

Establishing Te Mahau within Te Tāhuhu o te Mātauranga | The Ministry of Education

Summary Document

June 2021

*Ka Hikitia! Ka hikitia! Hiki,
hikitia!*

Whakarewa ki runga rawa

*Herea kia kore e hoki
whakamuri mai*

*Poua atu Te Pūmanawa
Māori*

He Mana Tikanga

Me Te Uri o Māia

Poipoia ngā mokopuna

Ngā rangatira mo āpōpō

Ka tihei!

Tihe mauriora!

*Kia whakarongo ake au Ki
te tangi a te manu nei A te mātui
tui-i-i, tui-i-i, tuituia
Tui i runga
Tui i raro Tuia
i waho Tuia i
roto
Tuia i te here tangata
Ka rongō te pō Ka
ronga teao.*

*Tuia i te muka tangata
I takea mai i Hawaiki-Nui I
Hawaiki-Roa
I Hawaiki-Pāmamao
Te hono a wairua
Whakaputa ki te whaiao Ki
te ao marama Tihei
mauri ora!*

This tauparapara (chant) uses the different calls of the tui as a metaphor to bind and unite people for the purpose of achieving a common goal. In this document you will find information outlining the decisions for structural and leadership change for the establishment of Te Mahau within Te Tāhuhu o te Mātauranga. This document outlines a commitment to working together.

He kupu nā Te Tumu Whakarae mō te Mātauranga | A message from the Secretary for Education

Tēnā koutou katoa,

I am immensely proud and privileged to lead Te Tāhuhu o te Mātauranga | The Ministry of Education (Te Tāhuhu) and to have the opportunity to work with you to more effectively influence the education system, through a redesigned Ministry — and establishment of Te Mahau.

We have been working on this for a while. About four years ago I asked Dr Wayne Ngata, the then Raukura at the Ministry, what do we have to do to make a real difference for Māori in our education system. He said, “clean up your own whare first” — meaning that we had to genuinely understand the barriers to “Māori achieving success as Māori” before we could address them, within a context of what works for Māori works for all. That was the first time I thought of the Ministry as a whare.

During the mahi associated with this change we were gifted the opportunity to reconnect with the story of Te Tāhuhu — the ridgepole on a whare. Te Tāhuhu speaks to our role to hold together Te Whare o te Mātauranga. It connects the front and back of our whare. It is strong, straight and supportive.

Building on the whare concept I am delighted to accept advice that Te Mahau will be the enduring Māori name to replace the Education Service Agency (ESA). Te Mahau is the front porch and entryway to the whare. This is a place of humility of presence and manaaki. It is a place that is front facing, accessible, visible, and transparent. It is a place of conversation and community. It can be a wāhi tapu and place of formality but is usually an informal place where people come together. Māori, English and other languages can be spoken in this space.

The analogy of the whare is powerful. It talks to our posture as a government department and as party to te Tiriti o Waitangi. This speaks to being attentive listeners, able to place ourselves in others’ shoes, being generous responders, providing as much support as we can, and being honest brokers, saying what we do and doing what we say.

Te Mahau reflects a culture of open engagement, and respect — a place and a way of doing things that values the mahi of those working with tamariki and rangatahi and works with them to both support and challenge to achieve equity and excellence.

Thank you for your contribution so far. I am committed to working with you all, and the sector to build on our strengths to “put wings beneath” our shared commitment to shaping an education system that delivers equitable and excellent outcomes.

Ngā mihi nui

A handwritten signature in black ink, appearing to read 'Iona Holsted', with a stylized flourish at the end.

Iona Holsted

Te Tumu Whakarae mō te Mātauranga

Secretary for Education

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Wāhanga 1: Ngā Panoni Horopaki | Section 1: Context for change

This summary document provides an outline of how Te Tāhuhu is changing to provide locally responsive, accessible and integrated services to the education sector.

It includes a short background and introduces the design for Te Tāhuhu including Te Mahau. Te Mahau is the new name for what has previously been referred to as an ESA.

Tā te Tāhuhu whāinga | The Ministry's purpose

We shape an education system that delivers equitable and excellent outcomes. We fulfil this purpose through two distinct roles:

1. Delivering services and support nationally, regionally and locally to and through the education sector and in some cases directly to ākonga and whānau.
2. Shaping the policies, settings and performance of the education system so that it is placed to deliver equitable outcomes for ākonga and their whānau, from early learning through tertiary.

The strength of our system depends on us working closely with our national partners (the Tertiary Education Commission [TEC], the New Zealand Qualifications Authority [NZQA], Education New Zealand, the Teaching Council and the Education Review Office [ERO]), other government and education agencies, and with the sector (early learning, compulsory and tertiary). It also depends on our relationships we all have with others in the community including iwi, employers and non-government organisations.

Ko ngā whakataua a te Kāwanatanga | Government decisions are driving change

Government decisions in 2019 in response to the Tomorrow's Schools review [SWC-19-MIN-0153] signalled changes to the design of Te Tāhuhu and to the work we do. These included:

“Establishing a more responsive, accessible and integrated local support function for early learning services and schools by substantially rebalancing the Ministry of Education towards more regional and local support, through the establishment of a separately branded business unit, the Education Service Agency”

“Stronger arrangements to underpin principal leadership of the schooling system”

“A better balance between local and national responsibilities for the network of schooling property and provision”

“Establishment of a nationally based Curriculum Centre (as part of the Education Service Agency) to provide curriculum leadership and expertise”

Government acknowledged that the changes would require ongoing investment of time and resource and should be staged over a number of years.

The changes in this document are foundation steps. They are intended to create the leadership structure for Te Mahau within Te Tāhuhu. They respond to Government's decisions and provide the leadership team and organisational design that will help us to deliver our roles across the whole system.

He tikanga mahi hou | New ways of working

While structure is important, **how** we work is a more powerful driver of change than anything in an organisational chart. The success of Te Mahau within Te Tāhuhu relies on the hard work and efforts of each of you who form the heart of our organisation.

As our new organisational structure is implemented, it is imperative that we continue to build on the work already started to shift how we work. We need to build on gains made with how we work with the sector and others, and our 'listen and respond' approach to grow trust and jointly resolve long-standing issues. We must continue to look for ways to collaborate more with each other across the organisation, the sector, employers, communities, iwi, ākonga and whānau.

This design is intended to support us to change the way we work across four substantive areas:

1. Taking practical action to give effect to te Tiriti o Waitangi.
2. Giving priority to regional and local voice.
3. Delivering greater responsiveness, accessibility and integrated services and support.
4. Improving feedback loops and information flows.

Each of these are explained briefly below, and in more detail throughout the document.

Ngā tū mahi hei whakamana i te Tiriti o Waitangi | Taking practical action to give effect to te Tiriti o Waitangi

I have clear expectations on Te Tāhuhu honouring te Tiriti o Waitangi, consistent with the statutory obligations we have under the Education and Training Act (2020) and the Public Service Act (2020). To do this we need to grow our capability to understand the complexity of te Tiriti o Waitangi and give expression and practical effect to all articles of te Tiriti o Waitangi with Māori both as tangata whenua and citizens. This means we will:

- provide genuine opportunity and space for tino rangatiratanga to be exercised by and for Māori in relation to those matters for which they should have agency and authority
- support the education sector and others to create educational experiences and outcomes that reflect a meaningful expression of ōritetanga
- exercise kāwanatanga to govern in good faith and actively protect Māori interests as citizens, and those of all citizens.

In addition, some of the decisions made in this design were guided and informed by the Māori-Crown relationship framework¹ developed by Te Arawhiti (the Government's Māori-Crown Relationship Agency). This gives us a sense of all the components of these relationships that we will be navigating and the clarity to distinguish between them. We will be working across the components of the framework. For example, we will be a partner when we have joint decision making between Māori and the Crown (i.e. Minister/s), while at other times we may co-design, co-construct or consult.

It is important that we acknowledge that there is an evolving te Tiriti o Waitangi landscape. We will continue to engage with goodwill to build trust with tangata whenua. We will grow the cultural capabilities, connections and understanding needed to be a good kāwanatanga party to te Tiriti o Waitangi.

¹ <https://www.tearawhiti.govt.nz/tools-and-resources/crown-engagement-with-maori/>

Mātua ko te reo o te rohe me te haukāinga | Giving priority to regional and local voice

We require significantly strengthened sector voice and decision making across our organisation. To give more priority to regional and local voices, I need a better balance in my leadership team that includes more Deputy Secretaries who will work directly with the sector. This means we will:

- harness and grow regional and local-level relationships with leadership and support available in communities
- create a more localised structure that grows our implementation capability
- create a more connected leadership and management structure for our large service delivery teams
- provide strengthened regional and community voices in the leadership of Te Tāhuhu so that policy and the other central services delivered are rooted in local experience.

