



## Briefing Note: Meeting with the New Zealand Principals Federation – Thursday 14 April 2022

<b>To:</b>	Hon Kelvin Davis, Associate Minister of Education – (Māori Education)		
<b>Cc:</b>	Hon Chris Hipkins, Minister of Education		
<b>Date:</b>	04 April 2022	<b>Priority:</b>	Medium
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<b>Messaging seen by Communications team:</b>	No	<b>Round Robin:</b>	No

### Purpose of Report

This paper provides you with background information and talking points for your meeting with Cherie Taylor-Patel, National President of the New Zealand Principals Federation – Ngā Tumuaki o Aotearoa (NZPF). The NZPF represents more than 2,000 principals from the state and state-integrated primary, intermediate, middle and secondary schools. The meeting is scheduled for Thursday 14 April 2022 in your office.

### Summary

Cherie Taylor-Patel is interested in discussing:

- Key priorities that you have for 2022 in Māori Education
- Upscaling Mana Ake as a first step in the Post-Covid education recovery
- Resourcing support around transitioning excluded students into schools
- NELP 3 – Quality Leadership and Quality Teaching

## Proactive Release

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- a **agree** that the Ministry of Education release this briefing in full once it has been considered by you. Any information which may need to be withheld will be done so in line with the provisions of the Official Information Act 1982.

☒ **Agree** ☐ **Disagree.**



Tipene Chrisp  
**Group Manager Māori Policy**  
**Te Puna Kaupapahere**

04/04/2022



Hon Kelvin Davis  
**Associate Minister of**  
**Māori Education**

09/04/2022

## Background

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1. You are meeting with Cherie Taylor-Patel, National President of NZPF on Thursday 14 April 2022. The NZPF represents more than 2000 principals from the education sector.
2. Dr Taylor-Patel was elected President of the NZPF in January 2022, and this will be your first meeting together. The position was previously held by Perry Rush who you have previously met on a quarterly basis.
3. Dr Taylor-Patel has extensive experience as a school principal and was one of the founders of the West Auckland Principals' Association (WAPA) as principal of Flanshaw Road School.
4. Your previous discussions with the NZPF have included topics such as: support for schools and iwi to engage with each other to support learning and wellbeing outcomes; opportunities for building cultural competence of the education workforce; support for Māori Medium education; support for ākonga with wellbeing and behaviour needs that may be challenging to others; and support and risk planning for suspended, excluded, or 'directed enrolment' students
5. In this meeting, Dr Taylor-Patel would like to discuss your key priorities for Māori education in 2022; upscaling Mana Ake as a first step in the Post-Covid education recovery; resourcing support around transitioning excluded students into schools; and support for quality leadership and teaching.

## Key Priorities for Māori Education 2022

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6. The key priorities that we have identified for this year continue to give effect to Ka Hikitia and Tau Mai te Reo through new and continuing work programmes, initiatives and investments.
7. Ka Hikitia outlines the systemic shifts needed in education for Māori to enjoy and achieve educational success as Māori. The approach to do this is organised within 5 outcome domains: te Whānau; te Tangata; te Kanorautanga; te Tuakiritanga; and te Rangatiratanga.
8. Tau Mai te Reo is framed against the Maihi Karauna, and the approach is in three parts, Mihi Mai, Kōrero Mai and Tau Mai. This approach targets all levels of proficiency ranging from valuing te reo Māori, to learning and acquiring the language through to high level proficiency and immersion.
9. The priorities giving effect to these outcome domains this year include: growing Māori Medium and Kaupapa Māori education; investing in iwi to help broker relationships with schools and to support learners and whanau; addressing racism and discrimination through Te Hurihanganui; ending streaming through ongoing work with Tokona Te Raki; increasing te reo Māori capabilities of the workforce through Te Ahu o te reo Māori; and introducing Aotearoa New Zealand histories with localised content.
10. **Growing Māori Medium and Kaupapa Māori Education** (te Tuakiritanga, te Kanorautanga, Tau Mai)
  - a. The development of a Māori medium and kaupapa Māori pathways work programme with Māori supports education objectives of ākonga Māori, tamariki and rangatahi to be able to learn in a system where they can feel safe and confident in themselves and connected to their learning environments.

