



Education Report: Te Ahu o te Reo Māori Update

To:	Hon Kelvin Davis, Associate Minister of Education – (Māori Education)		
Cc:	Hon Chris Hipkins, Minister of Education		
Date:	14 April 2022	Priority:	Medium
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Drafter:	Sacha Paulin	DDI:	04 4638059
Key Contact:	Kiritina Johnstone	DDI:	9(2)(a)
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Purpose of Report

This paper seeks your agreement to extend the provision of Te Ahu o te Reo Māori to 2030, to continue building the quality of the initiative and achieve system-wide change.

This paper also provides an update on the first intake of Te Ahu o te Reo Māori, highlighting the successes, challenges and the solutions that impact the ongoing provision of the initiative.

Summary

1. Te Ahu o te Reo Māori (TAotRM) is aimed at strengthening the te reo Māori capability and proficiency of the education workforce so that all kura and schools can integrate te reo Māori into the learning of all ākonga in Aotearoa. (paragraphs 1-3)
2. A total of 5191 participants have enrolled in 2021-2022 provision to date – 2439 participants enrolled in the first terenga (intake) in 2021, and 2752 participants are enrolled in the second terenga, which began in March 2022. (paragraph 4)
3. Eleven providers began delivery in Terms 3 and 4, 2021. Eight providers have finished delivery of the first terenga (intake) of TAotRM and seven of these have submitted close out reports. These reports provide an overview of the successes and challenges the providers and participants experienced during the first intake. Two providers began their first terenga in Term 1 2022. (paragraphs 5-6)
4. Terenga one strengths included strong relationships built with participants, kura and schools, school leadership and Kāhui Ako; high calibre of delivery staff and strengthened online learning delivery; provider investment into professional development, their own learning management systems (LMS), and registration processes; iwi engagement and sharing of their local dialect and histories; and the majority of terenga one participants re-enrolling into terenga two. Due to robust evaluations, a large selection of qualitative feedback was captured, which highlighted the strong satisfaction participants had with

programme content and delivery and the ease of classroom implementation. (paragraphs 7-9)

5. Terenga one challenges included significant impacts of Covid-19 on participants. These encompassed uncertainty, frustration, and increased workload for the education workforce due to lockdown restrictions, vaccine mandates, and high rates of infection; trouble accessing reliable internet connection, technology, resources, and facilities; venue closures and unavailability of suitable alternative venues; and the required move to online delivery and difficulty fulfilling contact hours. (paragraphs 10-17)
6. The Ministry has supported providers to recognise opportunities and find solutions to overcome these challenges through investing in ongoing professional development of delivery staff to strengthen online teaching and learning pedagogy; strengthening their systems and delivery approaches; and investing in their own registration systems to streamline the registration process. (paragraphs 18-21)
7. Although we will not meet our target numbers in this first year of delivery, the Ministry and providers have acknowledged Covid-19 is here to stay and we are developing a new way of working. A working group has been established with representatives from across the thirteen providers and the Ministry, to work together to develop solutions to increase participation, engagement, and retention. The working group will initially focus on strengthening the communications strategy to continue to build awareness and increase registrations nationally. (paragraphs 22-23)
8. We have recognised multiple opportunities for the future provision of TAoTRM. For example, a provider is delivering to an entire Kāhui Ako in terenga two, dramatically increasing their participant numbers. Where providers have capability and capacity to take on more participants than allocated, we will consider requests to increase their participant numbers. This has happened in Te Tai Rāwhiti where a provider was granted a contract variation to deliver to an extra 60 participants in terenga two. (paragraphs 24-26)
9. Te Ahu o te Reo Māori is in the change implementation phase. To continue building the quality of the initiative, strengthen delivery, increase awareness, and reach more of the education workforce to achieve system-wide change, we recommend extending the period to achieve this from 2024 to 2030. This extension also addresses the disruption that Covid-19 has caused the education workforce and allows time for them to re-adjust and recover from its impacts. There are no financial implications as ongoing funding was secured through Budget 2020. (paragraphs 27-29)
10. Moving forward, we will be reporting to you quarterly to keep you updated on the ongoing provision of TAoTRM. The quarterly report will be sent to you before the Covid Response Relief Fund (CRRF) report, to provide you with a more comprehensive briefing. (paragraph 30)
11. To provide you an opportunity to gain a stronger understanding of the various programmes of delivery, experience the successes first-hand and discuss some of the challenges with our providers and participants, we recommend that you visit various TAoTRM providers from across Te Tai Runga, Te Tai Whenua and Te Tai Raro. We will work with your office to arrange visits if you agree. (paragraph 31)
12. We are currently working with a researcher to develop an overarching assessment framework, which will sit above and inform the evaluation of all our initiatives funded by the Covid Relief Response Fund, including Te Ahu o te Reo Māori. (paragraph 32)

Recommended Actions

The Ministry of Education recommends you:

- a. **note** the update on the first intake of Te Ahu o te Reo Māori, highlighting the successes, challenges, and solutions for ongoing provision of the initiative.

