



Briefing Note: Update on the end of financial year spend for the COVID-19 Recovery and Response Funding (CRRF) tagged for Māori learners and their whānau.

To:	Hon Kelvin Davis, Associate Minister of Education – (Māori Education)		
Cc:	Hon Chris Hipkins, Minister of Education		
Date:	10 August 2021	Priority:	High
Security Level:	Budget Sensitive	METIS No:	1268462
Drafter:	Shane Coleman	DDI:	04 463 1928
Key Contact:	Daryn Bean	DDI:	04 439 5478
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Purpose of Report

1. The purpose of this paper is to update you on the end of financial year spend for the COVID-19 Recovery and Response Funding (CRRF) tagged for Māori learners and their whānau, and to provide an update on the proposed spend for the 2021/22 financial year.

Summary

2. As part of the COVID-19 response, Cabinet approved funding to support Māori learners and whānau to reconnect with education services following COVID-19. This funding equated to \$60m and was intended to be spent by engaging Iwi and Māori organisations to provide facilitation and brokerage services to achieve successful outcomes.
3. On 6 August 2021 Minister Hipkins received a spending forecast of the allocation of the COVID-19 Recovery and Response Funding (CRRF). This report provides updated details year ending 30 June 2021. The latest report [refer METIS 1264865] indicated that the spend for Māori learners and their whānau has moved from red to amber.

4.

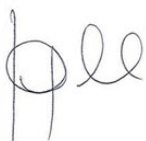
9(2)(f)(iv)

5. The Ministry has sought to do things differently in the allocation of these funds; across all business units, Ministry officials have sought to build relationships with whānau, hapū, and Iwi, and to co-design programmes which provide community-based responses to community needs. This is a new and emerging way of working for the Ministry.
6. Funding provided to the community to improve outcomes for ākonga Māori and their whānau has been spent on increasing the provision of te reo Māori, developing local curriculum, resources, and support for teachers, students, schools, and whānau.
7. Funding has also gone into a range of work programmes that support whānau and ākonga to engage and remain in education. This funding was distributed at a regional level through partnerships with whānau, hapū, and Iwi, and Māori organisations.
8. For the 2021/22 financial year, the CRRF spend becomes part of the Ministry's business as usual work programme. The Ministry will update you quarterly on the progression and outcomes of this work programme.

Proactive Release

- a **agree** that this briefing is not published due to the commercial sensitivity of the report.

Agree / Disagree.



Daryn Bean
Tumu Te Mātauranga Māori
Māori Education Group

10/08/2021



Hon Kelvin Davis
Associate Minister of Education
(Māori Education)

08/09/2021

Background

1. Minister Hipkins, Minister of Education, received advice from officials on forecasted CRRF spending on 6 August 2021 [refer METIS 1264865].
2. As the Associate Minister of Education (Māori Education), you have been given responsibility for funding tagged to Māori learners and their whānau.
3. A large proportion of this fund focuses on strengthening the delivery of Māori Language in Education through enhanced distance learning and place-based blended approaches, including targeted support for the education workforce, resource development and information for learners and whānau.
4. Ministry of Education officials have worked to engage Iwi and Māori organisations to provide facilitation, innovation programmes, and brokerage services to support ākonga to achieve successful educational outcomes. We are working with our partners across the country and are committed to working in new ways to strengthen these relationships. This has taken time, but the desired outcomes will be positive for whānau, hapū, and Iwi.

Summary for end of 2020/2021 Financial Year

5. The Ministry is pleased that the spend for Māori learners and Te Reo Māori post-COVID-19 has moved from red to amber. Below is the breakdown of the spend and/or committed funding of the \$56m to date. The Ministry has spent or committed funding to the value of \$37.9m.

Table One: Summary of Spend - CRRF Māori learners and their whānau

Funding Project Name	Budgeted	Actual Spend	Underspend
Rauemi			
Te Aho Ngārahu R4			
Te Aho o te Reo Māori			
Te Kawa Matakura			
Kura Whānau Reo			
Pūhoro STEM Programme			
Ngā Kura ā Iwi			
Te Runanga Nui o Ngā Kura Kaupapa o Aotearoa			
Ngāti Rārua Iwi Trust on behalf of Mātauranga Iwi Leaders Group			

Funding Project Name	Budgeted	Actual Spend	Underspend
Innovative funding for Iwi	9(2)(f)(iv)		
Waikato Raupatu Lands Trust			
Whānau Engagement Fund			

6. 9(2)(f)(iv)

7. The Ministry has spent \$10.88m on departmental costs. A breakdown of the spend is attached as Annex 1.

9(2)(f)(iv)

Update on the Work Programme

8. The work programme for the CRRF Māori Learners and their whānau has been divided into different work streams each setting their own contractable timelines and outcomes. Refer to the following breakdowns:

Te Ahu o te Reo Māori

9. Te Ahu o Te Reo Māori was allocated approximately half of the CRRF 2020/21 to strengthen the provision of Te Reo Māori by encouraging the education workforce to grow their confidence in using te reo and integrating it into the learning of all ākonga and students. In May we reported that 9(2)(f)(iv) had been committed to 30 June 2021. This amount has since been amended to 9(2)(f)(iv) was not finalised as initially anticipated in June.

