Briefing Note: Meeting with Laures Park, Matua Takawaenga and Lynda Stuart, President, NZEI Te Riu Roa, 2 May

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<th>To:</th>
<th>Hon Kelvin Davis, 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>30 April 2019</td>
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<td>Drafter:</td>
<td>Eileen Paulin</td>
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<td>Key Contact:</td>
<td>Wayne Ngata</td>
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<td>Messaging seen by Communications team:</td>
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<td>Round Robin:</td>
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Purpose of Report

The purpose of this paper is for you to:

Note information for your meeting with Laures Park, Matua Takawaenga and Lynda Stuart, President, NZEI Te Riu Roa on 2 May.

Agree that this Briefing will be proactively released.

Summary

- NZEI Te Riu Roa has asked for a meeting with you to talk about Māori education. The meeting is on 2 May. You are meeting with Laures Park, Matua Takawaenga and Lynda Stuart, President, NZEI Te Riu Roa. Information and talking points are included. The agenda items they have forwarded are:
  - s 9(2)(f)(iv)
  - Te Ahu o te reo Māori, next steps
  - Results of the NZEI Te Riu Roa discrimination survey of Primary Principals and our action plan
- Te Takanga o te Wā – Māori History Curriculum, stories to pass onto schools - Marau a Kura
- Tomorrow's Schools Review.

Pauline Cleaver  
Associate Deputy Secretary  
Early Learning and Student Achievement  
30/4/19

Kelvin Davis  
Associate Minister of Education  
1/5/19
Background

1. NZEI Te Riu Roa has asked for a meeting with you to talk about Māori education. The meeting is on 2 May. You are meeting with Laures Park, Matua Takawaenga and Lynda Stuart, President, NZEI Te Riu Roa. Information and talking points are included. The agenda items they have forwarded are:

   a. s 9(2)(f)(iv)
   b. Te Ahu o te reo Māori, next steps
   c. Results of the NZEI Te Riu Roa discrimination survey of Primary Principals and our action plan
   d. Te Takanga o te Wā – Māori History Curriculum, stories to pass onto schools - Marau a Kura
   e. Tomorrow’s Schools Review.

2. s 9(2)(f)(iv)

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Te Ahu o te Reo Māori – next steps

6. Te Ahu o te Reo Māori represents the Government’s intentions to:

   a. Strengthen its commitment to Te Tiriti o Waitangi, supporting te reo Māori revitalisation efforts and productive partnerships; and
   b. Secure and grow an education workforce that can integrate te reo Māori into the learning of all ākonga in Aotearoa New Zealand by 2025.

7. Te Ahu o te Reo Māori is designed to enhance all levels of Māori language proficiency across the education workforce, from beginner to those who are competent.

8. Letters were sent from the Secretary for Education, to education sector agencies, (including NZEI) informing them of your launch of Te Ahu o te Reo Māori at parliament on 15 April.

9. NZEI Te Riu Roa’s media release on 16 April about Te Ahu o te Reo Māori was positive. Lynda Stuart was reported as saying, “NZEI was committed to universal access to te reo Māori for all children, and the programme was a significant stepping stone to education being able to make that goal become a reality”. Laures Park was reported as saying, “Improving levels of te reo in the existing education workforce was a strategy long advocated by NZEI Te Riu Roa”.

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10. It will be delivered by local mātanga who are experts in te reo and mātauranga Māori. Ngā Taumata o Te Ahu o te Reo Māori framework has been developed and enables participants to assess their current and desired level of language proficiency. It will be used throughout the delivery of Te Ahu o te Reo Māori.

11. Te Ahu o te Reo Māori will first be delivered in Taranaki, Waikato, Kapiti-Horowhenua and Te Waipounamu by mātanga reo. Information about Te Ahu o te Reo Māori and how to register is available on education.govt.nz. Registrations, for those interested in participating in Te Ahu o te Reo Māori, will be available from 15 April – 24 May.

12. Te Ahu o te Reo Māori has a target of 700 people participating this year. Teaching and non-teaching staff are eligible to register for Te Ahu o te Reo Māori. Schools and kura will be financially supported to release staff to participate in Te Ahu o te Reo Māori. Study awards are available for registered teaching staff.

13. Implementation of Te Ahu o te Reo Māori in other regions will be informed by a comprehensive evaluation at the end of this year.

**Tau Mai Te Reo – Te Reo Māori in Education Strategy**

14. Te Ahu o te Reo Māori, along with Mōu te Reo, Te Kawa Matakura and Te Aho Ngārāhu is one of the immediate practical steps we are taking to support teachers and learners of te reo Māori, which contributes to the Ministry's wider work programme.

15. As part of the overall Education Work Programme (the Work Programme), the Ministry is refreshing Tau Mai Te Reo. We are connecting this work with the Maihi Kārauna (the overall Government Māori Language Strategy). We are particularly focussed on the mātauranga outcome that supports normalising the use of te reo Māori and language acquisition.

16. We have undertaken various background steps including: a review of relevant international and domestic strategies; a stocktake of current programmes and expenditure to support Māori Language in Education; development of some guiding principles and outcomes; and implementation of some immediate practical steps, including Te Ahu o te Reo Māori.