- b. The work programme is being developed in conjunction with an independent Māori Education Oversight Group, Te Pae Roa. It aims for a target of 30 percent of Māori Learners participating in Māori medium and kaupapa Māori schools and early learning services by 2040, and to grow the kaupapa Māori workforce.
11. **Investing in Iwi** (Te Whānau, Te Rangatiratanga)
- a. We are working to support schools and iwi to engage with each other to support learning and wellbeing outcomes and to support updated Te Tiriti obligations in the Education and Training Act 2020.
  - b. The Ministry is doing this through: Curriculum Leads in regional offices; funding for iwi to collaborate with Kāhui Ako; Toikuranui investment funding for initiatives that support iwi and hapū to develop or implement their education strategies and strengthen connections between Māori learners, their whānau and education services; and whānau engagement funding to provide engagement, and facilitation and brokerage services between Māori learners and whānau and local education and wellbeing services.
  - c. The recent Te Kawenata agreement with Ngā Iwi (Tūwharetoa, Raukawa and Waikato Tainui) is an example of how the Ministry is working to support connections between iwi and local schools through partnership.
12. **Addressing Racism and Discrimination** (Te Tangata)
- Te Hurihanganui continues this year to support communities to work together to address racism and inequity so that they can accelerate the achievement and wellbeing of ākonga Māori and their whānau. The programme is being delivered in 6 communities across Aotearoa. What works in communities will then be built back into the education system so that we see transformative shifts for all ākonga Māori and their whānau throughout the education system.
13. **Ending Streaming in Aotearoa** (Te Whānau, Te Tangata)
- a. Ākonga Māori and their whānau have told us from their experience that institutional bias and discrimination often leads to being streamed into lower-level classes than their peers. This places limits on the ability of ākonga Māori to achieve their full potential.
  - b. The Ministry is continuing to work with Tokona Te Raki alongside education organisations to support the education sector to move away from streaming. The task of the Design Team is to develop an action plan that will be ready by July 2022.
  - c. There are ongoing efforts to incorporate a lens on ending streaming in various pieces of work, including through the recent release of two strategies – *Hei Raukura Mō te Mokopuna* focused on strengthening te reo Matatini and pāngarau for ākonga learning in and through te reo Māori, and the *Literacy & Communication and Maths Strategy* focused on English-medium settings. Both strategies have a strong focus on an inclusive approach for all learners
14. **Te Reo Māori for the Education Workforce** (Mihi Mai, Kōrero Mai, Te Tuakiritanga)
- Te Ahu o te Reo Māori continues to be available across all 10 Ministry of Education regions this year. It aims to support early learning to secondary school leaders, kaiako and support staff to grow their capability and confidence in using and integrating te reo Māori into the learning of all ākonga. Participants have the opportunity to engage and understand a different worldview; engage in cultural practices, narratives, and histories relevant to Aotearoa and to the system that supports the education of all students.
15. **Aotearoa New Zealand Histories | Te Takanga o Te Wā** (Te Kanorautanga)
- From 2023, Te Takanga o Te Wā and Aotearoa New Zealand's histories will be part of all kura and schools' marau ā-kura and local curriculum. The final content has been

released in March 2022 to give kura and schools time to plan for implementation of the new curriculum content from term 1 2023. This year there will be opportunities for whānau and communities to contribute to the development of their school or kura local curriculum | marau ā-kura, to include local critical histories. The purpose of the marau ā-kura | local curriculum is to be explicit and intentional in delivering teaching and learning to meet the needs and aspirations of ākonga and their whānau.

### Upscaling Mana Ake as a First Step in Post-Covid Education Recovery

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16. Mana Ake provides support to children, promoting wellbeing and positive mental health. It started in Canterbury in 2018.
17. In April 2021 the Government announced the expansion of Mana Ake into five District Health Board (DHB) areas to provide more school-based mental wellbeing support to children in years 1 to 8 (ages 5 to 12). One-off funding of \$12 million from Budget 2021 was made available to:
  - a. continue Mana Ake service delivery in Canterbury and Kaikōura
  - b. develop co-design proposals in the DHB expansion areas and
  - c. commence service delivery in up to two of those areas.
18. 9(2)(f)(iv) [Redacted]
19. 9(2)(f)(iv) [Redacted]
20. 9(2)(f)(iv) [Redacted]

### Resourcing Support around Transitioning Excluded Students into Schools

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21. Currently, the Ministry does not explicitly provide additional support for transitioning excluded ākonga into new schools. Support would be provided if ākonga have learning support needs that are identified, but not solely because they have been excluded.
22. There will be ākonga who have been excluded from schools who will have unmet learning support needs. In this case new schools they are transitioning to may need additional resourcing to meet those needs.
23. Schools could act earlier to identify and meet the needs of ākonga, so they don't get to the point of being excluded. This could include utilising existing supports, such as Learning Support Co-ordinators and universal initiatives like PB4L, so that schools are more welcoming for this cohort of ākonga.
24. The Ministry has initiated work in the at-risk space to better identify the best pathways for ākonga who are becoming disengaged and have behaviour and learning support needs that can't be met in schools. This will ensure that this is a planned pathway for

as long as they need it, not an end point. This will include looking at existing alternative education settings and the Te Tupu Managed Moves pilot.

25. Minister Tinetti is leading the development of an Engagement in Learning Strategy which signals a new approach based on supporting all ākonga to access learning by removing barriers and making places of learning safe and inclusive. Early intervention is a key focus of the strategy. Minister Tinetti is also leading the development of the Government response to the recent inquiry into attendance completed by the Education and Workforce Select Committee. Many submissions specifically raised the barriers to educational engagement faced by disadvantaged and disengaged students.