Te whai kia kaha ake te uruparenga, te whai wāhitanga, me te tautoko tōpū | Delivering greater responsiveness, accessibility and integrated services and support

Over time we will need to shift resources and develop new services at, and in support of, the sector. To deliver services and supports today, and to design the services and supports for tomorrow, I need Te Mahau to be connected and sector-facing with the right capabilities to drive change. This means we will:

- collaborate with the sector to build and expand our services as resources permit
- create opportunities for exchanges between the sector and our organisation
- provide greater cohesion and connection between policy, learning support, education advisory functions, curriculum and practice development to support an inclusive education system
- place demand-focused insights and data capability within Te Mahau to, over time, enhance regional delivery and support service design that meets the needs of ākonga and whānau
- work closely with other frontline agencies so government and non-government services and supports are aligned.

Te whai kia pai ake te tukanga whakahoki kōrero, tuku kōrero hoki | Improving feedback loops and information flows

We need to use the intelligence we gather from the sector to drive how we shape the education system. This means we will:

- place evidence and knowledge closer to where it can make a difference by improving the flow of information across the organisation
- develop policies, practices and services together with sector-facing teams so that these are robust and easily implemented
- have a porous interface between Te Mahau and the sector so it is easier for us to share people and ideas to implement and deliver results (for example, through secondments and exchanges from across the sector)
- communicate changes clearly and succinctly and demonstrate where we have used feedback to improve our services and policies.

Te panoni i ā tātou tikanga mahi | Changing the ways we all work

These core ways of working — work with, work across, listen and respond — are a simple guide to all the work we do. This will help us to be clear about what work we can do and, when we say something, do it.

He mahi atu anō kei mua i a tatou | There is more work ahead

This design includes a new leadership team structure for Te Tāhuhu. The intent is to have our new leadership team in place in the second half of the calendar year — the actual date will depend on the timetable for appointments.

The next few months are the establishment phase which includes the actions to put a new leadership team in place. During this phase, a project team will continue the work needed to transition to our new organisation structure. The team will work with the Deputy Secretaries and their leadership teams to establish Te Mahau within the redesigned Te Tāhuhu.

We will also begin our initial engagement with the sector through representatives of peak bodies about how Te Mahau will work with them and they with it.

Over time, I will seek to reinvest resources at the frontline as they become available. A range of investments have been announced in Budget 2021 that will help us establish Te Mahau and build frontline advisory capability.

Wāhanga 2: Ngā ingoa Māori mo te ESA me Te Tāhuhu o te Mātauranga | Section 2: Māori names for the ESA and the Ministry of Education

As part of this change process, I established an Advisory Group to review the Ministry's current Māori name, Te Tāhuhu o te Mātauranga, and develop a Māori name for the ESA. This was undertaken following a challenge on the use of our Māori name made at the Waitangi Tribunal Taihape Area Inquiry.

I sought guidance from the Advisory Group on key concerns raised, including that the name overstated our role and contribution in relation to mātauranga Māori education.

Thank you to those who provided feedback from our iwi partners, Māori education peak body representatives, former Ministry Māori employees and the Mātauranga Iwi Chairs forum subcommittee and their rangatahi interns.

This was a humbling process for us and an opportunity to regather the kōrero about the whakapapa of our organisation, its name and our work and relationships going back to its establishment. This kōrero is being prepared and will be available on Te Tāhuhu.

Thank you to the Advisory Group: Dr Hana O'Regan (Kāi Tahu), Dr Wayne Ngata (Ngāti Ira), Ngaringi Katipa (Waikato-Maniapoto, Raukawa ki te Kaokaoroa o Patetere) and Te Rau Kupenga (Ngāti Porou). The group was supported by the Māori Education group and Te Uepū Reo Māori.

Ngā urupare me ngā whakatau | Feedback and recommendations

Feedback from Māori, iwi and peak bodies were mixed and some was challenging. The Advisory Group considered this feedback when providing their guidance to me. They asked us to:

- ensure the Māori name is visible, promoted and given equal status and recognition
- live up to our name by supporting the sector to provide quality education for all ākonga
- deliver on our commitments to partnership and honouring te Tiriti o Waitangi
- protect and promote te reo and mātauranga Māori in all that we do.

Te Whare o te Mātauranga

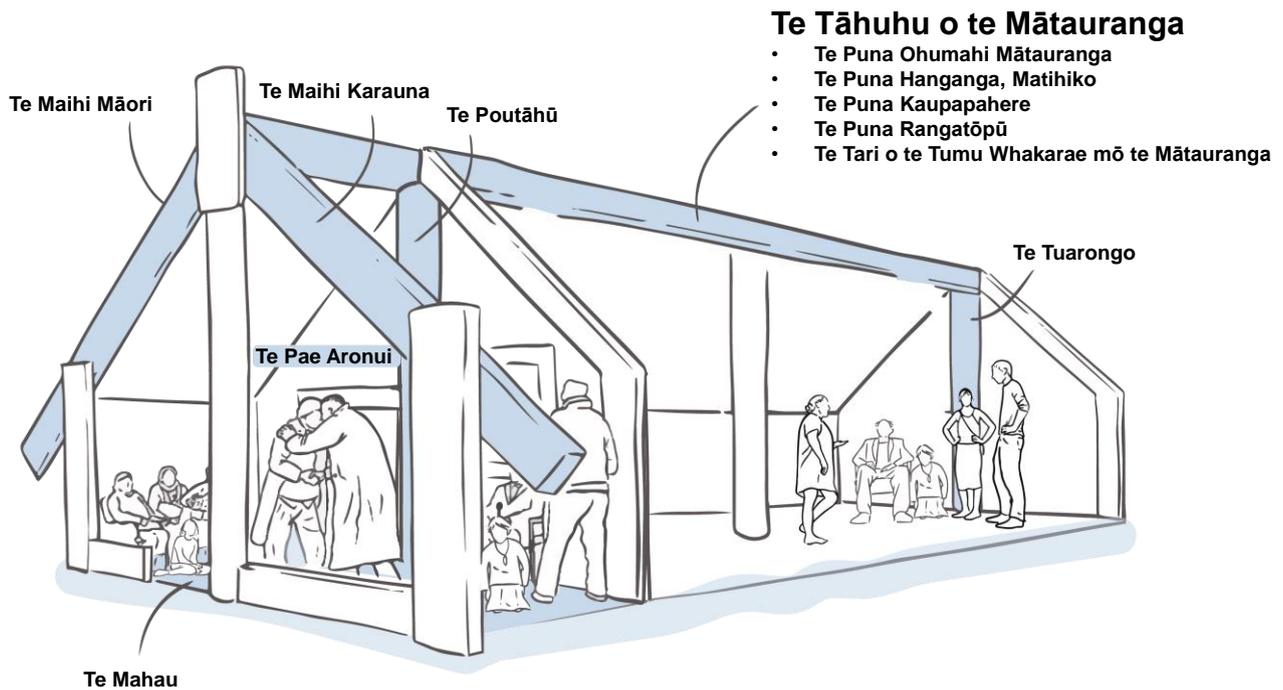
Built on the original kōrero about Te Tāhuhu o te Mātauranga, the Advisory Group constructed Te Whare o te Mātauranga to identify and recommend names for the enduring parts of our organisation. Te Whare o te Mātauranga sets the theme for our organisation and represents our kāwanatanga role in providing a national education system that meets the needs of ākonga in Aotearoa. This includes our commitments and responsibilities to protect and promote te reo Māori.

Te Whare o te Mātauranga represents how Māori and the Crown work together in education to protect and promote te reo Māori. Our whare has a Maihi Māori and a Maihi Karauna to acknowledge the education aspirations of both Māori and the Crown. We recognise that the strength and function of the taha Māori (Māori component) in Te Whare o te Mātauranga exists because of tangata whenua efforts, expertise and partnership.

The names of, and within, our organisation remind us of our whakapapa and our commitments to honour te Tiriti o Waitangi. I expect the whole organisation to live up to this in everything that we do.

Hoahoa 2: Te Whare o te Mātauranga |

Figure 2: Te Whare o te Mātauranga



Te Tāhuhu o te Mātauranga | Ministry of Education

Te Tāhuhu o te Mātauranga will be retained as the Ministry of Education's enduring Māori name with equal status to our English name.

