



Briefing Note: Te Hurihanganui Update

To:	Hon Kelvin Davis, Associate Minister of Education – (Māori Education)		
Cc:	Hon Chris Hipkins, Minister of Education Hon Tracey Martin, Associate Minister of Education Hon Jenny Salesa, Associate Minister of Education		
Date:	16 March 2020	Priority:	Medium
Security Level:	In Confidence	METIS No:	1223068
Drafter:	Sarah Asher	DDI:	+64 4 4637639
Key Contact:	Rose Jamieson	DDI:	+64 4 463 0982
Messaging seen by Communications team:	N/A	Round Robin:	N/A

Purpose of Report

This paper provides you with an update on implementation of Te Hurihanganui.


Summary

- This paper provides an update on the implementation of Te Hurihanganui - a community approach to address inequity and racism.
- Te Hurihanganui incorporates both critical consciousness and kaupapa Māori and utilises six design principles that are critical for transformative change in education reform.
- Six communities (and two alternates) were selected which represent a mix of rural, urban, high and low Māori student populations, as well as a range of deciles and education providers.
- To date, initial engagement hui to explain the purpose and process of Te Hurihanganui has been held with five of the six communities. We anticipate confirmation of the six communities by the end of March.
- Following confirmation of the communities, there is an opportunity for you to make an announcement around this significant milestone. We will coordinate with your office to arrange this.

Proactive Release

Agree that this briefing will **not** be proactively released at this time as we are yet to complete initial engagement with all communities regarding their participation in Te Hurihanganui.

Agree / Disagree



Rose Jamieson
Deputy Secretary (Acting)
Parent Information and Community Intelligence

16 / 03 / 2020

Hon Kelvin Davis
Associate Minister of Education

___/___/___

Background

1. In 2017 the Government undertook to restart Te Kotahitanga. Budget 2018 included funding to co-design an approach to address bias, strengthen equity and accelerate educational achievement and wellbeing of ākonga Māori. This co-design process produced *Te Hurihanganui: A Blueprint for Transformative System Shift* (the Blueprint).
2. The Blueprint was built on learnings from Te Kotahitanga and a wealth of evidence about impact, sustainability and ongoing improvement for ākonga Māori and their whānau. This blueprint identified the importance of both critical consciousness and kaupapa Māori alongside six design principles as essential for a transformative shift in education [see Annex 1].
3. Budget 2019 included \$42 million over three years to implement and test *Te Hurihanganui* across six communities. Communities will include ākonga, whānau, hapū, iwi and community groups as well as at least 40 education providers (early learning and schooling). It will also include an iterative evaluation programme and a proactive approach from the education agencies to embed good practice across the system.

Te Hurihanganui Implementation Design

4. In preparing for the implementation of Te Hurihanganui the Ministry has developed the following:
 - *Te Hurihanganui Change Story* [Annex 2] – describes the transformation that will occur across communities and the education system through Te Hurihanganui. Te Pō is the first phase of the transformation that will last throughout 2020.
 - *Te Hurihanganui Community Implementation* [Annex 3] – describes the process to onboard communities in Phase one: Te Pō. This is a critical phase for communities to build relationships, build a common base of understanding about kaupapa Māori and critical consciousness, and to undertake collective planning and action.
 - *Te Hurihanganui Evaluation* [Annex 4] – describes the kaupapa Māori evaluation approach that will be used to verify the impact that Te Hurihanganui is having and to inform ongoing improvement in communities. Using a kaupapa Māori approach means that all participants are co-researchers with the contracted evaluators, so that the evaluation is valuable and practical to all participants. It also supports communities to build evaluation capability and capacity.
 - *Implementation Structure* [Annex 5] – illustrates a new way of working together with communities, expert practitioners, and the Ministry of Education. Over time we expect community members to transition into leadership and support roles so that the change can be sustained (see below for more detail).
5. Using the lessons learned through Te Hurihanganui communities, we expect that education system stewards will undertake a similar journey to understand how structural racism creates conditions that inhibit Māori learner success as Māori.

Te Hurihanganui Community Implementation

6. Te Hurihanganui is a community approach to addressing inequity and racism (as opposed to a focus on individual schools or institutions). Te Hurihanganui has three years of funding to understand how to support transformative shifts in different contexts.

7. To capture a breadth of community contexts, we completed a selection process using data, evidence of what works, mātanga, and regional intelligence. Six communities and two alternates were selected and represent a mix of rural, urban, high and low Māori student populations, as well as a range of deciles and education providers. The six communities are:
 - Mātaura;
 - s 9(2)(ba)(i)
 - Porirua West;
 - s 9(2)(ba)(i)
 - s 9(2)(ba)(i)
 - Te Puke;
 - s 9(2)(ba)(i)
 - s 9(2)(ba)(i)
8. Our approach to communities follows a process of engaging regional offices, then iwi, then schools/ECEs, and wider community participants. To date, initial engagement hui to explain the purpose and process of Te Hurihanganui has been held with five of the six communities.
9. We have however received significant interest from the new Principal of s 9(2)(ba)(i) regarding potential involvement in Te Hurihanganui. The principal is aware that s 9(2)(ba)(i) has been identified as an alternate and that we need to explore iwi readiness through the Director of Education.
10. We anticipate confirmation of the six communities by the end of March. Following confirmation of the communities, there is an opportunity for you to make an announcement around this significant Te Hurihanganui milestone. We will coordinate with your office to arrange this.

Implementation Structure

11. Annex 5 provides an overview of the implementation structure that includes:
 - Communities
 - Work Team
 - Design and Implementation
 - Ministry of Education
 - System Stewards
 - Evaluation
12. We will use a structured virtual team approach between the Ministry and technical experts to form a Design and Implementation Team (D&I Team).
13. The D&I Team will guide a work team consisting of members of the Ministry (to ensure alignment with work underway in the work programme) and contracted organisations or individuals. Over time the work team will be made up of more community members than MoE or external experts. The key activities for the work team are being put into a six month work plan.

Annexes

- Annex 1: Te Hurihanganui Blueprint A3
- Annex 2: Te Hurihanganui Change Story A3
- Annex 3: Te Hurihanganui Community Implementation A3
- Annex 4: Te Hurihanganui Evaluation A3
- Annex 5: Implementation Structure A3