



## Briefing Note: Te Hurihanganui Update

<b>To:</b>	Hon Kelvin Davis, Associate Minister of Education – (Māori Education)		
<b>Cc:</b>	Hon Chris Hipkins, Minister of Education		
<b>Date:</b>	5 February 2021	<b>Priority:</b>	Medium
<b>Security Level:</b>	In Confidence	<b>METIS No:</b>	1249610
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<b>Messaging seen by Communications team:</b>	N/A	<b>Round Robin:</b>	N/A

### Purpose of Report

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

### Summary

- We have three communities up and running, two on the way and one starting out. This includes 8 iwi and 44 education providers.
- You may be interested in attending upcoming community launches. We anticipate launches for Nelson and Manurewa to take place towards the end of term one and will forward details about the events as they are confirmed.
- We have invested time and effort into building relationships across communities to make meaningful change.
- We are also doing things differently - prioritising tino rangatiratanga of mana whenua, holding space for those who are underserved, and working hard not to over-complicate our language so everyone can contribute.
- Our implementation approach emphasises the need to constantly weave community implementation, system change and evaluation together.
- Every quarter we will have wānanga to: consider what works and what doesn't; make changes to what's happening on the ground; and identify ways that the system can support and embed Te Hurihanganui.
- We are working across the education system and wider government agencies to find ways to 'feed-back' and 'feed-forward' into our wānanga process.
- Attached for your reference are two A3s that provide a summary of Te Hurihanganui implementation.

## Proactive Release

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**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**  
Parent Information and Community Intelligence

05 / 02 / 2021



Hon Kelvin Davis  
**Associate Minister of Education**

11 / 2 / 21

## 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. 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 kaupapa Māori evaluation and the Ministry will actively work across the system to embed *Te Hurihanganui* practices and insights across the system.

## What's happening in communities

### Community progress

3. We have three communities up and running, two on the way and one starting out:
  - Te Puke, Porirua/Tawa and Te Tai Tonga have celebrated their launches and are working with Te Whānau o Te Hurihanganui to build understanding and skills for change. The launches have been well received in their communities.
  - We are working with Nelson and Manurewa to build relationships and prepare for their launch.
  - We are working with our regional office to meet with mana whenua in 9(2)(ba)(i) so that we can confirm their participation.
4. So far, our communities include:
  - 8 mana whenua iwi (with many more hapū, marae and rūnanga)
  - 14 early learning services (including 3 puna reo or kōhanga reo)
  - 19 primary schools (4 with rūmaki units)
  - 4 intermediate schools
  - 6 secondary schools
  - 1 alternative education provider

We have yet to confirm which services and schools might be involved in 9(2)(ba)(i)

### You might be particularly interested in upcoming launches

5. We anticipate launches for Nelson and Manurewa to take place towards the end of term one and will forward details about the events as they are confirmed.
6. If there are particular dates that you may be available in the first two weeks of April, please let us know.

### Whanaungatanga is deliberate and intensive

7. Te Hurihanganui requires collective action to make meaningful change. We have invested time and effort into building relationships across communities to support their journeys.
8. Addressing racism and inequity is hard work. We need to grow trust and respect between Te Whānau o Te Hurihanganui and the communities so that we can get the best outcome for ākonga Māori and their whānau.

### What we are doing differently

9. Our implementation approach reflects Te Tiriti. That means:
  - we hold space for tangata whenua to lead (*Article 2 – tino rangatiratanga*),
  - we work with Māori and non-Māori in real and meaningful ways that build equity (*Article 3 - equity*),
  - we build cohesive policy and systems that honour tino rangatiratanga, builds equity and improves the outcomes for ākonga Māori and their whānau (*Article 1 - kāwanatanga*).
10. In communities, this includes:
  - Tino Rangatiratanga – we prioritise and privilege mana whenua leadership and guidance in all our mahi,
  - Holding Space – we make sure that community voices are represented and honoured, particularly those who have been persistently underserved. They will be our best gauge of change,
  - Language Matters – we need to be respectful and clear when we communicate. Complex terms and jargon stop people from engaging, so we work hard to make sure we keep ourselves in check.