10. 9(2)(f)(iv)

11.

9(2)(f)(iv)

12. Four providers were contracted to complete the testing phase of Te Ahu o te Reo Māori in four regions. Testing was completed in August 2020. Currently, 1,054 participants including principals, teachers, and support staff have successfully completed the programme across all four regions.
13. An independent evaluation along with participant feedback pointed to the success of the testing, where course facilitation was rated highly, and participants significantly increased their ability to use te reo Māori correctly and confidently in the classroom.
14. As part of the expansion of Te Ahu o te Reo Māori, 12 expert te reo Māori providers were contracted to deliver Te Ahu o te Reo Māori in the 2021/22 financial year, across each of the 10 Ministry regions. Our aim is to deliver to 7,000 participants.

Developing a new way of working

15. Te Ahu o Te Reo Māori exemplifies a way of working that is grounded in Te Tiriti o Waitangi, as this initiative provides opportunities for te reo Māori to be normalised, and for Māori identity and culture to be shared and embraced.
16. Kaimahi in both English and Māori medium education settings across the motu are invited to participate and have the opportunity to learn te reo Māori, and to engage with and build their understanding of te ao Māori.
17. The initiative 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. The five focus areas are:
- Local dialect – local words, phrases, karakia, waiata, and sayings.
 - Use – practise of reo, appropriate for a classroom setting.
 - Grammar – foundations of grammar and writing conventions.
 - Curriculum – development of learning content for regular activity.
 - Revitalisation – language planning for the school/ early learning services/ classroom.
18. While this is a Ministry initiative, the programme is delivered by local experts in each of the 10 Ministry regions. This ensures an authentic delivery using local mita, and allows for greater involvement of local Iwi and hapū in the teaching of their reo to the local schooling workforce.

Te Aho Ngārahu R4

19. Within this work programme, provider contracts were commissioned last year (2020) to create new curriculum teaching and learning resources for both English and Māori medium education settings. Last year, 18 new resources were delivered to schools and kura, celebrating local stories that exemplify kōrero of importance to hapū and Iwi, specific to their rohe and tribal narratives.
20. For this work programme, 9(2)(f)(iv)

Developing a new way of working

21. Te Aho Ngārahu exemplifies a way of working that is grounded in Te Tiriti o Waitangi whereby the Ministry partners with local storytellers to create new curriculum resources for both English and Māori medium education settings. Often these storytellers are Iwi, hapū, or whānau representatives telling their own unique stories in their own words. These are then shared far and wide across the motu for all ākonga to use.
22. These resources are produced in te reo Māori in print and digital form, to support kura to enhance their local knowledge, which in turn informs the development and ongoing review of marau ā-kura.
23. All narratives are endorsed by an Iwi, hapū, or whānau entity, and the intellectual property (IP) is maintained by that entity. Additionally, a 10-year license is granted to the Ministry of Education for the purposes of distributing these resources to schools and kura.
24. Te Aho Ngārahu ensures that the storyteller is a co-developer of the resources, to ensure its authenticity from the outset of production right through to final resource launch. Each resource is different, and unique to the storyteller.
25. The intended outcomes of Te Aho Ngārahu are:
 - Increased availability and use of localised te reo Māori resources.
 - Increased availability and use of curriculum resources to support the teaching and learning of NZ histories.
 - Wider public appreciation, increased awareness, and deeper understanding of te reo Māori and local histories.
 - Strengthened relationships and partnerships between the Ministry, whānau, hapū, Iwi, and local communities.
 - Learning programmes supported by quality te reo Māori localised resources.

Te Kawa Matakura

26. There is a delay in the development of Te Kawa Matakura due to the new direction of the programme being tested in Te Taitokerau. Discussions with Te Tauīhu o Ngā Wānanga about the expansion of Te Kawa Matakura and a partnership with Iwi to roll out the programme into other regions were postponed while the Ministry worked with Te Taumata Whakahaere I Governance Group Te Taitokerau. Discussions focus on the new direction of the programme, and the potential impact and implications moving forward.
27. Te Taumata Whakahaere have led the delivery of Te Tauranga Kōtuku Rerenga Tahi programme in Te Taitokerau. Ati ā-Toa (future guardians) have been learning their mātauranga ā-Iwi from ngaio (knowledgeable elders) and are progressing towards completing the requirements of the programme by December 2021.

