We will provide Māori learners and their whānau, with the right information, at the right time, through the right channels that enables them to make informed decisions about education.

**ACTIONS**

**WE WILL:**

» investigate the development of records of learning so that learners and whānau have the information they need to understand and support learners’ progress.

**TO GET YOU STARTED**

- NCEA and the Whānau workshops ¹
- He Piringa Whānau – effective engagement with whānau ²
- Whānau centred policy framework ³
- ERO guides for whānau ⁴

We will provide facilitation and brokerage support for Māori learners and their whānau, in ways that work for them, to ensure their voices are heard and responded to appropriately.

**ACTIONS**

**WE ARE:**

» implementing Pae Aronui, the Ministry of Education’s strategy for supporting great partnerships between whānau and education services.
» implementing Toikuranui to develop local education initiatives with iwi.
» engaging with iwi and Māori organisations to facilitate and broker services and relationships that support Māori learners and their whānau.

**TO GET YOU STARTED**

- NZSTA – Whānau voice ⁵

We will support education services to develop their capability to engage with Māori learners and whānau in productive partnerships.

**ACTIONS**

**WE WILL:**

» investigate provisions for Dispute Resolution panels to respond to learner and whānau concerns.

**TO GET YOU STARTED**

- NZSTA – Whānau voice ⁵

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**READING LIST**


**SUMMARY:** Connecting with Māori communities: Whānau, Hapū and Iwi.
We will set clear expectations for education services and the education workforce to eliminate racism in our education system.

**ACTION**

**WE WILL:**
- setting expectations for education services that Māori learners and whānau should be free from racism, bullying and harassment through the (Priority Action):
  - National Education and Learning Priorities; and
  - Education and Training Bill.

**TO GET YOU STARTED**
- Give nothing to Racism - resources for our teachers
- Education and Training Bill
- National Education and Learning Priorities

**READING LIST**


  **SUMMARY:** Socially unjust circumstances continue to perpetuate inadequate classroom, school and system-level responses to longstanding social justice imperatives. These circumstances deny power-sharing solutions to educational disparities and further marginalise populations of Indigenous and minoritised peoples.


  **SUMMARY:** This paper explores the notion of white fragility and considers impacts, raising awareness and different responses.

We will provide leadership and professional development to support education services to work to eliminate racism.

**ACTION**

**WE ARE:**
- supporting the education workforce through the Give Nothing to Racism campaign.
- implementing Te Hurihanganui to support the education workforce to enhance classroom practice and whole-of-school culture.

**TO GET YOU STARTED**
- Te Hurihanganui

We will support everyone participating in the education sector, including Māori learners and their whānau to “call out” racism, as we create professional and environmental norms that understand and prevent racism.

**ACTION**

**WE ARE:**
- implementing the Mana Whānau strand of Te Hurihanganui to support whānau to engage with education services.

**TO GET YOU STARTED**
- Not Part of My World – challenging racism
We will set and maintain professional standards for the education workforce that identify our expectations for how teachers will work with Māori learners and their whānau.

**ACTIONS**

**WE ARE:**
- refreshing Tātaiako to support teachers to grow their skills for engaging Māori learners and whānau.
- strengthening our approach to Māori Medium initial teacher education, induction and mentoring.
- developing a long-term Education Workforce Strategy to strengthen teaching and leadership and ensure our education workforce reflects our future learner population.
- implementing an updated teacher registration and certification policy which includes that all teachers must commit to develop and practice te reo me ngā tikanga Māori.

**WE WILL:**
- lead the work around shifts on Teacher Appraisal expectations which is expected to provide significant opportunity for teachers to take more ownership of their own reflection, development, and collaboration with colleagues.

**TO GET YOU STARTED**

**READING LIST:**
- Improvement In Action Te Ahu Whakamua – Leadership for equity and excellence
- Tātaiako: Cultural Competencies for Teachers of Māori Learners

**SUMMARY:**
- The New Zealand education system has increasingly become more culturally, ethnically and linguistically diverse. However, rather than benefiting and learning from each other, we still expect all students to be represented within the same curriculum, pedagogy and testing regimen or to be educated outside of mainstream schooling, with the resulting risk of marginalisation.


**SUMMARY:**
- Transformative leadership in education challenges school leaders to work towards deep and equitable change.

We will provide initial teacher education and ongoing professional development to support the education workforce to achieve these standards.

**ACTIONS**

**WE ARE:**
- implementing new Initial Teacher Education standards and programme approval requirements including te reo competency.
- implementing a new approach to professional learning and development priorities.

**WE WILL:**
- grow the next generation of professional, diverse and culturally capable teachers and kaiako through a range of teacher supply initiatives.
- establish a Leadership Centre to implement the leadership strategy for the teaching profession.

**TO GET YOU STARTED**

**READING LIST:**

**SUMMARY:**
- The Educational Leadership Capability Framework outlines the important role of the Treaty of Waitangi in educational leadership.

