



Briefing Note: Advice and talking points to support your meeting with Te Rūnanga Reo

To:	Hon Kelvin Davis, Associate Minister of Education		
Cc:	Hon Chris Hipkins, Minister of Education		
Date:	13 May 2022	Priority:	Medium
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Drafter:	Sacha Paulin	DDI:	04 4638059
Key Contact:	Kiritina Johnstone	DDI:	9(2)(a) [REDACTED]
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Purpose of Report

The purpose of this paper is to provide advice and talking points to you and Hon Hipkins to support your attendance at Te Rūnanga Reo on Tuesday 17 May 2022.

Summary

1. Cabinet agreed on 19 October 2015 to establish *Te Runanga Reo*, a partnership forum to set the shared direction of Te Whare o te Reo Mauriora. Te Rūnanga Reo membership includes Ministers and members of Te Mātāwai. (Paragraph 1)
2. The Maihi Karauna 2019-2023 is the Crown's Strategy for the revitalisation of te reo Māori. Te Tāhuhu has a key role in supporting the Maihi Karauna through the 'Mātauranga – knowledge and skills' outcome using a 'whakaako approach' by creating the conditions for te reo Māori to be learned by Aotearoa whānui through our education system. (Paragraphs 3-5)
3. Te Rūnanga Reo will meet on Tuesday 17 May 2022, 3:30pm – 5:00pm, Level 2 Executive Wing, Parliament Buildings. The purpose of this meeting is to establish collective expectations for the relationship at Te Rūnanga Reo and understand the current focus, priorities, and issues for te reo Māori revitalisation. You have been asked to answer three questions:
 - What are your current top two priorities for te reo Māori?
 - What does working in partnership look like in your portfolio?

- What are the top two issues for te reo Māori revitalisation that you face? (Paragraphs 6-7)
4. Your top two priorities for te reo Māori in education are:
 - Priority one: the normalisation of te reo Māori across the education system and wider Aotearoa
 - Priority two: 30 percent of Māori learners are participating in Māori medium/kaupapa Māori education by 2040. (Paragraphs 8-9)
 5. The Education Review Office (ERO) has undertaken and continue to undertake research and evaluation into the provision of te reo Māori in English medium and have developed a quality te reo Māori framework with self-review guidance for schools. ERO is working with Te Tāhuhu, and Te Pae Aronui group in Te Mahau to establish systems and practices for the verification of the use of te reo Māori. (Paragraphs 10- 20)
 6. The key deliverables that Te Tāhuhu is implementing to contribute to priority one, include the design and implementation of key education legislation, policy, and strategies; building our internal capability within Te Tāhuhu; sponsoring and participating in events that promote, celebrate, and uplift the status of te reo Māori; and supporting ākonga, the education workforce, whānau and iwi to build their capability and proficiency in te reo Māori. (Paragraphs 21-53)
 7. The key deliverables that Te Tāhuhu has implemented to achieve priority two, include prioritising the growth of the Māori medium/kaupapa Māori pathway; developing Te Tamaiti Hei Raukura, a conceptual framework underpinning the redesign of *Te Marautanga o Aotearoa*; redesigning *Te Marautanga o Aotearoa* as an indigenous curriculum grounded in te ao Māori; developing Hei Raukura Mō te Mokopuna, the new te reo matatini and pāngarau strategy; developing a range of high quality te reo Māori teaching and learning resources; increasing access to te reo Māori resources; and developing and implementing professional learning development supports for kaiako. (Paragraphs 54-88)
 8. Through Budget 2020, we were provided \$131 million across four years to support te reo Māori in the curriculum through investment in Te Ahu o te Reo Māori, Kura Whānau Reo, and te reo Māori resources. We were also provided \$196 million to support Kōhanga Reo to improve infrastructure, IT capacity, increase hourly funding rates per child, lift staff wages to at least the minimum wage rate and help to pay for the kaimahi currently working as volunteers. (Paragraph 89)
 9. *Working in partnership* in your portfolio is exemplified through:
 - The working partnership with Te Pae Roa, which gives effect to Māori aspirations to support and grow the Māori medium/kaupapa Māori education pathway
 - Strengthening te reo Māori in the curriculum through multiple curriculum advisory groups that are made up of external academics, education practitioners, and te reo Māori and mātauranga Māori experts, and
 - Partnerships with iwi through Te Aho Ngārahu initiative, where iwi, hapū, and whānau share their stories with Te Tāhuhu to develop a suite of high quality te reo Māori and te ao Māori based resources that support the teaching and learning of te reo Māori. (Paragraphs 90-91)