Noted

- b. **agree** to extend the ongoing provision of Te Ahu o te Reo Māori from 2025 to 2030 to continue building the quality of the initiative and achieve system-wide change.

Agree Disagree

- c. **note** that the extension period will have no impact on the funding of Te Ahu o te Reo Māori.

Noted

- d. **note** that, moving forward, we will be reporting to you quarterly to keep you updated on the ongoing provision of Te Ahu o te Reo Māori. The quarterly report will be sent to you before the Covid Response Relief Fund (CRRF) report, to provide you with a more comprehensive briefing

Noted

- e. **agree** to the Ministry co-ordinating with your office to organise visits to Te Ahu o te Reo Māori providers to gain a stronger understanding of the various programmes of delivery, experience the successes first-hand and discuss some of the challenges with our providers and participants.

Agree Disagree

- f. **note** that we are currently working with a researcher to develop an overarching assessment framework, which will sit above and inform the evaluation of all our initiatives funded by the Covid Relief Response Fund, including Te Ahu o te Reo Māori. A detailed briefing outlining the scope of the evaluation of Te Ahu o te Reo Māori will be sent to you.

Noted

- g. **agree** that the Ministry of Education release this briefing once it has been considered by you, with the following information [Annex 1: Table – participant numbers] withheld due to the commercial position of the organisations who are the subject of the information.

Agree Disagree

Pauline Cleaver

Pauline Cleaver
Acting Deputy Secretary
Te Poutāhū | Curriculum Centre

14/04/2022

Hon Kelvin Davis

Hon Kelvin Davis
Associate Minister of Education

9/05/2022

Background

1. Te Ahu o te Reo Māori is aimed at strengthening the te reo Māori capability and proficiency of the education workforce so that all early learning, kura and schools can integrate te reo Māori into the learning of all ākonga in Aotearoa.
2. Thirteen expert providers deliver Te Ahu o te Reo Māori across Te Tai Runga, Te Tai Whenua and Te Tai Raro Ministry regions. Delivery began in July 2021 and will continue through to 2024.

Te Horanga ā-Motu – National Delivery

3. We aim to deliver this kaupapa to up to 10,000 participants each year with the first year targeting delivery to up to 7000 participants. Two terenga (intakes) of participants run every calendar year, each lasting up to 20 weeks.
4. 2439 participants enrolled in first terenga in 2021. 2752 participants are enrolled in the second terenga, which began in March 2022. That is a total of 5191 participants to date (see table in Annex 1).
5. Eleven providers began delivering terenga one in 2021. Delivery start dates were different due to local conditions. Of the 11, eight have finished terenga one delivery and the other three are due to finish between April and July 2022.
6. The contract with Te Rūnanga Nui o Ngā Kura Kaupapa Māori o Aotearoa was finalised in December 2022, and they began delivering terenga one in January 2022. Eastern Institute of Technology experienced delays with participants and began terenga one delivery in April 2022. These providers will finish terenga one delivery in July 2022.

Summary of terenga one close out reporting

7. Of the eight national providers that have finished delivery of the first terenga, seven have submitted their close out reports. These reports provide an overview of the successes and challenges the providers and participants experienced during the first intake.
8. Robust evaluations were carried out by providers to assess their programmes and were included in the close out reports. Evaluations revealed a high level of satisfaction with programme content and participants felt that their learning needs were being met. There was significant praise for both the calibre of delivery staff and the culture of learning providers were able to foster among participants. This feedback translated into higher numbers of registrations for terenga two and requests from principals for whole school delivery opportunities.

Terenga one successes

9. Terenga one strengths included:
 - strong relationships built with participants, early learning, school leadership and Kāhui Ako
 - provider investment into professional development, their own learning management systems, and registration processes
 - strengthened online delivery

- high calibre of delivery staff
- the majority of terenga one participants re-enrolled into terenga two
- iwi engagement and sharing their local dialect and histories.