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We will provide early and intensive support for Māori learners when this is needed.

**ACTIONS**

**WE ARE:**
- supporting a strong focus on Māori learners and whānau through the Learning Support Action Plan.
- supporting online teaching and learning which includes access and educational requirements.

**TO GET YOU STARTED**

**READING LIST:**

**SUMMARY:**
- The key focus of this book is the provision of culturally responsive and effective education for Māori children.
We will provide high quality Māori language education.

**ACTIONS**

**WE ARE:**

» developing a Rāngai Māori workforce strategy to grow the Māori Medium workforce.

» developing a Māori Medium Network Plan to ensure sustainable provision and high quality pathways for learners and whānau.

» reviewing funding rates and arrangements for Māori language and mātauranga Māori in the schooling and tertiary sectors.

» setting expectations that education services will take all reasonable steps to make instruction available in te reo Māori and tikanga Māori.

**WE WILL:**

» review and update Te Marautanga o Aotearoa.

**TO GET YOU STARTED**

- Kauwhata Reo – Central online hub for te reo Māori resources
- Improvement In Action Te Ahu Whakamua – Identity
- Improvement In Action Te Ahu Whakamua – Māori succeeding as Māori
- Effective language learning

We will incorporate Māori identity, language and culture into the teaching and curriculum for Māori learners.

**ACTIONS**

**WE ARE:**

» giving more prominence to New Zealand history in our curriculum.

» supporting early learning and schooling workforces to integrate te reo Māori into education services through the Early Learning Action Plan and Te Ahu o te Reo Māori.

**WE WILL:**

» update our national curriculum on a regular basis and make it clearer and easier to use, with a stronger focus on wellbeing, identity, language and culture.

» investigate the establishment of a curriculum development centre to provide curriculum leadership and expertise.

» integrate te ao Māori and mātauranga Māori into the NCEA achievement standards.

**TO GET YOU STARTED**

- Suggestions for integrating te reo Māori and tikanga Māori into your classroom programme
- Resources to help measure the extent to which activities and initiatives are making a difference to Māori enjoying and achieving education success as Māori

**READING LIST:**


**SUMMARY:** This paper discusses expectations, policies and practices that currently underpin education within the New Zealand context. These are examined against two theoretical frameworks: critical theory and kaupapa Māori theory.


**SUMMARY:** An examination of the impact of narrow focus on equity and excellence within the education policy setting, without a simultaneous focus on student belonging.


**SUMMARY:** A series of case studies on the work and thoughts of teachers who have built on students’ cultural and experiential strengths to help them acquire new skills and knowledge.
› We will support whānau, hapū, iwi and Māori to develop and lead Kaupapa Māori pathways within our education services.

**ACTIONS**

**WE ARE:**

» providing support for Kaupapa Māori education organisations to grow and engage with the Crown.

» developing advice for Ministers about how we will work with Māori to strengthen Māori Medium Pathways as part of the Review of Tomorrow’s Schools.

**TO GET YOU STARTED**

- NZSTA – Hautū – Māori cultural responsiveness self review tool for boards of trustees 21

- Tu Rangatira: Māori-medium Educational Leadership 22

› We will support whānau, hapū, iwi and Māori to participate in the governance and leadership of education services.

**ACTIONS**

**WE ARE:**

» developing advice for Ministers about how to strengthen Māori participation in the leadership and governance of education services as part of the Review of Tomorrow’s Schools.

**TO GET YOU STARTED**

- Te Kāhui Māngai (Directory of Iwi and Māori Organisations) 23

› We will grow the ability of education agencies and education services to give practical effect to the Kāwanatanga roles in Te Tiriti o Waitangi.

**ACTIONS**

**WE ARE:**

» undertaking a “first principles” review of all education legislation to ensure its consistency with Te Tiriti o Waitangi and Ka Hikitia.

» developing a mechanism for the Minister of Education and the Minister for Māori-Crown Relations to give directions to education agencies about how they will give practical effect to Te Tiriti o Waitangi.

» introducing a focus for education services on giving practical effect to Te Tiriti o Waitangi as one of their primary objectives.

**TO GET YOU STARTED**

› We will monitor our performance and report to Māori learners and whānau so they can hold us to account.

**ACTIONS**

**WE ARE:**

» recommencing the production of an annual Māori Education data profile.

» preparing an annual stocktake of Māori Education expenditure to inform our performance and investment planning.

**TO GET YOU STARTED**

- Te Kāhui Māngai (Directory of Iwi and Māori Organisations) 23

- Tu Rangatira: Māori-medium Educational Leadership 22

**TE RANGATIRATANGA:** Māori exercise their authority and agency in education

**KA HIKITIA:** ACTIONS FOR SCHOOLS

**KA HIKITIA: ACTIONS FOR SCHOOLS p. 05**
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