and achievement of former refugee students?

School policies and practices:

- Employ bilingual tutors*
- An anti-racist/anti-bullying safe school policy
- Curriculum input (human rights/refugee issues)*
- On-going staff professional development* (new PLD under cultural competency)
- Liaison with MoE*
- Effective links with home and communities
- Establishing an after school study centre or homework club*
- Career and pathways planning*
- Encouraging use of first language*
- Celebrating diversity and opportunity for students to share their culture
- Home school partnership programme*
- Mentoring and peer support system.

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What do schools do right to ensure the wellbeing and achievement of former refugee students?

Know the learner and identify those at risk of under-achievement.

- Background information (DoB, religion, family situation, trauma, first language(s))
- Social situation (students from the same ethnic or cultural group?, friends and peers to relate to, interests and strengths)
- Emotional adjustment (how the child is feeling about themselves, coping with school, triggers, support at home, access to digital technology).
- Educational needs (date of arrival in NZ, literacy, gaps in education, year level placed in and capturing the learner's perception of that and their goals).
- In addition to language and mentoring support, students are eligible for learning support, made accessible through providing interpreting if needed.

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What else is needed?

Planning

- Individual Language and Learning Plan (ILLP).
- Transition Plan (important when transitioning within the resettlement area and crucial if family moves to another location).
- Now that Learning Support Coordinators are deployed in schools and with the Learning Support Register continuity of planning for learners is ensured.

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equitable and excellent outcomes
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kia rangatira ai, kia mana taurite ai ōna huanga

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