10. Qualitative feedback collected from various participants at the conclusion of terenga one includes:

- The warm welcoming and patient approach of each one of you has made me feel truly supported in my journey and a part of a special learning whānau, your genuine passionate, professional, and engaging delivery of the programme has made the learning enjoyable and inspiring, encouraging me to seek more challenges and learning and to strive to be a “soldier of te reo”. You are an amazing team, and I couldn’t recommend this course highly enough. Thank you so much. *(Te Taitokerau)*
- Tutors were extremely professional in all aspects of presentation & highly knowledgeable. High quality learning environments – face to face, on-line. An amazing learning journey that I would highly recommend to others. Loved it!! *(Waiairiki)*
- You’re not only teaching me te reo, but you’re also teaching me techniques to take back to my classroom to make my own classes more engaging. *(Te Taitokerau)*
- I take learning from the wānanga and hui topa and teach it to my tamariki at school as soon as I can, so I remember what has been taught to me. I’m connecting the dots within the reo and that’s getting me excited! *(Te Taitokerau)*
- We were given multiple ways to engage with new learning through resources, online tasks, written tasks, and through conversation. Each week was informative and fun! Our kaiako presented materials in an easy way to not only learn myself but to teach to my tamariki! *(Ngāi Tahu)*
- The pūrākau and history of mana whenua was a great addition to our school’s cultural narrative always with lots of ideas and examples of how to use these in the classroom. Loved learning kiwaha and whakataukī specific to the South also. *(Ngāi Tahu)*

Terenga one challenges

11. Covid-19 and the omicron variant has had a significant impact on the education workforce. Te Tai Tokerau, Auckland, and the Waikato were hardest hit with ongoing lockdown restrictions, school closures and high rates of infection. This outbreak and the uncertainty around lockdowns and traffic light restrictions made it extremely difficult for participants to engage and our providers to deliver, in these areas. This uncertainty required frequent changes to programme scheduling and delivery, which created a sense of frustration for participants, compounding retention issues.
12. In more rural areas, the enforced lockdowns and red traffic light restrictions meant many participants could not access a reliable internet connection, the required technology, learning resources, or facilities. Venue closures also impacted planned delivery and alternative venues were unavailable.

13. The introduction of vaccine mandates further exacerbated the situation by contributing to the loss of participants and staff who chose not to be vaccinated, particularly in the north.
14. Across the country, participants reported they were suffering with significant workload increases as Covid-19 required kura, school and early learning providers to close sites, and manage ongoing staff illness, alongside a significant lack of relievers. This meant teacher workload doubled to cover for staff who became unwell. There were also a number of cases of school leadership requesting temporary suspension of delivery.
15. Due to the impact of Covid-19 on participants, all providers moved to an online learning delivery approach. Initially, this produced its own issues including:
- poor internet connection resulting in participant inability to access online learning
 - participants lacking computer equipment
 - providers lacking online IT and pedagogy expertise
 - participants lacking the expertise to navigate online learning systems
 - difficulty fulfilling the contact hours in an online environment
 - a perceived dilution of quality of delivery when compared to face-to-face learning.
16. Some participants found the existing centralised registration process complicated and unmanageable, and there was some evidence that this deterred people from registering.
17. The culmination of these factors made it difficult to attract and retain participants. Although some providers have come close, most providers have not met their participant targets and will not meet them during this first year of delivery.

Future focused opportunities and solutions

18. The move to online delivery in response to Covid-19 saw providers investing in the ongoing professional development of their delivery staff to strengthen their online teaching and learning pedagogy. What was initially challenging for providers, has been reported as a strength for many as they begin teranga two.
19. With the support of the Ministry, providers have worked hard to develop solutions that address engagement and retention by changing and strengthening their systems and delivery approaches through:
- investing in easy-to-use online learning management systems that house all relevant programme information, class links, and resources in one centralised location
 - employing IT administrators to support staff and participants to access and navigate online learning systems and running technical support sessions for participants
 - actively seeking out and using a variety of websites and web applications to increase levels of interactivity and fun

- addressing accessibility challenges through recording lessons and tutorials and increasing the frequency of “drop-in” or tutorial sessions
- ongoing improvements to communication processes to ensure that it is regular and responsive
- strengthening relationships and actively building relationships with early learning, kura and school leadership and Kāhui Ako to increase whole school engagement with Te Ahu o te Reo Māori
- coordinating their own provider meetings to discuss different aspects of their programmes to support each other with strengthening delivery.