Kura Whānau Reo

28. There has been no spend to date for Kura Whānau Reo while the Ministry co-designs an appropriate and relevant communications pack with the regions to confirm the criteria for the pilot.
29. Although the funding allocation cannot be finalised, the Ministry is working closely with the regional champions to ensure a diverse range of Iwi or hapū agencies are offered an opportunity to participate in this 18-month pilot.
30. Kura Whānau Reo has been put on hold until after the discussions with Te Taihū o Ngā Wānanga have concluded. The Ministry is currently identifying the final key pilot regions. In anticipation of this co-design work, the Ministry has identified the Iwi and hapū who have prioritised language learning with whānau to participate in Kura Whānau Reo. The regional offices are currently working with their Iwi and hapū to deliver this.

Rauemi

31. 9(2)(f)(iv)
resources for kura kaupapa Māori and reo Māori settings are being prepared for an August release. Additionally, nine new titles for learners of te reo Māori, in the series Reo Tupu, are also being prepared for distribution to English Medium schools.
32. Seven contracts were commissioned across the following Rauemi projects:
 - Ngā Kete Kōrero – a series of reading resources written in te reo Māori that are organised into levels of difficulty to support ākonga learning to read in Māori. 135 titles were re-levelled and redistributed last year.
 - Pae Akonga – four digital platforms were developed to support literacy for ākonga from years 1-10. These will be tested in the new financial year.
 - Papakupu - a collection of dedicated printed dictionaries for Te Marautanga o Aotearoa were (and continue to be) updated, enabling teachers and students to access detailed explanations of the language used within key learning areas.
 - Paekupu – a collection of dedicated online dictionaries for Te Marautanga o Aotearoa were (and continue to be) developed, enabling teachers and students to access detailed explanations of the language used within key learning areas.

Pūhoro STEM Programme

33. A funding partnership between the Ministry and Pūhoro Charitable Trust Board to the 9(2)(f)(iv) was signed in June 2021. This partnership supports the regional delivery of the Pūhoro STEM Programme in 11 regions. 9(2)(f)(iv)

Developing a new way of working

34. This partnership will enable 2,930 ākonga Māori access to this programme, which will accelerate Māori ākonga in Science, Technology, Engineering and Mathematics. The STEM sector will form a significant part of New Zealand's economy in the future and ensuring ākonga Māori have access to this programme aligns to the aspirations and

outcomes of Ka Hikitia. This partnership fosters a tripartite agreement working collectively with the Ministry, Iwi, and tertiary institutes and/or industry.

Ngā Kura ā Iwi

35. The Ngā Kura ā Iwi (NKāl) multiyear outcomes agreement aims to focus and progress the high-level priorities which encompass equity and wellbeing, early learning, and school curriculum, connecting education and employment, whānau engagement, and te reo Māori. 9(2)(f)(iv)
36. Through this investment, the Ministry have seen initiatives that support NKāl principals through professional growth and personal wellbeing. This was delivered through the two Wānanga Tumuaki – Oranga Tumuaki, Oranga Kura in June 2021. NKāl will host a two-day hui ā motu this month for professional and personal wellbeing development for 450 NKāl teachers and principals.

Developing a new way of working

37. NKāl continues to engage with whānau through working alongside Iwi, hāpu, and whānau. This ensures that kura and communities do not work in isolation, and that they are part of a network of like-minded communities. They will be able to celebrate the diversity of their kura, and identify how common goals, strategies and solutions serve kura across their network in collaboration with the kura and whānau.

Te Runanga Nui o Ngā Kura Kaupapa o Aotearoa

38. This funding further supports Te Runanga Nui o Ngā Kura Kaupapa o Aotearoa (TRN) to engage with whānau through their various PLD provisions – specifically the Poutiria te Aroha kaupapa. This kaupapa develops an indigenous model to tiaki vulnerable tamariki and whānau.
39. 9(2)(f)(iv)

Ngāti Rārua Iwi Trust on behalf of Mātauranga Iwi Leaders Group

40. The purpose of the Mātauranga Iwi Leaders Group (MILG) funding agreement is to support them to respond to Ministry policy documents and consultations. It also supports the rangatiratanga approach for MILG to develop their own agenda and policy position on matters of importance to them. 9(2)(f)(iv)

Developing a new way of working

41. The funding has made it possible to ensure the MILG has the ability and capacity to undertake meaningful engagement with the Ministry. The MILG has been able to engage with whānau through supporting mana whenua engagement in the Aotearoa New Zealand Histories programme of work and identifying the digital needs of Iwi. The MILG have also supported rangatahi engagement through the rangatahi technician internships kaupapa.