### How do we build change into the system?

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#### **We will constantly weave together community and system change**

11. Our implementation approach emphasises the need to constantly weave community implementation, evaluation, and system change together.
12. This approach will ensure that we honour and learn from the experiences of communities. It will also support critical conversations and accountability across Te Whānau o Te Hurihanganui as we inform system shifts and improve implementation.
13. Te Hurihanganui will build transformative system shift in parallel with community implementation. System change requires insights and evidence about the kaupapa and the journey of each of our communities, in order for us to provide a clear evidence base and work across the education system and other organisations.

#### **We will wānanga every quarter**

14. Te Hurihanganui will adopt a wānanga process to support continuous learning so we can scale and sustain the change across communities and the system.
15. These wānanga will:
  - Consider what works and what doesn't,
  - Make changes to what's happening on the ground, and
  - Identify ways that the system can support and embed Te Hurihanganui.
16. Following each wānanga we will share our learnings with wider audiences.
17. Each wānanga will have a clear set of actions that Te Whānau o Te Hurihanganui will prioritise in the coming quarter to improve implementation and system performance.

**We will share insights to build system shifts**

18. We are working across the education system and wider government agencies to find ways to 'feed-back' and 'feed-forward' into our wānanga process. This includes:

***Ka Hikitia and Tau Mai Te Reo implementation (KH and TMTR)***

- We have been working to build understanding of how Te Hurihanganui, KH and TMTR are a complementary package.
- We have met with the KH and TMTR implementation board to discuss our approach and how we can work together.

***Education system relationships***

- We have met with NZ School Trustees Association, Teaching Council, Education Review Office and NZ Principals Federation.
- We have discussed how we will work together to learn from our mahi and build enduring change into the system.
- We have identified other groups who we will work with this year.

***Wider system engagement***

- We have had some initial contact with Human Rights Commission, Race Relations and Disability Commission, Te Ara Whiti, NZ Police, Ministry of Justice, Ministry of Social Development and Treasury and Office of the Children's Commission.
- We will continue to progress these discussions to scale Te Hurihanganui across government.

# What's happening in communities

We have three communities up and running, two on the way and one starting out  
Te Hurihanganui is building collective action across communities and the education system.  
Relationships are both the heart and the challenge of change.



TE HURIHANGANUI

## Who's doing the mahi on the ground?

### Communities

Te Puke, Porirua/Tawa, Te Tai Tonga, Nelson, Manurewa and 9(2)(ba)(i)

So far this includes:

- 8 iwi
- 14 early learning services (2 puna/kōhanga)
- 19 primary schools (4 with rumaki)
- 4 intermediate schools
- 6 secondary schools
- 1 alternative education provider

### Ministry of Education

National and Regional Office

### Work Team Partner

Poutama Pounamu – Waikato University

### Evaluation Partner

Te Werohau – Te Whare Wānanga o Awanuiārangi

## What are we doing differently

- **Tino Rangatiratanga** – we prioritise and privilege mana whenua leadership and guidance in all our mahi.
- **Holding Space** – we make sure that community voices are represented and honoured, particularly those who have been persistently underserved. They will be our best gauge of change.
- **Language Matters** – we need to be respectful and clear when we communicate. This work is hard enough without over complicating things. Complex terms and jargon stop people from engaging, so we have to work hard to make sure we keep ourselves in check.

## We are building relationships across communities to make meaningful change

### Learn about communities

We work with regional offices to learn about local issues and existing appetite/capability for addressing racism and inequity.

We identified a range of communities who would be approached to bring Te Hurihanganui to life.

### Mana whenua are vital

We identify and meet with mana whenua

Mana whenua meet with us and agree for kaupapa to come to their rohe

Mana whenua identify people who could help broker relationships and support whanaungatanga (takawaenga)

We resource the takawaenga

We work with mana whenua to understand their aspirations, mahi and context

### Getting to know ākonga, whānau, services and schools

We meet with services, schools, whānau and ākonga

Services, schools, whānau and ākonga agreed to participate in Te Hurihanganui

We have also met with wider service/school networks (including kāhui ako) to understand implications and opportunities to share, spread and scale Te Hurihanganui learnings across the community

### Learn more about communities

We continue to build our understanding of the unique contexts of each community.

We have pulled together data, evidence and experiences of different audiences

Communities have identified leaders from across the community who will drive the change.

We are learning about the communities understanding and mahi relating to anti-racism and equity

### Supporting communities' journeys

We have been introducing our communities to Poutama Pounamu and Te Werohau with mana whenua guidance and support.

We are coordinating our hui so we don't make communities hōhā with multiple different hui.