Te Tāhuhu is the central ridgepole that runs the length of our whare. Te Tāhuhu speaks to our role to hold together Te Whare o te Mātauranga. It connects the front and back of our whare and is strengthened by our enabling functions. Te Tāhuhu includes all parts of our organisation. Te Mahau is our front porch and entryway.

It is an aspirational name gifted to us by Wiremu (Willie) Kaa, a senior Department of Education and Ministry employee and iwi leader and accepted by the Ministry establishment committee in 1989. It was also endorsed by iwi leaders including Kahurangi Aroha Reriti-Crofts, Tā Hepi te Heuheu VII, Tā Hugh Kāwharu, Tā John Bennett, Tā Frank Latimer, Tā Henare Ngata, Tā Tipene O'Regan and Rt Rev. Manuhia Bennett.

Te Mahau

Te Mahau will be the enduring Māori name that replaces the ESA working title.

Te Mahau is the front porch and entryway of our whare. This is a place of humility of presence and manaaki. It is a place that is front-facing, accessible, visible and transparent. It is a place of conversation and community, where wāhine and tāne can stand to speak. It can be a wāhi tapu (place of formality) if required, but it is usually an informal space where people come together. Māori, English and other languages can be spoken in this space.

These characteristics represent what I expect Te Mahau to be and how it will operate — an area of common ground for ākonga to be served and supported by the sector and us.

Te Mahau | Te Tai Raro, Te Mahau | Te Tai Whenua, Te Mahau | Te Tai Runga

The three Te Mahau frontline groups are named as follows:

- **Te Mahau | Te Tai Raro (North)** will be the name for the northern area
- **Te Mahau | Te Tai Whenua (Central)** will be the name for the central area
- **Te Mahau | Te Tai Runga (South)** will be the name for the southern area.

These Māori names use directional words that define physical areas in relation to each other and express the Māori geographic worldview. These groups are established for administrative purposes and could change over time — for this reason they do not use specific regional terms.

Te Poutāhū

Te Poutāhū will be the name that we use for the *Curriculum Centre*.

Te Poutāhū is a pou that stands at the front of our whare and can be visible from both Te Mahau and the inside. Te Poutāhū supports Te Tāhuhu and is therefore one of the main supports for education in its entirety. Curriculum is part of our shaping and operational roles and is an enduring aspect of our education system as it sets the direction for what and how ākonga are taught. Therefore, this name is tied directly to the structure of our whare.

Te Pae Aronui

Te Pae Aronui will be the name that we use for the *Operations & Integration* group.

Te Pae Aronui is the process used to gather information from multiple perspectives or people in order to agree next steps, or a response or position. This process of 'Te Pae Aronui' can occur both on the mahau or inside of a whare.

The word Pae is taken from the term 'paepae', literally the line-up of contributors to a community's knowledge and commitment. Aronui refers to the term 'Kete Aronui', one of the three baskets of knowledge of te ao Māori. This kete held the knowledge related to the wellbeing and potential of people and is represented as one of the three triangles in our logo.

Te Tuarongo

Te Tuarongo will be the name that we use for the *Māori Education* group.

Te Tuarongo is the back wall and pou of our whare and is seen as the whare is entered. Te Tuarongo forms the key structural components of our education system and, with Te Poutāhū, supports Te Tāhuhu. This name is tied directly to the structure of our whare to recognise that te Tiriti o Waitangi guides all that we do as kāwanatanga partners so is an enduring aspect of our education system.

My intention is that Te Tuarongo will be referred to by this and not its English equivalent.

Ngā Puna

Also sitting as part of Te Tāhuhu are the enabling functions. These have been given Māori names based on guidance from Te Taura Whiri i te Reo Māori. These are literal translations of their functions.

The Māori names for the enabling functions are:

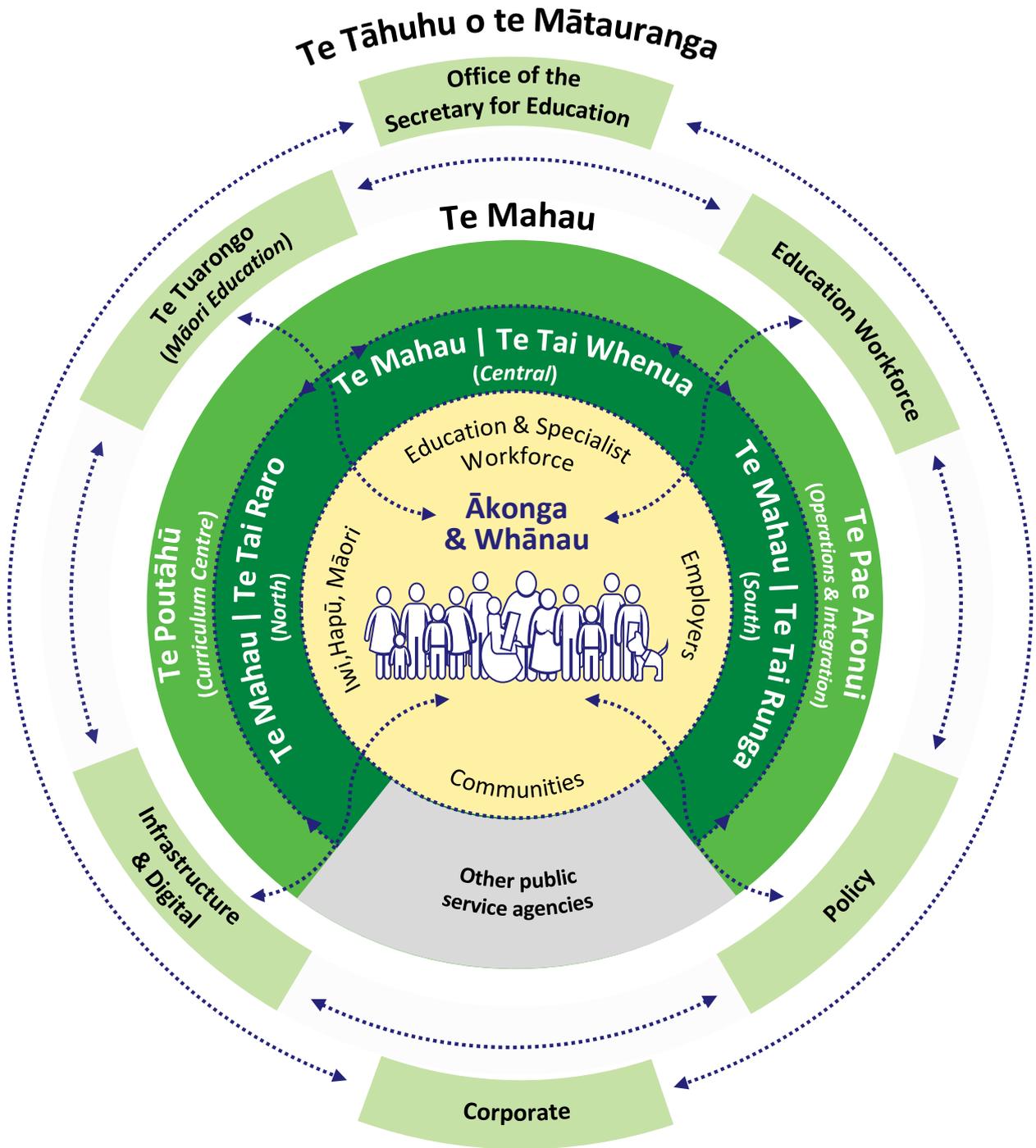
- Te Puna Ohumahi Mātauranga | Education Workforce
- Te Puna Hanganga, Matihiko | Infrastructure & Digital
- Te Puna Kaupapahere | Policy
- Te Puna Rangatōpū | Corporate
- Te Tari o te Tumu Whakarae mō te Mātauranga | Office of the Secretary for Education.

Collectively, the Māori names and kōrero for all our groups are a taonga that we carry forward as an organisation. I expect that the Māori names will have equal prominence in our work as our English names.

Wāhanga 3: Te Mahau ki roto i Te Tāhuhu | Section 3: Te Mahau within Te Tāhuhu

The design and decisions for the new Te Mahau and redesigned Te Tāhuhu are intended to change the way we work and who we work with in line with Government decisions. The diagram below outlines my design for the groups within Te Mahau within Te Tāhuhu.