10. The top two issues for te reo Māori revitalisation that you face are:
- Workforce capability, and
 - Uneven access to te reo Māori pathways across early learning, schooling, and tertiary education.
11. As part of our commitment to making te reo Māori accessible to all Aotearoa New Zealanders, we need to support a workforce capability shift to enable the normalisation of te reo Māori as part of teaching and learning. Furthermore, Māori medium provision is thinly spread, inconsistently funded, and there are not enough quality pathways. This creates inequity in terms of access, including transition points. A Māori medium/kaupapa Māori work programme has been established to address these issues. (Paragraphs 92-101)

Recommendations

- **Note** the advice and talking points to support your attendance at Te Runanga Reo on Tuesday 17 May 2022

Noted

- **Agree** that this Briefing will be proactively released.

Agree / Disagree



Kiritina Johnstone
Group Manager
Te Poutāhū | Curriculum Centre

13/05/2022



Hon Kelvin Davis
Associate Minister of Education

15/05/2022

Background

1. Cabinet agreed on 19 October 2015 to establish *Te Rūnanga Reo*, a partnership forum to set the shared direction of Te Whare o te Reo Mauriora. Te Whare o te Reo Mauriora is the conceptual framework that reflects the partnership between Crown, Iwi and Māori (affirmed in *Te Ture mō te Reo Māori* 2016) for the strategic leadership and governance of Māori language revitalisation.
2. Te Rūnanga Reo membership includes Ministers and Te Mātāwai representatives.

Maihi Karauna 2019-2023 – The crown's strategy for the revitalisation of te reo Māori

3. The Maihi Karauna 2019-2023 is the Crown's Strategy for the revitalisation of te reo Māori. It sets out both the vision for the future of te reo Māori and the actions that the government will take over the next five years to move closer to this vision.
4. There are three audacious goals set out in the Maihi Karauna, to be achieved by 2040, through the approach of Whakanui, Whakaako, and Whakaatu. The strategy targets two priority groups – tamariki/rangatahi and proficient speakers.
5. Te Tāhuhu has a key role in supporting the Maihi Karauna through the 'Mātauranga – knowledge and skills' outcome. This outcome area uses a 'Whakaako approach' by creating the conditions for te reo Māori to be learned by Aotearoa whānui through the education system. Te Tāhuhu is the convening agency for three key priorities that sit within the Mātauranga outcome area, which are:
 - More children and young people are learning te reo Māori.
 - More people progressing beyond basic knowledge of te reo Māori.
 - More people highly proficient in te reo Māori.

Te Rūnanga Reo meeting on Tuesday 17 May 2022

6. Te Rūnanga Reo will meet on Tuesday 17 May 2022, 3:30pm – 5:00pm, Level 2 Executive Wing, Parliament Buildings. The purpose of this meeting is to establish collective expectations for the relationship at Te Rūnanga Reo and understand the current focus, priorities, and issues for te reo Māori revitalisation.
7. You have been asked to come prepared to answer the following questions:
 - What are your current top two priorities for te reo Māori?
 - What does working in partnership look like in your portfolio?
 - What are the top two issues for te reo Māori revitalisation that you face?

Current top two priorities for te reo Māori in education

8. Your current top two priorities for te reo Māori in education are:
 - the normalisation of te reo Māori across the education system and wider Aotearoa
 - 30 percent of Māori learners are participating in Māori medium/kaupapa Māori education by 2040.

9. Te Tāhuhu has designed, developed, and implemented a range of supports across the education system to action these priorities and these are set out below.

Priority One: Normalising te reo Māori

The Education Review Office's ongoing national evaluation and research into the provision of te reo Māori in English medium