17. Based on this work, we are seeking to promote breadth of coverage across the education system (that is, making te reo Māori in education generally available to all learners so they can develop Basic Interpersonal Communication Skills ‘BICS’) and depth of coverage within kura and Māori medium pathways (supporting the development of Cognitively Advanced Language Proficiency or ‘CALP’).

18. The timing of next steps in the refresh of Tau Mai Te Reo is dependent on the progress of some other work streams within the Education Work Programme (in particular, the Review of Tomorrow's Schools, the development of an Early Learning Strategic Plan and an Education Workforce Strategy).

**Results of NZEI Te Riu Roa discrimination survey of Primary Principals and the NZEI action plan**

**NZEI Te Riu Roa Annual Principal Health and Wellbeing Survey**

19. NZEI Te Riu Roa commissions a Principal Health and Wellbeing Survey (the Survey) annually. The 2017 Survey was published in June 2018.
20. The Survey report authors note that a low response rate makes it difficult to interpret the extent and impact of racism in education. However, 25.8% (p. 89) of Māori and Pacific primary school leaders reported experienced discrimination at work, based on their ethnicity, compared to about nine percent of non-Māori leaders. The authors note that the fact that racism exists in such numbers makes it a significant issue in education which needs to be grappled with systemically.

21. Reported perpetrators of racism included other employees and principals, those in leadership or management positions, business contractors, community organisation representatives, parents and the wider community. Senior school leaders had also reported discrimination when dealing with government agencies, including the Ministry of Education (the Ministry) and the Education Review Office.

22. In a Stuff media release on 15 June 2018, Laures Park said that results were disappointing but not surprising and that NZEI Te Riu Roa had a list of recommendations for education authorities. In the Ministry’s response to NZEI’s Discrimination Report, Iona Holsted, Secretary for Education was pleased that NZEI made the research public, acknowledging that discrimination occurred in all walks of life. She said that in schools, discrimination had harmful impacts on a child’s sense of self and their learning outcomes. She also said that we looked forward to working with NZEI on addressing issues of discrimination in the education workforce.

Education Professionals’ Wellbeing Framework

23. The Ministry is developing an Education Professionals’ Wellbeing Framework (Framework), with the aim of better supporting teachers and principals, as well as raising awareness of wellbeing resources. The Ministry and sector groups, including NZEI and PPTA, are working together towards developing a plan to share and implement the Framework more broadly with the wider education sector.

24. A Framework sub-group, including sector representatives, met in late March to make final amendments to the Framework itself and to start to discuss the approach for implementing the Framework, with an aim to finalise the implementation approach in early May.

Te Takanga o Te Wā, stories to pass onto schools – Marau ā-Kura

Teaching Aotearoa New Zealand History

25. The Government is committed to making Māori language, culture and history accessible to all New Zealanders. Every student should be offered the opportunity to build their knowledge and understanding of local history.

26. New Zealand history is an important part of our education system. The National Curriculum sets the direction for teaching and learning in schools and explicitly includes teaching New Zealand history as part of the Social Sciences learning area for the New Zealand Curriculum (NZC) and Tikanga ā-Iwi wāhanga ako for Te Marautanga o Aotearoa (TMoA). Within these learning area, students learn about people, places, cultures, histories, and the economic world, within and beyond Aotearoa New Zealand.

Te Takanga o Te Wā

27. Te Takanga o te Wā Māori History Guidelines were developed to support the teaching of Māori history, primarily in relation to the NZC. It is also relevant for learning and teaching in relation to TMoA.
Te Aho Ngārahu

28. Te Aho Ngārahu is a Ministry initiative focused on developing localised curriculum material to support ākonga, kaiako and Kāhui Ako learning in and through te reo Māori. The first round of Te Aho Ngārahu started in August 2017. We sought local stories from iwi, hapū and whānau to develop into teaching and learning resources. An overwhelming 219 applications were received from storytellers. We chose 50 stories to work with our Te Reo Māori & Māori medium providers to create resources. Te Aho Ngārahu supports marau ā-kura and local curriculum through the provision of quality learning and teaching resources based on local stories.

Tomorrow’s Schools Review

29. The Tomorrow’s School Taskforce (the Taskforce) released its initial report in December 2018.

30. It made 32 recommendations across eight themes: governance; schooling provision; competition and choice; disability and learning support; teaching; leadership; resourcing, and central government agencies.

31. Among other things, the Taskforce recommended that:
   
a. active consideration should be given to the establishment of a National Education Hub for Kaupapa Māori settings
b. all school boards should be required to have mana whenua representation, and
c. local iwi should be represented on regional hubs.

32. The Taskforce completed a second round of consultation about its recommendations on 7 April. They held over 100 meetings with the public, principals and tumuaki, and targeted stakeholder groups from Kaiapoi to Invercargill. There were also 3,300+ responses to an online survey and 2,000 submissions received.

33. The Taskforce is scheduled to provide a final report to Hon Chris Hipkins, by late June. The Ministry will then provide detailed policy advice about the final report of the Taskforce.

34. Whatever recommendations the Taskforce make in its final report, they will not be Government policy. Hon Chris Hipkins will seek further advice from the Ministry and other education agencies, before presenting any recommendations for change to Cabinet.

35. As the Independent Taskforce’s proposals are part of the overall Education Work Programme, any final changes will also need to complement the Work Programme’s other work streams.

Proactive Release

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.