Innovative funding for Iwi - Waikato Raupatu Lands Trust

42. A kawenata (partnership relationship agreement) between the Ministry and Ngā Iwi (Tūwharetoa, Raukawa and Waikato-Tainui) was signed in April 2021. The kawenata outlines the new way of working between Ngā Iwi and the Ministry.
43. 9(2)(f)(iv)
44. The Kawenata will streamline some of the processes currently in place at the Ministry by employing a 'one-Ministry' approach with Ngā Iwi, rather than the current highly transactional approach with multiple points of contact and relationships across the Ministry. Priorities for Ngā Iwi include having a seat at the table to influence key policies and programmes that impact ākonga Māori and their whānau. Ngā Iwi also want to implement initiatives to support Māori educational success as Māori.

Developing a new way of working

45. The kawenata is an expression of te Tiriti o Waitangi based on ōritetanga and tino rangatiratanga. It involves Iwi and the Ministry sitting down as partners from concept to delivery so that Ngā Iwi, ākonga, and mokopuna can thrive and experience the world knowing and understanding who they are.

Kia Manawaroa

46. Kia Manawaroa is a digital newsletter and was initially established during the first COVID-19 lockdown as a 'one stop shop' for updates about COVID-related changes in the education sector for Māori and Iwi audiences.
47. Kia Manawaroa has since evolved into a fortnightly newsletter to support whānau Māori with ākonga in the education system by:
- Sharing practical information to support whānau to sustain tamariki and rangatahi as they learn, in and out of the classroom.
 - Promote positive stories of Māori achieving success as Māori.
 - Promote scholarships.
 - Keep whānau up to date about changes, opportunities, and milestones in the education system.
 - Promote, celebrate, and normalise Te Reo Māori.

48. 9(2)(f)(iv)

49. Kia Manawaroa is the Ministry's only dedicated channel to communicate with whānau Māori.

Whānau Engagement Fund

50. The Whānau Engagement Fund has been established to support ākonga and their whānau to reconnect ākonga into an education pathway. The Ministry has partnered with 80 Iwi and Māori organisations to support ākonga and their whānau to achieve their educational goals and aspirations through various pathways and initiatives. Of the \$8.2m allocated to this fund in the 2020/21 financial year, there is 9(2)(f)(iv)

51. The table below indicates the allocation of funding by region:

Table Three: Allocation of funding (by Region) from the Whānau Engagement Fund

Region	Total contract value
Taitokerau	9(2)(f)(iv)
Auckland	
Waikato	
Bay of Plenty/Waiariki	
Hawkes Bay/Tairāwhiti	
Taranaki/Whanganui/Manawatū	
Wellington	
Nelson/Marlborough/West Coast	
Canterbury	
Otago/Southland	

52. There are numerous examples of how this fund is being utilised across the country. Some examples of these initiatives include:

- **Engagement with whānau** – Support is being given to ākonga to engage in education over the next two years by providing resources and engaging whānau and ākonga to return to education. In the Auckland Region, 150 ākonga and their whānau will be identified through partner organisations and social wellbeing providers, Iwi, and education providers to be part of this programme.
- **Youth Mentoring** – Up to 24 days of youth mentoring will be delivered over a six-month period. It is also expected six wānanga for whānau, six wānanga for kaimahi ā kura, and three noho marae will be delivered over a six-month period.
- **Increased Attendance** – Initiatives to increase whānau engagement with schools to improve attendance and engagement of ākonga. The Ministry anticipates engagement with 50% of schools in the Tairāwhiti region.
- **Learning Support for Ākonga** – A programme has been established with Iwi to prepare and implement a learning support delivery plan in the local secondary school (working in partnership with Māori learners, whānau and schools).
- **Support in Digital Technology** – Ākonga will have access to teachers for one-to-one support, participate in wānanga and be provided with digital devices to assist their learning and engagement.

Developing a new way of working

53. We have worked in partnership with Iwi and utilised their local knowledge, skills, and expertise to ensure our service delivery is culturally responsive through relational connectedness, which in turn provides opportunities to build trust and confidence. Some of these initiatives include:

- **Rau Ora - Wellbeing and Education support** – is a marae-based wānanga initiative that will support tamariki, rangatahi and their whānau in the community to strengthen wellbeing through a cultural lens and educational pathways.
- **Whakatōheatanga** – provides a pathway of engagement in partnership with the kura through wānanga whakairo. The kaupapa will be based on Whakatōheatanga and will utilise the cultural capacity of Iwi, hapū, whānau, and rangatahi, and grow it to enable rangatahi to reach their full potential.

