



Education Report: Te Kawa Matakura Update

To:	Hon Kelvin Davis, Associate Minister of Education – (Māori Education)		
Cc:	Hon Chris Hipkins, Minister of Education		
Date:	14 April 2022	Priority:	Medium
Security Level:	In Confidence	METIS No:	1284805
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Messaging seen by Communications team:	No	Round Robin:	No

Purpose of Report

This paper updates you on the delivery of Te Kawa Matakura in Te Tai Tokerau and seeks your agreement to co-ordinate with your office to organise a visit to the provider.

Summary

1. Te Kawa Matakura is designed to provide development opportunities for rangatahi Māori who demonstrate passion for iwi knowledge to grow them into future leaders for their iwi and te ao Māori. (Paragraph 1)
2. The first pilot programme began in March 2021 and ended in December 2021. Ten participants graduated with the Te Kawa Matakura New Zealand Diploma in Mātauranga-ā-Iwi (Level 5). The second year of delivery commenced online on 25 March 2022. There are 19 confirmed participants. (Paragraphs 3-4)
3. Feedback on the pilot programme was consistently positive. Identified programme strengths included, the Ngaio (expert facilitators), place-based learning contexts, and the opportunity to learn the knowledge, history, and dialect distinctive to Te Tai Tokerau. (Paragraphs 5-6)
4. Ati ā-Toa (ākonga) and Te Taumata Whakahaere experienced challenges related to the impacts of Covid-19 on programme delivery and scheduling; the rural and remote location of many of the Ati ā-Toa and Ngaio and the impact this had on the ability to meet as a group, build strong relationships, share in knowledge and understanding and travel time. Those in rural locations also experienced internet connectivity and cellular reception issues. (Paragraphs 7-9)
5. Ahu Whakamua Limited has developed a transition plan with Te Taumata Whakahaere. The transition plan covers the period February to April 2022, and outlines what Te Taumata Whakahaere wants to achieve for the future of Te Kawa Matakura in Te Tai Tokerau, and the support that is needed to do this. (paragraphs 10-14)

6. Te Taumata Whakahaere has developed their own qualification that authentically captures the acquisition of knowledge and practices that are highly valuable and distinctive to Te Tai Tokerau iwi. Ati ā-Toa will be awarded the qualification on completion of Tauranga Kōtuku Rerenga Tahī. (paragraphs 15-18)
7. Te Taumata Whakahaere want the opportunity to share their planned delivery programme with you in more detail to ensure you have strong understanding of the programme. If you agree, we will coordinate with your office to achieve this. (paragraph 19)
8. We are exploring potential ways that Te Kawa Matakura could work for other iwi and what kind of model would best deliver this type of programme. (paragraphs 20-21)

Recommended Actions

The Ministry of Education recommends you:

- a. **note** that Te Taumata Whakahaere is establishing a new legal entity to deliver Tauranga Kōtuku Rerenga Tahī in Te Tai Tokerau

Noted

- b. **agree** to the Ministry co-ordinating with your office to organise a visit to Te Tai Tokerau to meet with Te Taumata Whakahaere to discuss the ongoing delivery and future direction of Tauranga Kōtuku Rerenga Tahī

Agree Disagree

- c. **agree** that the Ministry of Education release this briefing in full once you have considered it.

Agree Disagree

Pauline Cleaver

Pauline Cleaver
Acting Deputy Secretary
Te Poutāhū | Curriculum Centre

14/04/2022

Kelvin Davis

Hon Kelvin Davis
Associate Minister of Education

24/04/2022

Background

1. Te Kawa Matakura is designed to provide development opportunities for rangatahi Māori who demonstrate passion for iwi knowledge to grow them into future leaders for their iwi and te ao Māori.
2. Te Kawa Matakura, known in Te Tai Tokerau as Tauranga Kōtuku Rerenga Tahi, was officially launched by you in February 2020 at Rewa Village, Kerikeri.

Programme delivery

3. The first pilot programme began in March 2021 and ended in December 2021. Of the initial intake of 23 Ati ā-Toa, 10 graduated with the Te Kawa Matakura New Zealand Diploma in Mātauranga-ā-Iwi (Level 5) on 11 December 2021.
4. The second year of delivery commenced online on 25 March 2022. There are 19 confirmed Ati ā-Toa. Of these, five are participating in the second-year programme and 14 are participating in the first-year programme.