10. The Education Review Office (ERO) contribute to the normalisation and revitalisation of te reo Māori with the context of:
- The Crown's Obligation to work in partnership with Māori to protect and nurture te reo Māori as a taonga while also honouring Te Tiriti o Waitangi.
 - Relevant legislation:
 - i. Te Ture mō Te Reo Māori (2016)
 - ii. Education and Training Act (2020), Public Services Act 2020
 - Strategic direction:
 - i. Maihi Karauna – The Crown's overall language revitalisation strategy
 - ii. Tau Mai te Reo – The education sector language revitalisation strategy
 - The National Education and Learning Priorities
 - i. NELP 5, meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.
11. ERO's research provides current insights into the provision of te reo Māori in English medium primary and secondary schools, including:
- Tāmata Huaroa – Te Reo Māori in English medium Schooling
 - Nihinihi Whenua – Valuing te reo Māori: Student and whānau aspirations.
12. English medium schools can make a critical contribution to the revitalisation of te reo Māori, particularly in terms of recognising and valuing te reo Māori as a key part of our national identity.
13. Few teachers, especially in primary schools, are well equipped to provide effective teaching and learning in te reo Māori. The biggest obstacles are a lack of te reo Māori knowledge, and a lack of expertise in second language learning pedagogy (how to teach a language). Both are necessary for effective teaching and transmission of the language.
14. Often, ākonga do not experience a curriculum pathway that moves from simpler to more complex forms of language. In many cases, a lack of assessment contributes to repetitive and undifferentiated provision of te reo Māori through a learner's time at school.
15. Educationally powerful connections with whānau, hapū, iwi and communities are necessary as an authentic contributory to the quality provision of te reo Māori.
16. Leaders' attitudes toward te reo Māori are largely positive, and most schools would like to improve their provision. Leaders interviewed from across the sector were committed to the revitalisation of the language and the language having a stronger place in their school and teaching programme.

17. ERO is undertaking a Te Reo Māori evaluation, research, and monitoring programme in English medium schools. This will compliment what is happening across the education sector and support the strategic and policy direction. Our overarching work programme supports the schooling sector to build capability, while fostering clear expectations to support sustainable change.
18. ERO has developed a quality te reo Māori framework with self-review guidance for schools. ***Poutama Reo – The Improvement Journey*** draft is informed by extensive research, collaboration, and oversight by a range of experts. The content includes indicators, examples of effective practice and a guide for self-review and will lead to the development of short and mid-term goals to build schools plans for their te reo Māori journeys. Poutama Reo focuses on:
 - school, governance, and leadership roles
 - teacher capability and professional development
 - whānau, hapū and iwi perspectives and aspirations for te reo Māori provision in English medium schools, and schools' engagement with them
 - learner agency.
19. ERO will continue to gather and report insights about the provision of te reo Māori in English medium and will undertake the monitoring of te reo Māori use in schools. ERO is working with Te Tāhuhu, and Te Pae Aronui group in Te Mahau to establish systems and practices for the verification of the use of te reo Māori.
20. It is important to continue to note the alignment, connection, and intersections between Te Tāhuhu and ERO as we strive to support and influence te reo Māori in education.
21. The key deliverables that Te Tāhuhu is implementing to contribute to the normalisation of te reo Māori are outlined below and include, the design and implementation of key education legislation, policy, and strategies; building internal capability within Te Tāhuhu; sponsoring and participating in events that promote, celebrate and uplift the status of te reo Māori; and supporting ākonga, the education workforce, whānau and iwi to build their capability and proficiency in te reo Māori.

Strengthening te reo Māori through education legislation, policy, and strategy

22. Our responsibilities under the Maihi Karauna are embedded into the legislation, policy and education strategies and priorities that govern our education system. These are the levers that require the system to take deliberate action to make learning te reo Māori more accessible for all ākonga. Insights from our data support this work and indicate an increase in learning te reo Māori across early learning, te reo Māori and English language pathways. (Data attached as annex1)
23. The Education and Training Act 2020, states that one of a board of trustee's primary objectives in governing a school is to ensure the school gives effect to Te Tiriti o Waitangi, including taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori (s127 (1)(d)(ii)).
24. The Statement of National Education and Learning Priorities (NELP) requires education services to “meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning” (Priority 5).
25. Tau Mai Te Reo – The Māori Language in Education Strategy sets out the goals to grow te reo Māori through education and education through te reo Māori to protect and promote te reo Māori for future generations.

