

Why has this guide been developed?

This guide is for Ministry staff, to support us on our journey towards making system shifts – so that Māori learners and their whānau can succeed as Māori.

The refresh of *Ka Hikitia* and *Tau Mai Te Reo* provide opportunity to reset our approach to improving Māori outcomes – as we lift sector performance on giving effect to the Treaty of Waitangi.

It includes the outcomes that Māori agree to as well as some reflective questions for us to use in our everyday work.

OUR RESPONSE TO THE TREATY OF WAITANGI INCLUDES:

Organisational values, approach and people development

- » Treaty of Waitangi Policy Statement
- » Te Ara Whiti programme

System wide vision, strategy and policy

- » *He Tirohanga Whāroa* our 30 Year Education Vision and Objectives
- » *Te Hurihanganui* A Blueprint for Transformative System Shift
- » *Ka Hikitia* and *Tau Mai Te Reo* supporting the Maihi Karaunga: the Crown's Māori Language Strategy through the Tau Mai approach

Five things you can start today:

- » **familiarise yourself with the plan** – print it out and put it in a place you can see!
- » **put this on your next team meeting agenda and revise your work programme** to see how you can embed this plan into your deliverables and your future work – use the questions in this pamphlet as a start
- » **work out what your individual and collective learning needs** are to be able to implement and embed these strategies
- » **champion this kaupapa** and provide leadership through completing the Te Ara Whiti Programme and bringing your colleagues along with you.
- » **Talk to Māori!**

Karakia tīmanga (Opening)

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! Tihei mauriora!

Encourage and support!
And raise it to its highest level!
Ensure that high achievement is maintained
Hold fast to our Māori potential
Our cultural advantage
And our inherent capability
Nurture our young generation
The leaders of the future
Behold, we move onwards and upwards!

Karakia Whakamutunga (Closing)

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 hiahia mō Ka Hikitia
Tihei mauriora!
Ki te whai ao!
Ki te whai oranga e!
Mauriora!

We have come to an awareness
The challenge lies before us
Let us work together as one
Stay well so that we have the ability
to manage success
Behold, here is the pathway
to enlightenment and well-being
What a positive feeling!



KA HIKITIA KA
HĀPAITIA

The Māori Education Strategy

A CROSS AGENCY STRATEGY FOR THE EDUCATION SECTOR



TE TĀHUHU O TE MĀTAURANGA
MINISTRY OF EDUCATION

Stepping out for system change:

achieving success with Māori learners and their whānau

We are taking bold steps towards reforming New Zealand's education system – including system shifts to give effect to the Treaty of Waitangi so that Māori learners and their whānau enjoy success as Māori and improved wellbeing outcomes.



Tau Mai Te Reo

*The Māori Language
in Education Strategy*

A CROSS AGENCY STRATEGY FOR THE EDUCATION SECTOR

A whole-of-Government approach

Our work to improve outcomes for Māori learners contributes to whole-of-Government changes through our **Public Service Reforms**.

This includes a new legislative framework and revised public sector expectations and accountabilities for Government on:

- » **Te ao Māori** concepts, knowledge, values and perspectives
- » **Te reo (Māori language)** and **tikanga Māori** (protocols and customs)
- » **Te Tiriti/the Treaty** and understanding of how it applies today

Happy, healthy tamariki, children and young people learn better.


Tamariki, children and young people who feel safe and confident in themselves and in their learning environments, are those who best engage and achieve in education and in life.

Racism, discrimination, bullying, poverty and family violence are issues that affect wellbeing. They impact on confidence, achievement and sense of belonging.

Māori parents, educators, whānau and students have also identified the fostering of Māori identity, language and culture as critical to Māori education success.

What is different about this plan – we are set up for success by:

Ongoing changes to Government legislation and investment supports te reo, identity and culture of Māori learners, placing Māori learners and whānau at the centre of the education system, supporting them to exercise their rangatiratanga and addressing the impact of racism and bias on Māori learners through *Te Hurihanganui*.



HE TIROHANGA WHĀROA:
OUR 30 YEAR
EDUCATION VISION AND OBJECTIVES:

Ka Hikitia and Tau Mai Te Reo provide direction on Māori education and Māori language in education aligned with our **30 Year Vision and Objectives for the Education System.**

What does this mean for us?

As public servants, we have a duty to consider Treaty implications in our day-to-day work and to ensure that we partner with Māori so that they can participate as tangata whenua in our advice to Government on how best we achieve better outcomes for Māori learners, whānau, hapu, iwi and Māori communities.

Government expects us to have collective responsibility for a culturally competent public service that delivers with and for Māori. For many of us, this lift in expectations may require a big shift in thinking. However, we are in this together!

Together with changes to the Education and Training Act that sets out new Treaty of Waitangi provisions in respect to the Crown's responsibilities. This will address the current legislative gap in the duty of education agencies to comply with the Treaty of Waitangi. This has implications across all levels of our system.

What does this mean for Māori learners, whānau, hapu and iwi Māori?

We know what is important for Māori learners and their whānau – these are the outcomes we are working towards through **Ka Hikitia** and **Tau Mai Te Reo**.

Here are questions we can ask ourselves as Ministry staff to guide our practice, process and thinking towards excellent outcomes for Māori:

TE WHĀNAU: learners with their whānau are at the centre of education	Question: have we considered the needs of learners within their whānau and their collective wellbeing needs? This includes all learners who are part of the whānau and where they are in the education system, including Māori or English medium.
TE TANGATA: Māori are free from racism, discrimination and stigma in education	Question: have we checked our assumptions and bias about Māori as learners, their whānau, hapū and iwi. Do we have high expectations for Māori learners – to achieve their aspirations and what we need to do to help them realise those? Are we listening to what Māori tell us about what they want – not what we think they need?
TE KANORAUTANGA: Māori are diverse and we must respond to their diversity and lived experience	Question: have we taken a population view and do we understand the diversity of Māori? Have we considered all options that can be tailored to this diversity?
TE TUAKIRITANGA: Identity, language and culture matter for Māori learners	Question: are we culturally competent? Do we see Māori language, identity and culture in what we are doing? Is it embedded and visually represented in our work? How will Māori learner needs be met?
TE RANGATIRATANGA: Māori exercise their authority and agency in education	Question: What decisions are Māori making, or wanting to make? Are they involved in developing options and all stages of advice?
MIHI MAI TE REO: supporting learners to value and acquire and use te reo Māori	Question: How are we using and amplifying te reo Māori?
KŌRERO MAI TE REO: providing Māori language to support learners to develop the ability and confidence to use te reo Māori	Question: How are we considering learning opportunities for te reo Māori. How are we considering the language learning needs of learners, whānau, and Ministry staff. How do we support differentiated learning needs?
TAU MAI TE REO: developing high levels of Māori language proficiency and use	Question: How are we ensuring that messages for Māori medium and in te reo Māori are fit for purpose? Have we considered the specific contexts and needs of Māori medium? How are we supporting whānau, hapū, iwi, and Māori in their te reo Māori aspirations and expectations.