Pilot programme strengths

5. Ongoing feedback from whānau, Ngaio, and Ati ā-Toa was captured in milestone reports, wānanga, and the graduation ceremony. The feedback was consistently positive, and the strengths of the programme included:
 - the wisdom of the Ngaio as the keepers of the knowledge distinctive to the iwi of Te Tai Tokerau and the opportunity to learn from them
 - the ability to learn the dialect of Te Tai Tokerau, which was a significant opportunity for rangatahi who live in other parts of Aotearoa
 - the place-based learning contexts and delivery approach, often occurring at different marae and sights of significance across Te Tai Tokerau
 - for Ati ā-Toa, being able to connect with other rangatahi, who have the same aspirations to become orators and leaders for their iwi.
6. Qualitative feedback collected from Ati ā-Toa and whānau includes:
 - I am grateful to our esteemed elders and te reo Māori stalwarts who are heavily involved in this kaupapa, as they have provided Ati ā-Toa the opportunity of learning iwi history, knowledge and tikanga including mōteatea, hītori Māori, whaikōrero, karanga, navigation, weaving and whakapapa. Ngaio were instrumental in campaigning for the revival of te reo Māori in Te Tai Tokerau and we are very lucky to sit beside them as taura. (*Ati ā-Toa*)
 - I thoroughly enjoyed the different teaching and delivery styles of each Ngaio. They would often take us (Ati ā-Toa) to different regions, land blocks and sacred sites to learn the history of each location and the northern dialect. Time is precious, who knows how much longer they will be around us. These are only some of the benefits for me. (*Ati ā-Toa*)
 - Some of the Ati ā-Toa have expressed their thoughts about the programme and appreciate the histories taught to us by our elders, being on sights of significance and sitting at the feet of the patriarchs and matriarchs of Te Tai Tokerau. This

information has been dispersed far and wide so that the descendants understand the programme and can enrol if it is something they want to pursue. (*Ati ā-Toa*)

- The most honourable part is helping our mokopuna to gain the esoteric knowledge of our ancestors who have passed on. I am so happy to continue to support and I will be thrilled if my mokopuna enrolls again in the years to come. My husband and I will be there supporting our mokopuna. (*Whānau*)
- (*Ati ā-Toa name*) has grown immensely and that is shown through his participation in marae activities such as whaikōrero and his engagement in high level thinking. The whānau are very proud. (*Whānau*)

Pilot programme challenges

7. Covid-19 and the omicron variant had a significant impact on Ati ā-Toa, Ngaio, and delivery. Ongoing lockdown restrictions and high rates of infection created uncertainty across Te Tai Tokerau. This caused frequent changes to delivery, location, and scheduling, which disrupted programme delivery. A move to online delivery created its own challenges as access to key services such as internet connection and cellular reception is restricted or non-existent in parts of Te Tai Tokerau.
8. A key feature of Tauranga Kōtuku Rerenga Tahī is that programme delivery takes place at different marae and sights of significance. Te Tai Tokerau is largely rural meaning long distances between Ati ā-Toa, Ngaio and staff. This impacted their ability to meet as a group, build relationships, share knowledge and understanding, and required long-distance travel to mitigate this issue.
9. Although the last cohort of Ati ā-Toa graduated with the Te Kawa Matakura New Zealand Diploma in Mātauranga-ā-Iwi (Level 5); meeting the New Zealand Qualification Authorities (NZQA) course requirements was heavily impacted by the Covid-19 lockdown and red-light restrictions. A large component of the programme required face-to-face delivery and the move to online delivery meant Ngaio were not able to deliver face-to-face. Furthermore, online delivery was not considered appropriate in some cases as Ngaio believed that certain knowledge should not be imparted through online mediums, and some Ngaio lacked IT expertise.

Future focused solutions and transition plan

10. 9(2)(b)(ii)
[Redacted text block]
11. [Redacted text block]
12. [Redacted text block]

13. The transition plan highlights the steps that will be taken to keep building the quality of the programme, implement positive changes to ensure that the outcomes for participants are maximised, and ensure that Ngaio are truly valued for their continued participation and contributions, including:

- increased financial support to mitigate the challenges and costs of delivering in remote rural settings. These include, venue hire, catering costs, and a commensurate travel budget
- additional support for Ngaio to retain their expertise and attract more Ngaio to further enrich the programme
- strengthening relationships between Tauranga Kōtuku Rerenga Tahi and the iwi of Te Taitokerau. Strong relationships are integral to sharing of mātauranga-ā-iwi
- ongoing funding and access to Ministry of Education scholarships for participants to access the resources necessary to engage in the course, including technology, and travel.