The development and implementation of Te Aka Maurea - the internal language plan

26. Te Aka Maurea is the Te Tāhuhu-wide rautaki reo Māori which was lodged with Te Taura Whiri i te Reo Māori in June 2021. The rautaki supports Te Tāhuhu to grow its internal language and cultural capabilities and meet our obligations to protect and promote te reo Māori.
27. Te Aka Maurea has two priorities. The first is to shape a workforce who are competent and confident in te reo Māori and tikanga Māori, and the second is that quality te reo Māori is used, accessible and consistent across Te Tāhuhu.
28. Since launching Te Aka Maurea, the following activities have been actioned:
 - Te Ohu Poutoko approved Te Aka Maurea in principle in October 2021 and an 'investment plan' is pending for implementation
 - promotion sessions were conducted for Te Tāhuhu staff in November 2021
 - The Implementation Action Plan is being finalised to include all cultural capability lift projects in Te Tuarongo including, Tātai Pou, Hūtia te Rito and the Aranui App.
 - we are allocating investment figures for implementation actions of Te Aka Maurea to meet budget requirements.

The development of Aranui - a Māori language app tailored specifically for Te Tāhuhu

29. Aranui is a free and easy-to-use app, designed by Te Tuarongo to help Te Tāhuhu staff build their confidence and capability in te reo and tikanga Māori. It was launched in December 2021. Features include:
 - Audio guides to support correct pronunciation.
 - Guidance on what to do in formal settings, like on the marae, or during a pōwhiri or a mihi whakatau.
 - Words for key karakia, greetings and waiata.
 - Pepeha builders for Māori and non-Māori.
 - Glossary to help you with unfamiliar kupu Māori.
 - Recording functionality so you can gauge your progress.
30. As of December 17, 2021, one week after the launch, there had been more than 1400 downloads.

The development and implementation of Tātai Pou: Competencies for Education people

31. The Tātai Pou competencies are about assisting Te Tāhuhu to further develop our ability to contribute towards Māori enjoying and achieving education success as Māori. Tātai Pou competencies assist us to:
 - embed the Treaty of Waitangi in our work
 - be capable, efficient, and responsive to achieve education priorities and deliver core business functions

- lift people capability
 - deliver on Ka Hikitia.
32. Tātai Pou are woven through the Human Resource people processes such as Recruitment, Performance Management and Learning and Development.
33. Te Rito o te Harakeke is a professional development tool to support the implementation of Tātai Pou that encompasses four levels of study. Te Rito o te Harakeke is currently available on Ako – our learning management system.

Sponsoring and participating in events that champion te reo Māori

34. Te Tāhuhu sponsors several te reo Māori events including:
- *Ngā Manu Kōrero* – a national secondary school speech competition that nurtures the oratory skills of young people and provides a platform to express their views in both te reo Māori and te reo Pākehā.
 - *Ngā Pū Kōrero o Āpōpō* - a national speech competition for 10–15-year-olds that provides a platform to talk about their perspective on the world and worldly issues in a safe and supportive environment.
 - *Ngā Tohu Reo Māori* – the annual National Māori Language Awards to honour the work of people and organisations contributing to the revitalisation and normalisation of te reo Māori.
35. Our commitment to grow, strengthen and celebrate te reo Māori in education is expressed through sponsorship of two awards at Ngā Tohu Māori. The Mātauranga – Kaupapa Māori award is for any successful initiative promoting te reo Māori within Māori medium education. The Mātauranga – Whānui award is for any successful initiative promoting te reo Māori for any Y1-13 educational activity, whether for Māori medium, or not.
36. Every year, Te Tāhuhu celebrates Te Wiki o te Reo Māori. In 2021 activities included:
- Displaying and sharing te reo Māori resources
 - Daily Te Tāhuhu-wide morning karakia
 - A presentation about the Te Reo Māori Panel for all Te Tāhuhu staff, which discussed how the Panel helps Te Tāhuhu to deliver on te reo Māori priorities and how staff can access expertise through the Panel
 - Te Wā Tuku Reo Māori - The Māori Language Moment 2021, joining over one million New Zealanders to celebrate te reo Māori, led by the Tauranga regional office.

Expanding the implementation of Te Ahu o te Reo Māori – to lift te reo Māori capability and proficiency of the education workforce

37. Te Ahu o te Reo Māori 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.

38. Between 2021 – 2025 the Government seeks to have up to 40,000 of the early learning and schooling education workforce successfully complete Te Ahu o te Reo Māori, with places available, each year, for up to 10,000 participants.
39. 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.
40. Nationally, 5,191 education workforce members have participated to date. Of these 2,439 participants completed the first intake of Te Ahu o te Reo Māori in 2021, with 2,752 participants currently enrolled in the second intake, which will finish in Term 2 2022.
41. To date, we have reached kaiako and teachers working in 877 English medium early learning, primary and secondary schools and 72 kōhanga, kura and wharekura across Aotearoa.
42. Participants have shared high levels of satisfaction with the programme and at the conclusion of the first intake, there was significant praise for both the high calibre of delivery staff and the supportive culture of learning that was fostered among participants, grounded in te ao Māori. This feedback translated into higher numbers of registrations for the second intake and requests from principals for whole school delivery opportunities.