## Quality Teaching and Leadership

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### **The Refresh of the New Zealand Curriculum**

26. To deliver the NELP Objective of Quality Teaching and Leadership, the refreshed NZC aims to honour Te Tiriti o Waitangi, to be inclusive, to be clear about what learners need to understand, know and do and to be easy for teachers and kaiako to use.
27. The approach to learning areas is changing to use a consistent content structure. Pedagogy statements will outline the most important elements of teaching within a subject area, guiding teaching to be Tiriti honouring and inclusive.
28. The implementation package is designed to be choice-driven, giving schools the option to choose between different supports available to them to suit their needs. The Curriculum Leads will provide regional opportunities for tumuaki, leaders, kaiako and teachers to engage with the curriculum content and resources and design quality learning experiences.

### **Redesign of Te Marautanga o Aotearoa**

29. The most significant shift proposed for Te Marautanga o Aotearoa to address equity, trust and coherence will be through the integration of He Tamaiti Hei Raukura. This will provide clarity and ensure those learning and teaching through te reo Māori are supported by an ākonga centred, holistic and future-focused curriculum framework grounded in te ao Māori.
30. The redesign of Te Marautanga will happen in partnership with the education workforce and external groups, including whānau, hapū and iwi. The Ministry will also engage with professional groups, education peak bodies, and education agencies and associations. The redesigned Te Marautanga o Aotearoa will be completed by the end of 2025.

### **Professional Learning and Development**

31. The Ministry is working with the sector to develop the sustainable, culturally capable leadership and teaching needed to deliver equity and excellence to all ākonga.
32. Over 2022 the Ministry worked with Te Akatea Māori Principals Association to establish two new 'by Māori for Māori' leadership development programmes for Māori tumuaki, kaiako and emerging leaders in schools and kura. The kaupapa are founded on Māori values, ideology, leadership and knowledge in education. Their design provides opportunities to build teaching and leadership capability, knowledge and skills as Māori.
33. In addition, the 'for principals by principals' approach of the Māori Achievement Collaborative (MAC) professional learning and development kaupapa was established in mid-2019 and is proving to be scalable in its delivery. This PLD supports and

achieves enduring and sustainable change to schools each year. The MAC Kaupapa focusses on Te Tiriti o Waitangi, culturally responsive learning contexts and effective teaching.

34. The Networks of Expertise programme identifies gaps in teaching capability and invests in opportunities for teachers/kaiako, educators and staff to strengthen teaching, leadership and learning support. These 36 Networks are supported by a Network Hub which plays a national coordination role to grow cultural capabilities.
35. In alignment with the Action Plan for Pacific Education 2020-2030, the Ministry has supported the growth of Tautai o le Moana since 2020 to develop professional development to support better outcomes for pacific learners. This activity supports effective teaching and building leadership capabilities operating 'for principals by principals' as Tautai, and as future facilitators and peer to peer mentors in their communities and across the Tautai o le Moana Network.
36. These new and updated services complement the already established Leadership Advisers service. This service supports staff to strengthen teaching, leadership and learner support capability in the direction of the Teaching Council's Leadership Strategy | Rautaki Kaihautū.

## Annexes

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### Annex 1: NZPF Meeting on 14 April: Talking Points

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### **Key Priorities for Māori Education in 2022**

- We have a big work programme this to give practical effect to Ka Hikita and Tau Mai Te Reo. This is really exciting.
- I am really focussed on our Māori Medium and Kaupapa Māori work programme. I want to grow the numbers of learners in Māori Medium and strengthen our support for them.
- There are some other big ticket items too. We have a major focus on addressing racism and discrimination, through Te Hurihanganui and our work on ending streaming.
- I've been really pleased to see NZPF leaning in and supporting the work with Tokona Te Raki.

### **Upscaling Mana Ake as a first step in the Post-Covid education recovery**

- I have been encouraged by seeing the success of Mana Ake in Canterbury so far. It is great that this is being expanded.
- We are committed to supporting our young people and their whānau and I think promoting wellbeing and positive mental health is essential.
- It's great to see that regional Principal's associations have been involved in this work.

### **Resourcing support around transitioning excluded students into schools**

- It is encouraging that many schools are interested in working together to better support ākonga who have been excluded.
- I would like to see a proactive solution that supports schools to act early to identify and meet the needs of ākonga.
- Therefore, I would like the focus to be on supporting inclusive learning environments where diversity is valued and planned for.
- The Ministry has initiated work in this space to better identify the best pathways for ākonga who have become disengaged.

### **Quality Leadership and Quality Teaching**

- In my experience as a teacher and principal, I know the importance of consistent support to enhance quality teaching and leadership.
- We have some great work underway support this space including a variety of Professional Learning and Development opportunities.
- Some great work is happening with the Refresh of the New Zealand Curriculum and redesign of Te Marautanga to make them easy to use and support teaching approaches in the classroom.
- We are always thinking about how to enhance this space. In addition to existing PLD programmes, the Ministry are working with the sector to develop effective new programmes.