Hoahoa 3: Hei whakaū i Te Mahau i roto i te hoahoanga hou o Te Tāhuhu | Figure 3: The confirmed Te Mahau within the redesigned Te Tāhuhu



Ka tū Te Mahau me Te Tāhuhu hei whakahaere kotahi | Te Mahau and Te Tāhuhu are one organisation

It is important to understand that this decision establishes Te Mahau as a separately branded unit *within* Te Tāhuhu. We are one organisation and will operate as such, with a design that has some deliberate positive tension within it.

Te Mahau is intended to be a demanding customer of the enabling functions of our organisation. As such, supporting Te Mahau is a key driver of the organisations' work programmes. This positive tension is deliberate, as is the overarching priority to work with and across the organisation and sector.

For this design to be successful, it will need more than a structural shift. It will need us to have clear and strong communication, to work collaboratively across the organisation and to be deeply connected to the work we do. More importantly, it requires us to be open to the potential that this design gives us in order to live up to our purpose.

Te hoahoanga | The design

The design of Te Mahau will meet the direction from Government to provide services that are more locally responsive, accessible and integrated and will support us to change the way we work.

Te Mahau will have *kanohi ki te kanohi* (face-to-face) connections and deep relationships with the education sector and other stakeholders. To support the sector, I intend to shift resources and capability to the frontline as these become available and funding allows.

The structure of Te Mahau will include:

- Te Mahau | Te Tai Raro (*North*), Te Mahau | Te Tai Whenua (*Central*), Te Mahau | Te Tai Runga (*South*) (the three Te Mahau frontline groups)
- Te Poutāhū (*Curriculum Centre*)
- Te Pae Aronui (*Operations & Integration*)

The enabling functions within Te Tāhuhu have been redesigned to enable and support Te Mahau and continue to provide guidance and advice to Ministers. Our organisation will use the insights gathered in real time from the education sector and other stakeholders by Te Mahau to better inform the advice and guidance developed. In turn, this will mean decisions better reflect the sector needs driven by Te Mahau.

The redesigned structure of the enabling functions will include:

- Te Tuarongo (*Māori Education*)
- Te Puna Ohumahi Mātauranga | Education Workforce
- Te Puna Hanganga, Matihiko | Infrastructure & Digital
- Te Puna Kaupapahere | Policy
- Te Puna Rangatōpū | Corporate
- Te Tari o te Tumu Whakarae mō te Mātauranga | Office of the Secretary for Education.

Mā tēnei hoahoanga tātou e tautoko kia huri ā tātou tikanga mahi | This design will support us to change the way we work

We need to help shape an inclusive education system that genuinely responds to the need for equity and excellence. To do so, we need to have the capability and determination to shift a complex and often fragmented system. As discussed previously, there are four substantive areas that are intended to support us to change how we work. These are explored in relation to the confirmed design below.

Taking practical action to give effect to te Tiriti o Waitangi by clarifying what we mean by kāwanatanga and tino rangatiratanga and growing our leadership and organisational capability to operate at this interface. This change includes:

- establishing Pou Ārahi — Māori positions to sit on the leadership teams across our organisation
- clarifying that Te Tuarongo (*Māori Education*) is our strategic advisor on the kāwanatanga — tino rangatiratanga interface.

Giving priority to regional and local voice through establishing three Te Mahau frontline groups with Deputy Secretary positions to support the Directors of Education to respond locally and grow sector confidence. These three positions will form part of the five Deputy Secretaries of Te Mahau that have a delivery focus and all of whom will sit on my leadership team. This change includes:

- raising the visibility of regional and local needs across our organisation
- tailoring responses to regional and local needs.

Delivering greater responsiveness, accessibility and integrated services and support with the three Te Mahau frontline groups being supported by Te Poutāhū (*Curriculum Centre*) and Te Pae Aronui (*Operations & Integration*). This change includes:

- Directors of Education holding the lead relationship role across all services we provide at a local level

Kawenata partnership with Ngā Iwi

Te Tāhuhu recently signed a Kawenata (relationship agreement) with Tūwharetoa, Raukawa and Waikato-Tainui (Ngā Iwi), setting the foundation for Ngā Iwi to realise their aspirations by establishing a framework of mana motuhake, wellbeing and prosperity.

Why is this different?

The Kawenata and the work that will follow represents a shift from a transactional to a transformational way of working with iwi — a real time example of how we can work with iwi and act as good kāwanatanga partners.

The Kawenata is an expression of te Tiriti o Waitangi based on ōritetanga and tino rangatiratanga. It involves iwi and Te Tāhuhu sitting down as partners from concept to delivery so that Ngā Iwi ākonga and mokopuna can thrive and experience the world knowing and understanding who they are.

Currently, priorities are driven by Te Tāhuhu and transactional costs are high on both sides. Ngā Iwi span multiple regions and their priorities align with several groups in Te Tāhuhu. Under a Kawenata, Ngā Iwi drive transformational change, where they lead the work. They deal with one organisation on shared priorities with agreed outcomes under a single funding agreement that is sustainable in the long term. This means:

- at local level the Directors of Education for the relevant regions and their teams working seamlessly together with Ngā Iwi recognising that iwi rohe and connections transcend our administrative boundaries
- support and guidance from Te Tuarongo working with Ngā Iwi on pre-planning and co-design activities to develop shared priorities underpinned by ngā mātāpono (Māori values) as well as support to build the capability of the teams involved to work at the kāwanatanga — tino rangatiratanga interface
- where policy development is needed the Kawenata and relationship enables the policy teams to be informed by the voices of tangata whenua and ākonga
- as the work within the Kawenata develops the relationship can build into Te Poutāhū and other functions, such as the data and insight capabilities of Te Pae Aronui, providing ways of working focused on long-term relationships underpinned by ngā mātāpono, rather than time-limited contracts and projects.

The Kawenata gives Ngā Iwi a seat at the table to shape key policies and programmes that support ākonga Māori and whānau.

- working with all groups in our organisation on the design, development and delivery of services and support so that there is a direct link to sector and ākonga need
- providing the enabling environment to deliver responsive, accessible and integrated supports.

Improving feedback loops and information flows through establishing three Te Mahau frontline groups to gather and drive this intelligence across our organisation and back to the sector. This change includes involving groups in Te Mahau on problem solving and the development of practical solutions.

Wāhanga 4 | Section 4

Te Mahau | Te Tai Raro (North), Te Mahau | Te Tai Whenua (Central), Te Mahau | Te Tai Runga (South)

Te pūtake me te kawenga | Purpose and role

The three Te Mahau frontline groups will collectively provide leadership and integrated services to the sector and others. This includes our current services, such as learning support and education advice and regulation functions for schools and early learning services. Over time they will build new strengths in curriculum and other services signalled in the Government's response to the Tomorrows' Schools review, for example, early learning network planning.

The three Te Mahau frontline groups will develop and harness existing relationships with communities at the regional and local level through the Directors of Education, including deep relationships with iwi and hapū. Directors of Education have the lead role and relationship with early learning, kōhanga, school and kura, and this means they will be across all services we provide at a local level.

They will also collectively strengthen relationships with our diverse communities that support Māori, Pacific peoples, disabled ākonga and/or ākonga with learning support needs, and ākonga from disadvantaged backgrounds.

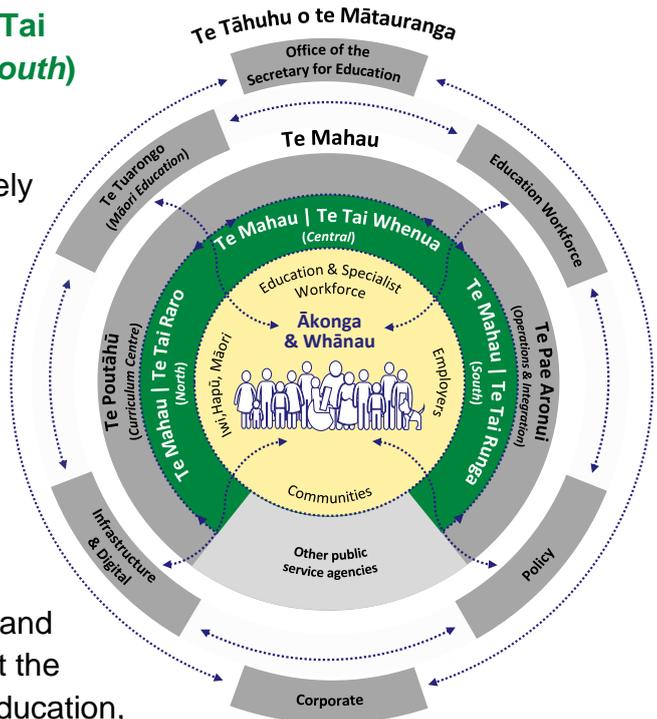
The frontline groups will hold the day-to-day regulatory functions, for example early learning licensing. They will have support of the regulatory roles located in other groups in Te Tāhuhu including the national regulatory roles in Te Pae Aronui (Operations & Integration) and the regulatory stewardship in Te Puna Kaupapahere | Policy.