Developing Kura Whānau Reo – to support iwi to deliver te reo Māori learning programmes to whānau who have tamariki learning te reo Māori as a subject or learning in and through te reo Māori

43. Kura Whānau Reo is a te reo Māori in education initiative, to support whānau to create the conditions for the long-term use and sustainability of te reo Māori in the home. Kura Whānau Reo invests in building the Māori language capability of whānau of ākonga who are learning te reo Māori as a subject or learning in and through te reo Māori.
44. In January 2023, 12 iwi providers will implement programmes across five rohe. 680 whānau members are expected to participate. Iwi delivery models and programme content cater to the needs of the whānau in their rohe.
45. Programmes consist of whānau-based language planning, wānanga, haerenga, noho marae and regular te reo Māori classes and rumaki reo (immersion classes). Through Kura Whānau Reo, whānau will increase their ability to engage with ākonga learning, to deepen their connection with their kura and schools and to increase the use of te reo Māori in the home.

Expanding and implementing Te Kawa Matakura – to provide development opportunities for rangatahi Māori to grow into future leaders for their iwi and te ao Māori

46. Te Kawa Matakura is an initiative that provides development opportunities for rangatahi Māori who demonstrate passion for iwi knowledge and te reo Māori, to grow them into future leaders for their iwi and te ao Māori.
47. The first pilot programme began in Te Tai Tokerau in March 2021 and ended in December 2021. Of the initial intake of 23 Ati ā-Toa (participants), 10 graduated with a Te Kawa Matakura New Zealand Diploma in Mātauranga-ā-Iwi (Level 5).
48. The second year of delivery commenced in Te Tai Tokerau in 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.

49. The first year of delivery reported many strengths including the opportunity for rangatahi to learn the local dialect and knowledge of their iwi and their region; connect with other rangatahi who have the same aspirations to be orators and leaders for their whānau, hapū and iwi; the ability to learn from the wisdom and knowledge of their elders; and the place-based learning contexts that often occurred at different marae and sights of significance across Te Tai Tokerau.
50. We are now working on the future expansion of Te Kawa Matakura. This will enable us to continue to provide opportunities that will contribute to the growth of future young Māori leaders through mātauranga and te reo Māori.

Developing and implementing Mōu te Reo – the communication strategy that promotes te reo Māori in education

51. Mōu te Reo is the Te Tāhuhu communications plan to inspire and support all tamariki and rangatahi in Aotearoa to learn in and through te reo Māori. The aim is for te reo Māori to thrive in all areas of education and to build awareness of the benefits of learning the language, including deepening learner knowledge, and understanding of tikanga Māori.
52. In 2021 Mōu te Reo began promotion of Te Ahu o te Reo Māori as part of a nation-wide campaign. From July – November 2021, digital performance included television and radio and resulted in 1.2 million impressions. Radio performance reached 1.1 million listeners; and the outdoor advertising campaign reached 463 thousand people.
53. In March 2022, Mōu te Reo began promoting a nation-wide ‘Waiata Mai’ competition that gives early learning, kura, and schools nationwide, the chance to celebrate te reo Māori. The competition ends in May 2022 and there are several prizes to be won.

Priority two: 30 percent of Māori learners participating in Māori Medium/Kaupapa Māori education by 2040

54. The key deliverables that Te Tāhuhu has implemented to achieve this priority are outlined below and include, prioritising the growth of the Māori medium/kaupapa Māori pathway; developing Te Tamaiti Hei Raukura, a conceptual framework underpinning the redesign of *Te Marautanga o Aotearoa*; redesigning *Te Marautanga o Aotearoa* into an indigenous curriculum grounded in te ao Māori; developing Hei Raukura Mō te Mokopuna, the new te reo matatini and pāngarau strategy; developing high quality te reo Māori teaching and learning resources; increasing access to te reo Māori resources; and developing and implementing professional learning development supports for kaiako.