- **Training and Development Webinars** – is a 10-week programme to provide cultural and professional development to teachers and educators, and whānau, hapū, and Iwi members on Ngāti Kahutanga.
- **Tuhura Papatūānuku** – is a marae and wānanga based programme that invites tamariki in years seven and eight (and their whānau) from schools within the rohe to engage and participate in learning about pūtaiao/science through a te ao Māori lens.

Planned activity of the 2021/2022 Financial Year

54. For this financial year the Ministry will continue to strengthen its relationships with whānau, hapū, and Iwi to improve the outcomes for ākonga and their whānau.
55. For the Whānau Engagement Fund, regions that have annual agreements will continue to partner with Iwi and Māori Organisations to ensure:
 - Māori learners and whānau are aware of the range and scale of education and wellbeing services that are available to them (including skills training and employment pathways).
 - Māori learners and whānau are supported to re-engage with local education services and access education and wellbeing support.
 - Local education services are prompted and supported to engage with Māori learners and whānau and provide high quality services to them.
 - there is a trouble-shooting facility in place if Māori learners and whānau are not able to access services and entitlements that they seek.
56. Te Ahu o Te Reo Māori, Te Aho Ngārahu, and Rauemi programmes will become business as usual, with the projects being forecast to run across multiple financial years.
 - During Te Ahu o Te Reo Māori national delivery, the Ministry expects to reach up to 40,000 teachers, leaders, and support staff over the next four years. Funding will be used for delivery costs including engaging providers and te reo Māori tutors, developing, and distributing Rauemi, and continued promotion of the programme.
 - We will continue to develop and deliver Iwi stories for Te Aho Ngārahu in the 2021/22 financial year. This will include authentic partnering with storytellers for the creation of stories, printing, and digital publication.
 - The Rauemi workstream will continue to focus on distribution of te reo Māori resources to support teaching and learning in both English and Māori medium education settings.
57. Kura Whānau Reo and Te Kawa Matakura are undertaking a co-design approach with external partners around programme development and stakeholder communication.
 - We expect funding for Te Kawa Matakura this financial year will be allocated toward implementation of the programme to regions beyond Te Taitokerau, and the review of the current test pilot.
 - Design of a Kura Whānau Reo pilot will include engagement and co-design with relevant stakeholders, including regional offices, Iwi, and hapū. This initiative is intended to support the learning of te reo Māori in whānau of ākonga in Māori medium education, which has been identified as a priority.

58. All remaining programmes which make up CRRF for Māori learners and their whānau will become business as usual, and will continue to support our Māori Education groups, or Iwi, to drive forward an innovative way of working that enables Iwi and Māori to engage their whānau in education.

Next Steps

59. Minister Hipkins' Office has requested a move to quarterly reporting for CRRF in line with the fund transitioning to a business-as-usual cycle. In discussions with your office, we have suggested that we send an update on the spend for Māori learners and their whānau at the same time. The next report is due to Minister Hipkins in October 2021.

Annexes

Annex 1: Departmental Spend from CRRF – Māori Learners and their whānau

Annex 1

Departmental Spend from the CRRF – Māori Learners and their whānau

Departmental	Spend
Rauemi	Rauemi Departmental spend for 2020/21 is \$0.91m
Te Ahu o te Reo Māori	Departmental spend for 2020/21 is \$5.95m - all relating to reprioritised work programmes
Te Kawa Matakura	Te Kawa Matakura has both Departmental spend and Non-Departmental spend. Departmental spend for 2020/21 is \$0.50
Whānau Engagement Fund	Budget 2020/21 - \$2.04m - \$1.0m for establishment activities and PLD; \$1.04m for 8 FTEs (Whānau engagement in the regions) Actual 2020/21 spend: \$1.7m (\$341,690 underspend – tagged to Corporate overheads).
Pūhoro STEM Programme, Ngā Kura ā Iwi, Te Runanga Nui o Ngā Kura Kaupapa o Aotearoa, Ngāti Rārua Iwi Trust on behalf of Mātauranga Iwi Leaders Group, Innovative funding for Iwi Waikato Raupatu Lands Trust	\$0.22m was allocated to operational expenses through the Relationships and Mātauranga Māori Team, and the Office of the Deputy Secretary Māori Education. This covered the cost of administrative support on engagement, procurement, contracting, finance, and administration.