The three Te Mahau frontline groups are represented at the leadership level of decision making for Te Tāhuhu, and their Deputy Secretaries will sit on my leadership team.

Each of the three Te Mahau frontline Deputy Secretary positions will hold at least one National Portfolio to complement their frontline role with a national leadership role in joining up services of our organisation across a key priority delivery area. In the first instance the National Portfolios will be Pacific Education, Learning Support and Early Learning (0-8 years old). These are areas that require many parts of our organisation to work together to deliver quality, integrated, frontline services. This approach means that Ministers have access to a Deputy Secretary that can speak to the end-to-end delivery of each portfolio.

He pēhea tōna āhua | What this will look like

The three Te Mahau frontline groups will act as a collective to provide Te Tāhuhu with real-time understanding and insight of education needs and services. They have a critical role to play in feeding this information into the wider organisation and in shaping work that is delivered so that it is relevant to local need. As such they will hold the direct relationship through provision of



services and support to educators, specialists, trustees and in some cases, directly to ākonga and whānau.

I am positioning Te Mahau as a whole to enable the shifting of resource and capability to the frontline over time as they become available and funding allows. This will see our existing teams increasingly enabled to work alongside and integrate their services with other experts, including Curriculum Advisors and Property Advisors, where appropriate, to respond to diverse needs, including learning support and/or disability.

This design responds to Government decisions to improve decision making and flexibility at the frontline and increase the level of regional responsiveness. This design will support and grow the responsiveness and flexibility that we have seen working in our approach to the Urgent Response Fund during COVID-19.

Increasingly, our frontline teams led by Directors of Education are working across 'administrative boundaries'. I want this to continue, and I expect them to work based on delivering to education need and not be constrained by administrative boundaries.

In delivering their work locally and regionally, the three Te Mahau frontline groups will inform and have the direct support of Te Poutāhū (*Curriculum Centre*) and Te Pae Aronui (*Operations & Integration*) with expertise, insight and data, service design, practice guidance, national systems, resources and tools.

Each of the Te Mahau frontline Deputy Secretary positions will require good expertise and advice to support them at their group leadership table. Alongside the Directors of Education in each Te Mahau frontline group, there will be a Pou Ārahi — Māori position, and a Chief Advisor — Learning Support position. The leadership team of Te Mahau | Te Tai Raro will also include a Chief Advisor — Pacific.

How the design needs to connect up for learning support

Sarah is getting support for her learning from her teachers, supported by her school's learning support team. Her school is part of a cluster of schools who are working together for the ākonga that need additional support and disabled ākonga across all their schools. The schools collectively recognise Sarah's right to fully participate in the learning they provide.

The learning support advisors and specialists from the local office of Te Mahau are part of the delivery-model cluster group and the specialist team have provided some support directly for Sarah's whānau and her teacher.

Te Mahau teams are working together, bringing complementary expertise. For example, a Curriculum Advisor is part of the team, working with teachers in the learning support cluster on ideas and tools for inclusive local curricula so more learning needs are met in the classroom as part of day-to-day teaching. Specialist staff and Learning Support Managers are also able to call on professional support from Chief Advisors in each frontline group.

Te Poutāhū and Te Pae Aronui are supporting the frontline teams with inclusive curriculum frameworks, resources, tools and practice guidance. Teachers are also able to directly access online support from an online curriculum hub curated by Te Poutāhū.

The availability of teaching staff, including teacher aides and specialists, as well as accessibility and suitability of learning environments really matter. Te Mahau is able to use its relationships and expertise to work with Te Puna Ohumahi Mātauranga | Education Workforce and Te Puna Hanganga, Matihiko | Infrastructure & Digital to get these critical foundations right.

There are big choices for government in improving how the system works for Sarah and all those who need additional learning support or are disabled by the current system. It is the job of Te Puna Kaupapahere | Policy to work alongside Te Mahau and other parts of Te Tāhuhu to integrate what we are learning from the frontline and to provide Ministers with policy options to resource and shape the system.

Te Poutāhū (Curriculum Centre)

Te pūtake me te kawenga | Purpose and role

Te Poutāhū will be the name we use for the *Curriculum Centre*.

Te Poutāhū will provide strengthened and inclusive curriculum leadership, expertise and partnering for the New Zealand Curriculum, Te Marautanga o Aotearoa and Te Whāriki, as well as providing expertise and resources for quality teaching.

Te Poutāhū will bring together curriculum, teaching expertise and evidence for the development, support and review of inclusive curricula, assessment and NCEA. It will have strengths across te reo Māori, mātauranga Māori, disability, inclusive learning support and culturally relevant content so that Te Mahau supports learning that is inclusive for all ākonga.

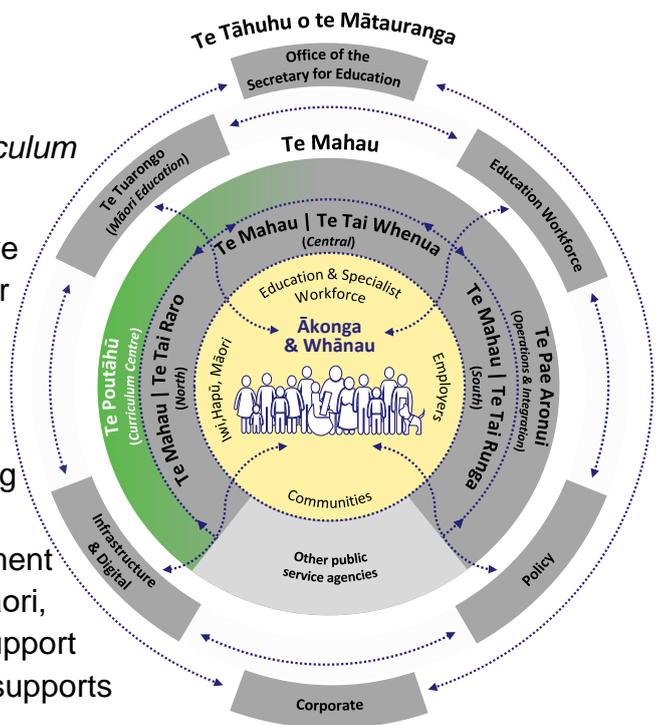
Te Poutāhū will support Curriculum Advisors within integrated teams led by Directors of Education. The group will also deliver support directly to teachers (for example, through online tools and professional development) to help them develop and deliver quality local curricula and Marau ā-kura.

He pēhea tōna āhua | What this will look like

Te Poutāhū will have sector advisory expertise in the form of a standing Curriculum Advisory Group and will form strong connections with teachers, academics, unions and employers outside of Te Tāhuhu so that Te Poutāhū is at the forefront of curriculum and teaching practice.

It will work across Te Mahau to support integrated frontline teams and enable them to have a strong influence on the development of curricula and resources for teaching practice that suits ākonga needs. As per Government decisions, I have placed this group within Te Mahau. In doing so, Te Poutāhū is closer to the education sector and will focus on supporting the development and delivery of quality national and local curricula.

Te Poutāhū will work closely with Te Pae Aronui (*Operations & Integration*) to leverage its data, insights and engagement capabilities to inform curriculum development and support for quality teaching. It will work closely with Te Puna Kaupapahere | Policy to integrate policy design with the education sector who deliver it.



Te Pae Aronui (Operations & Integration)

Te pūtake me te kawenga | Purpose and role

Te Pae Aronui will be the name we use for the Operations & Integration group.

Te Pae Aronui will use its information, insights and service design functions in tandem to help Te Mahau frontline groups deliver today and design services for tomorrow. It will service and support the three Te Mahau frontline groups and play an integration role between the enabling functions and the frontline services of our organisation.

Te Pae Aronui will provide nationally consistent service design, practice guidance and systems to support the integrated teams led by Directors of Education providing flexible and responsive services.