Establishing the Māori medium/kaupapa Māori pathway work programme in partnership with Te Pae Roa

55. You received Cabinet approval in 2021 to develop a work programme to grow kaupapa Māori and Māori medium education in early learning, schooling, and tertiary education. The kaupapa Māori and Māori medium pathways work programme will reconnect more tamariki Māori with their language and culture.
56. Te Tāhuhu and an independent Māori Oversight Group, Te Pae Roa, are working together with you to design the future work programme and support legislative and Cabinet processes on options that might give effect to Māori aspirations and grow Māori medium and kaupapa Māori education.
57. As part of this work, you intend to introduce legislation in early 2023 to provide regulatory framework that will underpin this work.

58. Māori medium education and kaupapa Māori education play an important role in supporting the Government's education, te reo and wellbeing objectives, including Tau Mai Te Reo, the Maihi Karauna and the Maihi Māori, and the status of te reo as an official language.

Development and implementation of Te Tamaiti Hei Raukura conceptual framework

59. Te Tamaiti Hei Raukura positioned within *Te Marautanga o Aotearoa* is the lever through which we aim to achieve a more holistic, indigenous curriculum.
60. Te Tamaiti Hei Raukura as a conceptual framework, strengthens the key values and aspirations of Māori for te reo Māori, mātauranga Māori, and tikanga Māori as the pillars of a redesigned *Te Marautanga o Aotearoa*, while ensuring prominence is also afforded to the development of skills and attributes required for future success as Māori in a global world.
61. Te Tamaiti Hei Raukura will prepare ākonga for the future by developing skills and capabilities to operate successfully in our ever-changing world. This includes a strong grounding in their identity, language, and culture – in te reo Māori, mātauranga Māori, tikanga Māori, and te ao Māori.

Redesigning Te Marautanga o Aotearoa as an indigenous curriculum underpinned by te ao Māori

62. The redesign of *Te Marautanga o Aotearoa* is underpinned by a commitment to developing an indigenous curriculum, that is ākonga-centred and focuses on equity, trust, and coherence. It includes shifting the curriculum framing toward Te Tamaiti Hei Raukura conceptual framework.
63. Te reo Māori and the ability of ākonga to communicate and learn in te reo Māori is non-negotiable and remains central to a redesigned *Te Marautanga o Aotearoa* and te reo Māori education pathways.

Hei Raukura Mō te Mokopuna – the new te reo matatini me te pāngarau strategy

64. Cabinet agreed in December 2021 to *Hei Raukura Mō te Mokopuna*, the strategy for te reo matatini and pāngarau [SWC-21-MIN-0211 refers].
65. Te reo matatini is defined in *Hei Raukura Mō te Mokopuna* as *ngā tini mata o te reo*, the many faces and facets of language. Te reo matatini captures the essence of what is required to deliver a programme of learning that upholds the heart of te reo Māori.
66. *Hei Raukura Mō te Mokopuna* seeks to achieve seven goals. For te reo matatini, it seeks to emphasise the importance of te reo matatini for meeting iwi aspirations for language revitalisation and regeneration.
67. It also seeks to emphasise the critical role of kaiako, both as learners and teachers for te reo matatini to maximise mokopuna success in the classroom and in their everyday lives. This requires kaiako to be great learners and teachers of language.

The development of a growing number of high quality te reo Māori teaching and learning resources

68. Te Tāhuhu are developing a range of te reo Māori resources to support high quality teaching and learning of te reo Māori in the curriculum in both English and te reo Māori education pathways.