Poutama Pounamu and Te Werohau are resourcing local people to support mahi so we can build sustainable capability and capacity

### Learn with communities

Poutama Pounamu is working with communities to build understanding and skill for change. They will use existing tools and new tools to do this.

Te Werohau is working with iwi, communities and education system to build evaluation framework.

We are working with our regional teams to support the implementation of Te Hurihanganui while also finding ways to scale and spread practice across regions and across the whole system.

*This is not a step-by-step process we will continue to invest in our relationships overtime*

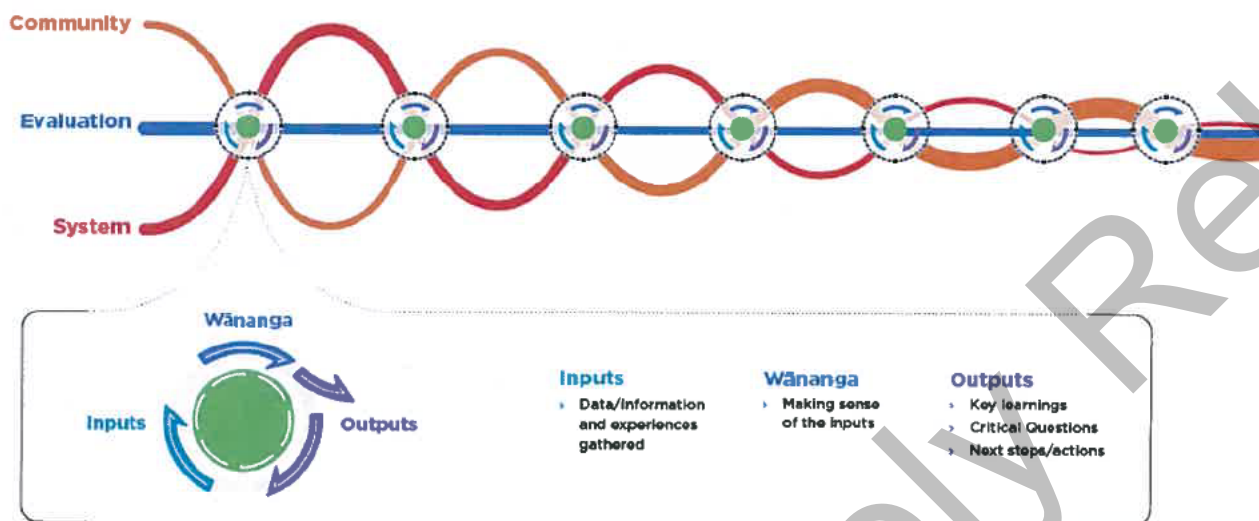
# How do we build change into the system?

Te Hurihanganui will adopt a wānanga process to support a learning system that is able to scale and sustain the change across communities and the system



TE HURIHANGANUI

## We will constantly weave together community and system change



## Every quarter we will have wānanga to...

Consider what works and what doesn't

Make changes to what's happening on the ground

Identify ways that the system can support and embed Te Hurihanganui

## We will share our insights so it builds system change

### Ka Hikitia and Tau Mai Te Reo implementation

We have been working to build understanding of how Te Hurihanganui, KH and TMTR are a complimentary package.

We have met with the KH and TMTR implementation board to discuss our approach and how we can work together

### Education system partners

We have met with NZ School Trustees Association, Teaching Council, Education Review Office and NZ Principals Federation.

We have discussed how we will work together to learn from our mahi and build enduring change into the system.

We have identified other groups who we will work with this year

### Wider system engagement

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We will continue to progress these discussions to scale Te Hurihanganui across government

## Te Whānau o Te Hurihanganui

*We have completed procurement and have key learning partners in place*

### Poutama Pounamu

They work alongside communities to build understanding, skill and leadership for Te Hurihanganui

### Te Werochau

They work alongside communities, the learning partners and education system to build evaluation framework, evaluate change and provide insights on what works and what can be improved

### Te Tira Whatu

Practitioners and experts that provide advice and direction to Te Whānau o Te Hurihanganui

### Ministry of Education

- We coordinate mahi across Te Whānau o Te Hurihanganui
- We work across the Ministry, education system, peak bodies and other agencies to build change into the system

*Each group have key roles, but we come together to make sure we are making a positive difference for ākonga Māori and their whānau*