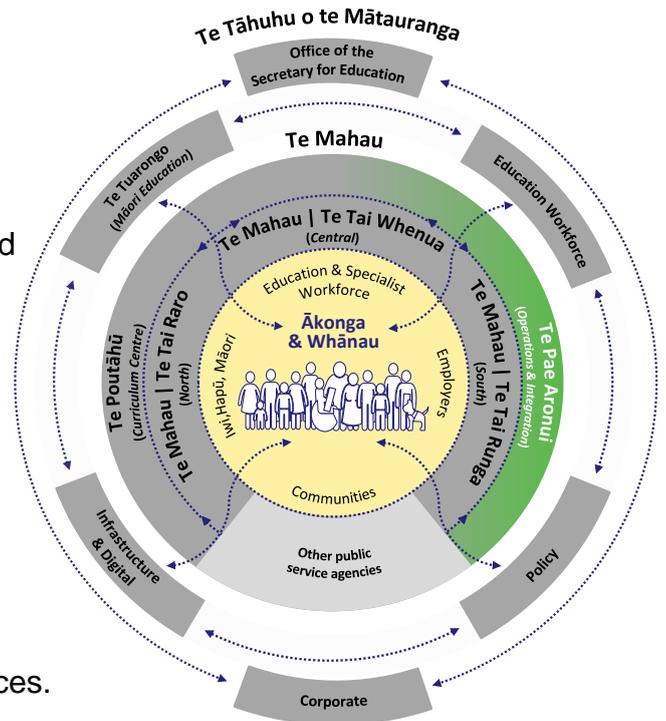
Te Pae Aronui will deliver the national resourcing functions, including inclusive learning support, and the national regulatory functions currently undertaken by the Ministry's national office.

He pēhea tōna āhua | What this will look like

Te Pae Aronui will operate as a vital interface for information and insights with the sector to feed back into our organisation, particularly to Te Puna Kaupapahere | Policy. This role will complement its networking and design capabilities, so services provided to the three Te Mahau frontline groups have national consistency and are able to respond to local need. Te Pae Aronui will collaborate across Te Tāhuhu to carry out these functions.

This design will bring together the Te Mahau frontline insights with the capabilities of Te Pae Aronui to develop a national view of network planning requirements, including Early Childhood Education (ECE) and Māori Medium networks. In particular, it will work with Te Puna Hanganga, Matihiko | Infrastructure & Digital to inform the design and supply of school infrastructure development, both physical and digital.

Te Pae Aronui will have a focus on delivering existing service delivery, programmes, national



Regulation — Early Childhood Education — who does what

We have critical regulatory roles within and alongside our support services. These involve different functions, obligations and agency links across early learning, schooling, tertiary and international education.

The people our regulations are there to protect, as well as those we are regulating, expect us to be expert, consistent and transparent locally and nationally. Role clarity, 'working across' and close links to our frontline teams' relationships and knowledge base is going to be essential.

Our early learning regulation system provides an example where most of the day-to-day licensing interaction is led by our frontline teams. Regulatory compliance and incident management are a distinct part of the interactions and decisions that underpin the work and relationships that Director of Education teams have with early learning providers. ERO's role in early learning regulation connects in at this level.

Our Te Mahau frontline teams are supported by the critical national functions and regulatory framework from Te Pae Aronui. These include the provider assessment functions, the national monitoring and the specialist provider assessment functions. Te Pae Aronui also has a role in supporting the regulation of early learning providers who operate across multiple regions as a single business entity.

Te Puna Kaupapahere | Policy has the regulatory stewardship role, working closely with Te Puna Rangatōpū | Corporate who have the legal capability and overview of the enterprise risks and statutory obligation reporting for Te Tāhuhu. Te Puna Kaupapahere | Policy also leads the integration of all of the parts into the development of new legislative and regulatory frameworks.

regulation and funding systems, network planning and resourcing. It will also focus on change and innovation, consisting of costing-model and change management, service design and implementation functions.

This is a complex group with many moving parts that will not be settled in this round of change. More work will need to be done in the ongoing change process so that Te Pae Aronui is fit for purpose and the future.

Te Tuarongo (Māori Education)

Te pūtake me te kawenga | Purpose and role

Te Tuarongo will be the name we use for the *Māori Education group*.

Te Tuarongo will focus on lifting the capability across our organisation to give practical effect to te Tiriti o Waitangi. It will navigate te ao Karauna and te ao Māori so we create space for Māori to exercise tino rangatiratanga and support our kāwanatanga responsibility.

Te Tuarongo will support the development of relationships between Te Tāhuhu and Māori. In particular, supporting the Directors of Education, as required, who hold the local relationships with iwi and hapū. In doing so, it will ensure that relevant parts of our organisation are well connected so that we can deliver on our agreements.

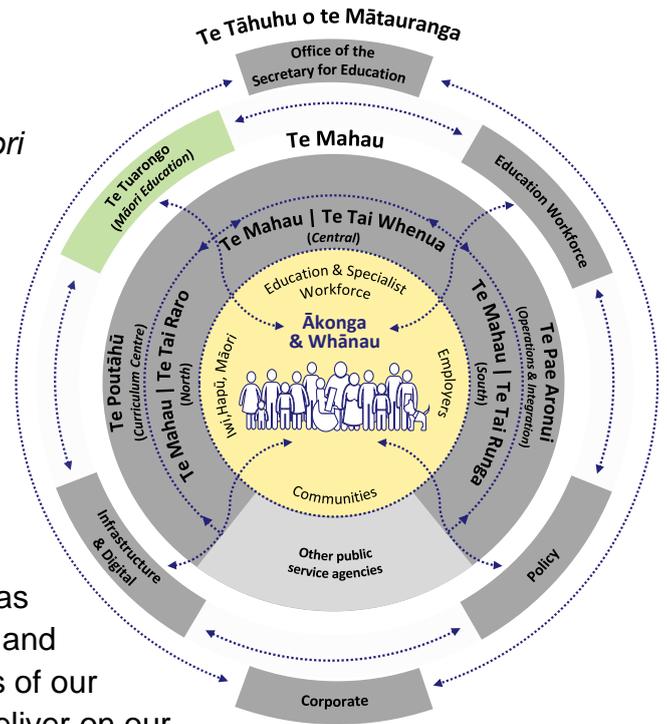
Te Tuarongo will lead the engagement and response to the forthcoming Waitangi Tribunal kaupapa inquiry and provide our organisation with clear visibility of Ka Hikitia — Ka Hāpaitia and Tau Mai Te Reo in action so we can see that our core work is making the difference that these strategies require.

He pēhea tōna āhua | What this will look like

Te Tuarongo will continue to work across the organisation to support our groups to implement and deliver the Ka Hikitia — Ka Hāpaitia and Tau Mai Te Reo strategies and work programmes. This group will work closely with teams that have a specific Māori focus, including Te Uepū Reo Māori in the Te Poutāhū (*Curriculum Centre*), the network teams in Te Pae Aronui (*Operations & Integration*), and the Māori Policy team in Te Puna Kaupapahere | *Policy*.

They will continue to support our organisation on lifting our capability to give effect to the articles of te Tiriti o Waitangi. This includes Māori and cultural capabilities as well as supporting each group to lift its capability to operate at the kāwanatanga — tino rangatiratanga interface. Acting as a centre of expertise, Te Tuarongo will help us to grow our capability and understanding so we can meet our statutory obligations to te Tiriti o Waitangi.

The newly established Pou Ārahi — Māori will be additional resources for Te Tuarongo and act to uplift our organisational Māori capability by being positioned in most leadership teams in our organisation. They will connect Te Tuarongo and Māori capability across the organisation and advise on operating at the kāwanatanga — tino rangatiratanga interface in the context of their group's role and work programme.



Te Puna Ohumahi Mātauranga | Education Workforce

Te pūtake me te kawenga | Purpose and role

Te Puna Ohumahi Mātauranga | Education Workforce will lead the sector workforce employment relations, lead the relationship with Education Payroll Limited and hold the responsibility for bargaining. It will support the organisation so that the key role of the education sector workforce is integrated into their work programmes and services.

Education Workforce will advance the education workforce strategy, including a focus on specialist services, employment relations, pay equity, education payroll, supply and scholarship functions. It will ensure the system has the right people in the right places at the right time for early learning, kōhanga reo, schools and kura. It will have links to tertiary education organisations, in particular wānanga, iwi and Māori, peak bodies and others, in the co-design of solutions to workforce challenges, such as provision of teachers with te reo and mātauranga Māori knowledge and Pacific languages.