69. Hardcopy te reo Māori rauemi are regularly distributed to 305 kura and schools with Māori immersion settings. Digital te reo Māori rauemi are made available through Kauwhata Reo to all educational settings and their communities. Curriculum leaders within a kura or school facilitate the process of promoting and circulating te reo Māori hard copy and digital rauemi amongst staff and ākonga, and whānau.
70. Hardcopy distribution for Term 2 2022 delivery includes eight print resources covering levels 2-8 of *Te Marautanga o Aotearoa*. Two of these are wellbeing resources to support post-COVID environments, written in te reo Māori.
71. *Ngā Kete Kōrero* is a series of reading resources to support ākonga learning to read in te reo Māori. There are currently 346 titles, and a further 30 in development.
72. *Te Pae Ākonga* is a suite of online digital and print resources that support pānui and tuhituhi for ākonga from years 1 – 10. There are currently four web platforms available and one in development.
73. *Papakupu / Paekupu* is a collection of dedicated dictionaries for *Te Marautanga o Aotearoa* learning areas to support ākonga and kaiako access to the specialist language corpus of each learning area. Te Reo Hangarau was recently completed and includes 2,413 new kupu. There are a further two dictionaries in development.
74. *Te Aho Ngārahu* promotes local stories, pūrākau, and mātauranga Māori through the development of resources based on stories from around Aotearoa. The partnering of story tellers, iwi, and accredited curriculum resource developers and publishers from the Te Tāhuhu Te Reo Māori Panel ensures that the resources developed are appropriate for the chosen story, meet curriculum resource standards, and are user friendly for ākonga and kaiako. Each Te Aho Ngārahu resource is different, and unique to the storyteller. All narratives are endorsed by an iwi, hapū, or whānau entity. Te Aho Ngārahu resources reach up to 75,218 learners. There are 112 completed resources and a further 39 in development.
75. *Te Ara Puoro* is a Māori medium music theory programme developed by musician, Rim D. Paul, that looks at all aspects of music and music theory through a mātauranga Māori lens. Te Ara Puoro is a strong example of mātauranga Māori being implemented through the education system; and strengthens te reo Māori education pathways by offering the study of music theory through a Māori world view and in and through te reo Māori. Te Ara Puoro is in the final stage of development and will be tested in 2023.
76. *Healthy Active Learning – Atua Matua* is an iwi-based approach to improving hauora outcomes and assessing risk. It is grounded in connections between te taiao, atua Māori and mātauranga ā-iwi. We are developing Atua Matua into a suite of high quality te reo Māori teaching and learning resources, for te reo Māori education pathways.

Increased access to te reo Māori resources through multiple mediums

77. *Ki te Ao Mārama* is a web-based platform that houses te reo Māori teaching and learning resources for whānau, ākonga and kaiako engaged in home-based learning. There are currently 65 resources available and a further 25 in development.
78. *Kauwhata Reo* is an online platform that houses resources to support those learning in and through te reo Māori and those learning te reo Māori. Designed from a Māori world view, this platform provides access to a wide range of educational resources from e-books to digital interactives that meet the learning and development stages from new learners through to advanced learners and speakers of te reo Māori. Currently there are approximately 2,500 published resources available on Kauwhata Reo.

79. Kauwhata Reo has recently launched a landing page for Te Takanga o te Wā and over the next two months, plans to introduce a range of other landing pages to support and promote other kaupapa including Ki te Ao Mārama, Matariki, Te Ahu o te Reo Māori, Te Whakahou i Te Marautanga o Aotearoa and Te Aho Ngārahu. These pages are designed with ākonga and kaiako in mind and include resources to support both.

Supporting Te Kōhanga Reo National Trust to trial Learning Support initiatives

80. In Budget 2020, \$2.8 million was allocated to support the Te Kōhanga Reo Learning Support initiative. This initiative aims to trial and test learning support that fosters inclusion and maximises the strengths and skills of each mokopuna cloaked in Te Korowai o Te Kōhanga Reo.
81. This is led and delivered by Te Kōhanga Reo National Trust in partnership with Te Tāhuhu to ensure that all communication and resources reflect a kaupapa Māori approach and meet the unique needs of kōhanga reo.

Strengthening cultural capability and accessibility to Professional Learning Development (PLD)

82. We are working with the sector to develop the sustainable, culturally capable leadership and teaching needed to deliver equity and excellence to all ākonga.
83. *The Māori Achievement Collaborative (MAC)* – is a professional learning and development kaupapa. It provides a leadership pathway by principals for principals, focused on changing hearts and minds and education outcomes for ākonga Māori. Approximately 400 schools are now enrolled.
84. *Professional Learning and Development leadership* is a kaupapa comprising Māori First Time Principals and emerging Māori leadership. The kaupapa provides opportunities for tumuaki, teachers/kaiako to build their teaching capability, knowledge, and skills in te reo Māori and tikanga Māori, and supports them to strengthen their teaching practices to integrate te reo Māori throughout implementation of the curriculum.
85. *Networks of Expertise* are made up of 36 subject and learning area associations and networks led by expert kaiako and teachers across Aotearoa New Zealand. They are funded by Te Tāhuhu to enable specialised and tailored peer to peer professional development and support for teachers. *Networks of Expertise* underwent significant changes in 2021. These Networks are supported by Teacher Development Aotearoa (TDA), which supports and grows the capabilities of the Networks. Through its newly established Kaitakawaenga, Iwi Relationships & Partnerships, TDA is growing the cultural capabilities of the Networks by developing and establishing relationships with Iwi and mana whenua to enable the Networks to honour Te Tiriti o Waitangi.
86. *Ako Panuku* provides support to kaiako Māori across te reo Māori and English language pathways. Supports include classroom resources, access to learning through webinars and courses, career development support and regular pānui. Membership exceeds 2000 kaiako Māori who teach in both English medium and Māori medium.
87. *Kahu Pūtoi* provide just-in-time planning, teacher learning and aromatawai support, while providing an environment where te reo Māori kaiako and leaders in kōhungahunga, kura and wharekura are empowered to support each other through sharing and networking with their colleagues. Membership currently sits at just over 1000 and has been steadily growing since its inception in 2020.