20. A provider who delivers across multiple regions is undertaking a case study across their delivery regions to gain a more comprehensive understanding of the impacts of Covid-19 on their programmes. They intend to use their findings to build their evidence base and strengthen their adaptability and delivery.

21. We have supported providers to invest in their own registration processes and systems and this solution has successfully streamlined the process for most providers, resulting in far less complication and confusion for participants.

Future Provision of Te Ahu o te Reo Māori

22. Although we will not meet our target numbers in this first year of delivery, the Ministry and providers have acknowledged Covid-19 is here to stay and we are developing a new way of working. A working group has been established with representatives from across the thirteen providers and the Ministry, to work together to develop solutions, which increase participation, engagement, and retention.

23. The working group will initially focus on strengthening the communication strategy and coordinating a communications approach that includes enhanced targeted messaging for key stakeholders. Building awareness remains a priority and we will work to strengthen national promotion, and support providers to promote their distinctive programmes at the local level. Internal communications will be prioritised, including the Education Bulletin, the Gazette, and Kia Manawaroa.

24. With the mandates being lifted, we anticipate some relief on the pressures felt by the education workforce. The Ministry and Te Ahu o te Reo Māori providers are ready to shift into several different delivery models in response to the changing environment and these will continue to be strengthened through ongoing internal evaluation processes and support from the newly established working group.

25. We have recognised multiple opportunities for the future provision of Te Ahu o te Reo Māori. A provider in Te Matau-a-Māui is delivering to entire Kāhui Ako in terenga two, increasing their participant numbers from 38 in terenga one, to 412 in terenga two. This is an example of the potential reach that Te Ahu o te Reo Māori has, and we are supporting all providers to form relationships with their respective regional offices and Kāhui Ako.

26. Where providers have capability and capacity to take on more participants than allocated, we will consider requests to increase their participant numbers. 9(2)(b)(ii)

The change process

27. Te Ahu o te Reo Māori is in the change implementation phase. To continue building the quality of the programme, strengthen delivery, increase awareness, and reach more of the education workforce to achieve system-wide change, we recommend extending the period of time to achieve this from 2025 to 2030. The extension of provision will also allow us to exceed our participant target of 40,000.
28. An extension period will allow time to sustain and embed the outcomes of the programme. At the individual participant level, we need to see evidence that the education sector has:
- awareness of the need to strengthen their te reo Māori capability and proficiency
 - a desire to participate and support Te Ahu o te Reo Māori
 - the knowledge that Te Ahu o te Reo Māori will support them to strengthen capability and proficiency
 - the ability to implement their learning into their classrooms and kura
 - reinforcement to sustain and embed the change.

Once the change has been implemented at the individual level we would expect to see sector-wide change.

29. Considering terenga one challenges, an extension acknowledges the disruption that Covid-19 has had on the education workforce, early learning, kura and schools, and ākonga. It will allow sufficient time for the workforce to recover and re-adjust from the effects of the pandemic. This extension will not have any financial implications as ongoing funding was secured through Budget 2020.

Next Steps

30. Moving forward, we will be reporting to you quarterly to keep you updated on the ongoing provision of Te Ahu o te Reo Māori. The quarterly report will be sent to you before the Covid Response Relief Fund (CRRF) report, to provide you with a more comprehensive briefing.
31. To provide you an opportunity to gain a stronger understanding of the various programmes of delivery, experience the successes first-hand and discuss some of the challenges with our providers, we recommend that you visit various Te Ahu o te Reo Māori providers from across Te Tai Runga, Te Tai Whenua and Te Tai Raro. This will also give you the opportunity to meet some of the participants and share in their success. We would like to coordinate with your office to achieve this.
32. We are currently working with a researcher to develop an overarching assessment framework, which will sit above and inform the evaluation of all of our initiatives funded by the CRRF, including Te Ahu o te Reo Māori. The evaluation framework will seek to gather evidence that the initiatives are improving learning outcomes for Māori language learners post Covid-19. A detailed briefing will be sent to you outlining the scope of the evaluation.

Risks

33. If we do not extend the provision of Te Ahu o te Reo Māori from 2025 to 2030, then we risk not achieving the successful implementation of the programme, achieving the desired outcomes, and sustaining and embedding the change.
34. The ongoing concern that the wānanga sector has about the perceived impact of Te Ahu o te Reo on te reo Māori market share remains a risk. To mitigate this, we have a working relationship with ngā wānanga, and we will continue to provide them with information about our progress to support the education workforce.

Proactive Release

35. 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: Te Ahu o te Reo Māori participant numbers