The Hautū — Ohumahi Mātauranga | Deputy Secretary — Education Workforce will be responsible for bargaining. Directors of Education will have the lead role and relationship with early learning, kōhanga, schools and kura, and will be across all sector workforce implementation at a local level.

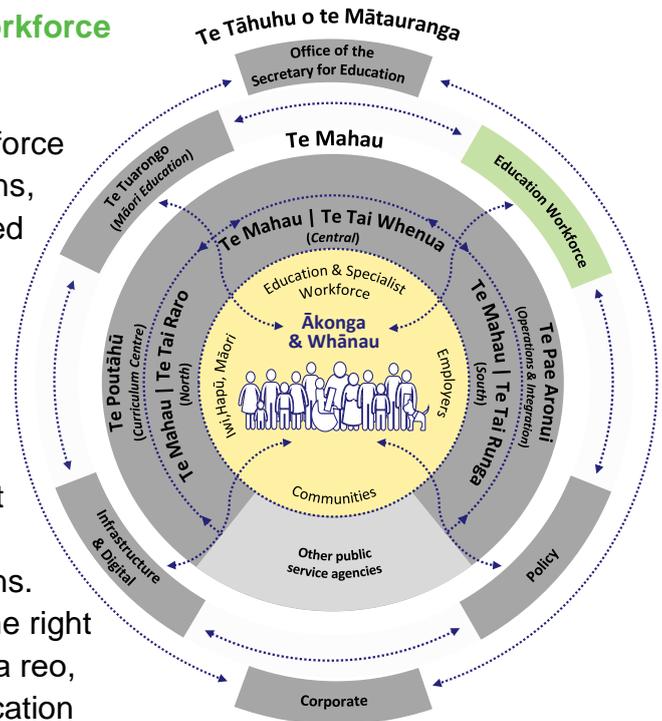
He pēhea tōna āhua | What this will look like

The creation of Education Workforce recognises the critical role that the education sector workforce has in creating an inclusive environment for diverse ākonga and high-quality, culturally relevant pedagogy. This will require Education Workforce to work closely with Te Tuarongo (Māori Education), the Māori medium and wider sector, and communities.

Education Workforce will need to be connected to and work with all parts of our organisation, as well as with unions. This will help us deliver on the education sector workforce strategy, in particular as part of bargaining and payroll (ie, the key relationship with Education Payroll Limited).

The group will work with the organisation to set the strategic direction for the Education Workforce. My expectation is that Education Workforce will work with Te Mahau frontline groups and Te Pae Aronui (Operations & Integration) to understand and respond to local needs and future trends. It will work with Te Poutāhū (Curriculum Centre) as they provide quality teaching supports so these are supported by supply and a well-functioning payroll and employment relations environment.

In working with the wider organisation, unions and the sector, Education Workforce will lead development of a long-term plan (10 years plus) for the specialist workforce.



Te Puna Hanganga, Matihiko | Infrastructure & Digital

Te pūtake me te kawenga | Purpose and role

Te Puna Hanganga, Matihiko | Infrastructure & Digital will lead inclusive, accessible and integrated national, digital and physical infrastructure and transport services to the education system. It will think broadly about technology solutions to deliver a more 'networked' system, in which digital and technology solutions are considered alongside network infrastructure solution design and the local and regional needs.

Infrastructure & Digital will be a centre of excellence on national asset management, procurement and capital cost efficiencies and on delivery that is responsive to Te Mahau planning for network requirements. It will identify and address barriers to comprehensive and equitable education services including Māori medium education property and regional education pathways.

He pēhea tōna āhua | What this will look like

The learning environments and digital platforms developed by Infrastructure & Digital are critical to quality teaching and learning. These have the potential to provide accessible, inclusive places, spaces and platforms where ākonga and whānau feel that they belong and where their identity, language and culture can be supported.

Infrastructure & Digital will work across the wider organisation so that this potential is realised, with particularly strong links to quality teaching and support for local curriculum delivery.

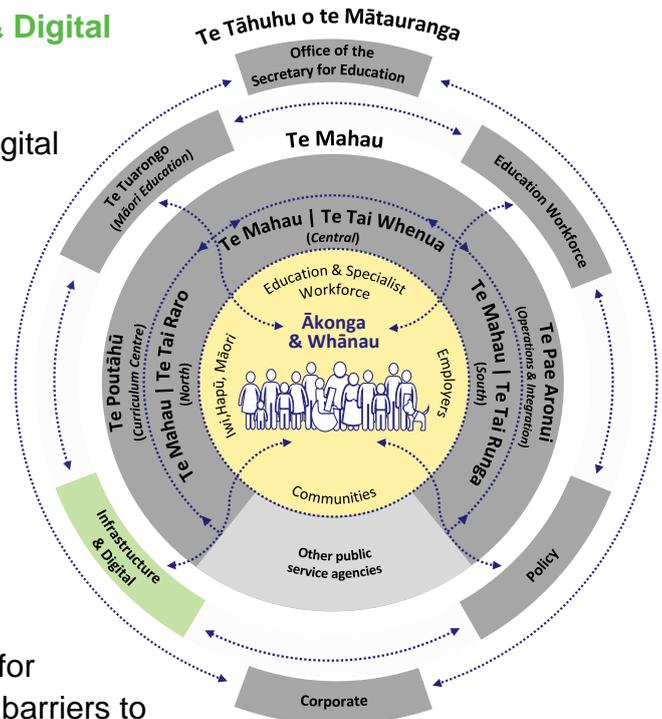
One of the ways this group will honour te Tiriti o Waitangi is through the management of land banking and leasing of land for educational purposes from tangata whenua. This includes meeting government targets for investment spend with Māori-owned infrastructure service providers.

Infrastructure & Digital will hold key relationships with Te Mahau, particularly the three Te Mahau frontline groups and Te Pae Aronui (*Operations & Integration*). It will work alongside these groups so that the network plan and delivery of related infrastructure is closely co-ordinated with sector need and evidenced through data and insights.

Similarly, through its digital function, Infrastructure & Digital will work closely with Te Poutāhū (*Curriculum Centre*) supporting and enabling more integrated support to teachers, including distance learning and the development of the replacement for an online curriculum hub.

Government signalled that local property advice and transport functions should be integrated within key frontline services of Te Mahau. I will not be making changes in reporting lines at this stage. However, this will be covered in future organisational design work.

I am clear, however, that Directors of Education have the lead role and relationship with early learning, kōhanga, schools and kura. This means Directors of Education are across all services we provide at a local level.



Te Puna Rangatōpū | Corporate

Te pūtake me te kawenga | Purpose and role

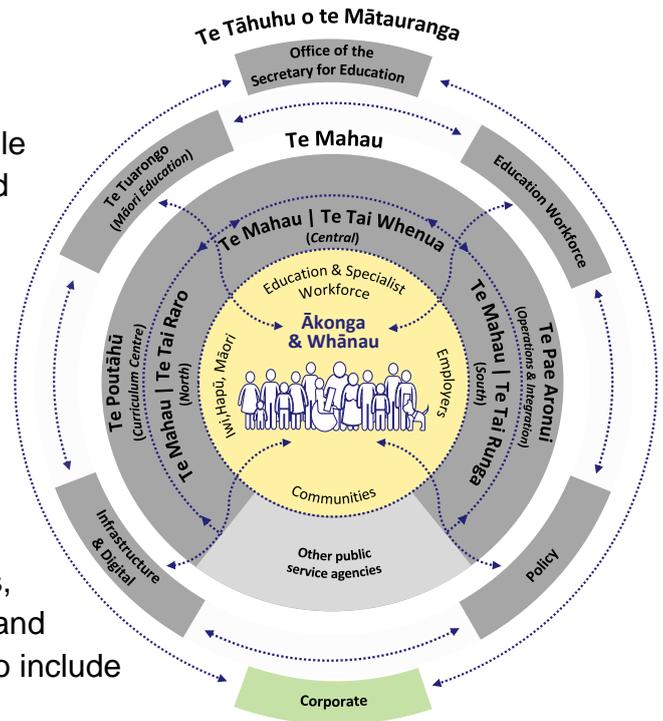
Te Puna Rangatōpū | Corporate will be responsible for delivering essential Ministry-wide statutory and corporate functions, excluding corporate IT. It will enable the organisation to operate effectively and help fulfil the statutory and reporting obligations of Te Tāhuhu.

Corporate will deliver consistent, efficient, integrated services and good business practices to keep the organisation running and safe. It will provide essential services such as governance, organisational strategy, communications, facilities, legal, finance, procurement, ministerial reporting and people capability to the organisation. This will also include working closely with our staff unions.