14. 9(2)(b)(ii)

- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]

Implementation of Tauranga Kōtuku Rerenga Tahi

15. To offer a qualification that authentically captures the acquisition of knowledge and practices that are highly valuable and distinctive to Te Tai Tokerau iwi, that will be awarded to all Ati ā-Toa on completion of Tauranga Kōtuku Rerenga Tahi.

16. Tauranga Kōtuku Rerenga Tahi is a three-year programme, taught across two 16-week semesters, each year. The programme is context based and designed around the features of the whare wānanga; leveraging learning from the many houses of Te Tai Tokerau; learning and contributing to their own houses; creating and building new ideas and developing a 'mātauranga o Te Tai Tokerau mindset'. (See Annex 1: Tauranga Kōtuku Rerenga Tahi Programme Context)

17. Participants will graduate at the successful completion of each year, in partial fulfilment of the full programme qualification which will be awarded at the completion of the third year. The qualification is flexible and signals participation and contribution in wānanga across and within Te Tai Tokerau about Te Tai Tokerau, using a number of learning platforms and contexts.

18. The programme aims to:

- immerse participants in the dialect of Te Tai Tokerau and strengthen their proficiency
- strengthen participant mātauranga (knowledge) distinctive to Te Tai Tokerau
- teach tikanga (for example, learn mōteatea, waiata and kōrero distinctive to the houses of Te Tai Tokerau)
- prepare participants to be ready to support and carry their whānau when called
- support participants to realise their 'gifts', their career pathway and their contribution to their people
- support participants to stand strong in their mātauranga to become leaders in their areas of 'talent'
- immerse participants in a Te Tai Tokerau network of wānanga
- give the participants an opportunity to be taught by some of the best scholars, thinkers, practitioners, and visionaries from Te Tai Tokerau
- provide guidance from kaumatua in the pursuit of mātauranga
- support participants to become recognised as being well prepared to protect, promote and lead their field of mātauranga across Te Tai Tokerau.

Next Steps

19. Te Taumata Whakahaere want the opportunity to share their planned delivery programme with you in more detail to ensure you have strong understanding of the programme. If you agree, we will coordinate with your office to achieve this.

20. We are exploring potential ways that Te Kawa Matakura could work for other iwi and what kind of model would best deliver this type of programme [METIS 1278910 refers]. Given that we consider Te Kawa Matakura aligns with the vision of Taumata Aronui, and we will work closely with them and other relevant agencies to identify the ways we can support this type of programme alongside recognised qualifications and programmes. As part of this work, we will also consider what role existing tertiary education providers, such as wānanga, may have in the future.

21. This year, we will focus on:

- working with iwi groups, as well as NZQA and TEC on the policy settings required for the future implementation and expansion of Te Kawa Matakura
- exploring the potential testing of different models to deliver Te Kawa Matakura on a national basis
- investigating ways that this kaupapa could contribute towards the revitalisation of mātauranga Māori in the tertiary sector
- seeking opportunities for this Kaupapa to align to other priority initiatives including the Māori medium & Kaupapa Māori work programme, the Curriculum

Change Work Programme, and the normalisation of Te Reo Māori across the early learning and schooling education system.

Proactive release

22. It is intended that this Education Report 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.

Annexes

Annex 1: Tauranga Kōtuku Rerenga Tahi Programme Context

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Programme context	<p>The programme context is organized around 6 semesters, delivered over three years, and arranged into four authentic learning contexts.</p> <p>Learning context one: Te Whare Wānanga ā rohe, involves learning on up to 24 marae across Te Tai Tokerau.</p> <p>Learning context two: Taku Whare Ake, focuses on supporting and guiding ati ā toa in strengthening their mātauranga of their own whare/whānau/hapū and iwi.</p> <p>Learning context three: Te Whare Rau Ora, focuses on creating and exploring mātauranga to solve problems.</p> <p>Learning context four: Whare Whai Whakaaro, focuses on building an intellectual character that builds stamina, perseverance, determination, commitment, and aroha for learning, and for the people, marae and whenua of Te Tai Tokerau.</p> <p>The important learning that a context-based approach ensures, is that ati ā toa get the opportunity to gather, establish, create, grow/build and deepen their mātauranga and understanding in each of the four contexts, across three years rather than the standard content/module-based approach.</p>
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