Corporate will role-model cultural responsiveness through the design and implementation of our corporate policy, processes and practices.

He pēhea tōna āhua | What this will look like

Corporate will support the wider organisation. It will be critical in supporting the whole of our organisation in the change as well as maintaining essential corporate functions. For example, I will be looking to the Finance team to enable us to improve our capability to flexibly direct resources to where they are needed. Governance support for the leadership team will allow us to track progress and implementation of the changes.



Te Tari o te Tumu Whakarae mō te Mātauranga | Office of the Secretary for Education

Te pūtake me te kawenga | Purpose and role

Te Tari o te Tumu Whakarae mō te Mātauranga | Office of the Secretary for Education (the Office) will support Te Tumu Whakarae mō te Mātauranga | Secretary for Education and act as a central point for the ongoing change process for the organisation so that further changes align to my intent and maintain momentum.

The Office will be responsible for providing administrative and advisory support to Te Tumu Whakarae mō te Mātauranga | Secretary for Education as required. This includes continuing a direct working relationship with the media team within Te Puna Rangatōpū | Corporate.

The Office will include our Chief Internal Auditor position so that it has the degree of independence needed for its role.

The Office will also include the Racial Equity Office to continue its focus on strengthening staff capability to respond to racial diversity. Locating it in the Office reinforces that it serves all racial diversity, not just Māori.

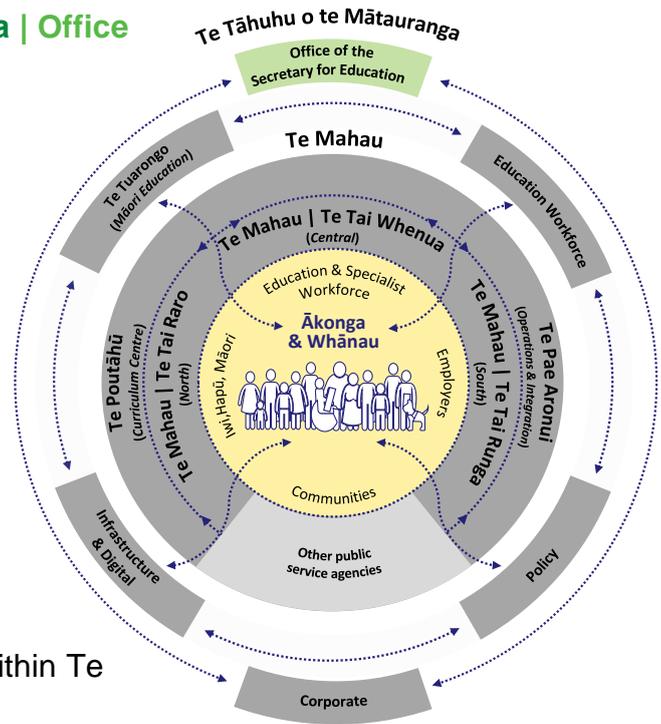
The Office will include a small team to help keep the ongoing change programme focused and connected to maintain momentum. They will also help to ensure that the intent of the change is maintained.

He pēhea tōna āhua | What this will look like

The Office will continue to provide Te Tumu Whakarae mō te Mātauranga | Secretary for Education and wider organisation with administrative and advisory support, with the addition of the Chief Internal Auditor and Director — Racial Equity Office.

The Office will be responsible for providing high-quality, strategic advice on racial equity. It will develop models that lead system change and drive capability building and training across Te Tāhuhu and the public sector to address racial equity issues.

The transition team will work closely with each group, particularly the new leaders in Te Mahau, as they work to establish Te Mahau and align it with the intent of the change. They will also work closely with Corporate functions (for example, finance, people capabilities, communications) so that our systems, processes, and delegations support and reinforce the changes we are making.



Ngā Tāpiritanga | Appendices

Tāpiritanga 1: Kuputaka | Appendix 1: Glossary

Ngā kupu auau | Frequently used terms

<i>Word</i>	<i>Definition</i>
ākonga	Learner, student (all encompassing).
communities	A group of people defined by those within it — and may be based around a place, ethnicity, or commonly held interests or experiences.
disabled person	A person with an impairment. Disability happens when environments and systems are not designed with disabled people in mind.
education sector	Educational professionals and various representative bodies that work in the education system including educational organisations, unions, boards of trustees and businesses.
education system	The education sector, government agencies, and the relationships and linkages between them.
education workforce	All educational professionals (individuals and groups) that support the provision and delivery of education, including teachers, teacher aides, leaders, administrative staff, Learning Support staff, and others.
establishment	Establishment refers to the act of creating a new position, team or group that does not currently exist in the current organisational structure.
frontline	Where local provision and support of education happens.
functions	The capabilities that are used to deliver outcomes using a combination of process, organisation, people, information and technology.
iwi	Tribe or extended kinship group, nation, or people, descended from a common ancestor and associated with a distinct territory.
hapori	Section of a kinship community, group, family, society.
hapū	A collective of whānau who descend from a common ancestor. Each hapū is made up of whānau (extended families).
kaupapa	A topic, policy, matter for discussion, plan.

<i>Word</i>	<i>Definition</i>
kāwanatanga	<p>The right of governance, or government.</p> <p>Kāwanatanga is derived from kāwana, an adaption of the English word governor.</p> <p>Kāwanatanga is referenced in Article One of te Tiriti o Waitangi. Kāwanatanga recognises that Māori give governance over their land but maintain their sovereignty and full authority (mana).</p>
Learning Support	Refers to the additional support some ākonga need to engage and achieve in education.
Māori education	Teaching/learning of ākonga Māori in either Māori or English medium education.
Māori medium education	Teaching that includes significant use of te reo Māori. Students are taught curriculum subjects in both te reo Māori and English or in te reo Māori only.
Marau ā-kura	A localised Māori curriculum.
mātauranga Māori	Māori knowledge — the body of knowledge originating from Māori ancestors, including the Māori world view and perspectives, Māori creativity and Māori cultural practices.
Ministry people	Everyone employed by, and working for, Te Tāhuhu o te Mātauranga Ministry of Education.
ōritetanga	<p>The equal treatment, rights and opportunity of all people.</p> <p>Ōritetanga is referred to in Article Three of te Tiriti o Waitangi. Ōritetanga provides Māori with equal rights and duties.</p>
specialists	People who work in education and have specialist skills and are often not teachers, for example, an educational psychologist, speech language therapist, Mātauranga Māori specialist.
tangata whenua	<p>An all-inclusive term for iwi, hapū, hāpori and Māori as individuals and collective groups that hold the mana whenua (life force) of their rohe (tribal land) and who are the recognised authority of it.</p> <p>Literally ‘people of the land’.</p>
te Tiriti o Waitangi	The Māori language version of the Treaty of Waitangi. Differentiated from the English language version by retaining tino rangatiratanga or

<i>Word</i>	<i>Definition</i>
	sovereignty of tangata whenua. It envisages a power relationship where tangata whenua hold decision-making power over their resources and people.
the Treaty of Waitangi	The English language version of te Tiriti o Waitangi. Note that in this document we refer to te Tiriti o Waitangi.
тино rangatiratanga	<p>The principle of Māori self-determination.</p> <p>Tino rangatiratanga captures people’s right to participate in making decisions about their education and to have meaningful ways to decide how education might be provided for their benefit.</p> <p>Enabling whānau, hapū, iwi and Māori to exercise agency and authority over their own education and wellbeing, as well as the direction and shape of their own institutions, communities and development as a people.</p> <p>Tino rangatiratanga recognises that Māori are both a legitimate and an essential part of decision making in education.</p> <p>Tino rangatiratanga is referred to in Article Two of te Tiriti o Waitangi.</p>
the Tomorrow's Schools System	A reform of the administration of schools in New Zealand. It established self-governing school boards and the administrative arrangements to support them. First established in 1989 and reviewed in 2018/19.

Kua hikitia te kaupapa

Kua takoto te wero

*Me hoe tahi i runga i te
whakaaro kotahi*

Tiaki tō tāua oranga

*Kia kaha ai mo te tuku
taonga*

Kia tutuki ngā hihia mō

Ka Hikitia

Tihei mauriora!

Ki te whai ao!

Ki te whai oranga e!

Mauriora!

We **shape** an **education** system that delivers
equitable and **excellent outcomes**

He mea **tārai** e mātou te **mātauranga**
kia **rangatira** ai, kia **mana taurite** ai ōna **huanga**