88. In July 2020 the regionally allocated professional learning and development (PLD) priorities for Māori medium were changed from subject specific priorities to the priorities listed below. The changes raised the number of Māori immersion settings accessing professional learning development. (Data attached as annex 2) These priorities provide more responsive and rich learning experiences for all ākonga:

- Mātauranga Māori and te reo Māori
- Marau ā-kura
- Aromatawai.

Investment in te reo Māori curriculum resources, supports and initiatives

89. Through Budget 2020, we allocated funding to support the normalisation of te reo Māori; Māori learners and whānau to reconnect and succeed in education; and strengthen the integration of te reo Māori into the learning of all ākonga. These initiatives supports include:

- \$108.474 million to expand delivery of Te Ahu o te Reo Māori to up to 40,000 members of the education workforce nationally to strengthen capability and confidence to integrate te reo Māori into all students' learning. It also supports the revitalisation of reo ā-iwi and mātauranga ā-iwi through delivery of te reo Māori teaching and learning
- \$8 million to support Kura Whānau Reo, which aims to grow and develop communities of te reo Māori speakers (parents and whānau) to strengthen whānau support for tamariki to engage in te reo Māori and be retained in te reo Māori education pathways
- \$13.2 million to support Te Kawa Matakura, an initiative that provides development opportunities for rangatahi Māori who demonstrate passion for iwi knowledge and te reo Māori to grow them into future leaders for their iwi and te ao Māori
- \$14.614 million to increase te reo Māori curriculum resources, including the development of te reo Māori local curriculum resources that contribute to the revitalisation of reo and mātauranga ā-iwi, ā-hapū, ā-whānau, and to reduce gaps in specific Te Marautanga o Aotearoa learning areas. It also includes the development of teaching and learning resources to support the learning of te reo Māori.
- \$196 million to support Kōhanga Reo to improve infrastructure, IT capacity, increase hourly funding rates per child, lift staff wages to at least the minimum wage rate and help to pay for the kaimahi currently working as volunteers.

90. Through Budget 2021, we allocated funding to build and expand schools delivering Māori Medium Education to ensure more ākonga can access quality classrooms and learning facilities, and allow more Māori ākonga to learn in te reo Māori:

- \$77 million in capital expenditure to maintain and upgrade Māori medium kura property (breakdown of allocation attached as annex 3).
- \$14 million in associated Māori medium kura operational funding.
- \$32.3 million to support wānanga to address immediate cost pressures and set aside funds to start to address the inequitable funding of wānanga.

What working in partnership looks like in your portfolio

91. The *strengthening Māori medium/kaupapa Māori pathways work programme* demonstrates your commitment to working in partnership with Te Tāhuhu and Māori to give effect to Māori aspirations to support and grow the Māori medium/kaupapa Māori education pathway. The relationship between Te Tāhuhu and Te Pae Roa is critical – getting the partnering right for this work programme will be as important as the delivery. This work supports the Government's pledge to become a better Te Tiriti o Waitangi partner by strengthening Māori-Crown relations.
92. Te reo Māori in the curriculum is strengthened through active partnership between Te Poutāhū group in Te Mahau and curriculum advisory groups. The following advisory groups are made up of external academics, education practitioners, and te reo Māori and mātauranga Māori experts.
 - *Te Rōpū Rautaki* was established to work with Te Poutāhū to ensure that the advice and direction of the development of Hei Raukura Mō te Mokopuna (te reo matatini and pāngarau strategy) strengthens te reo Māori educational pathways and meets the needs of ākonga. They also provide advice on the redesign of *Te Marautanga o Aotearoa*
 - *Te Rōpū Whaiti* was established to provide expert advice and guidance to Te Poutāhū and to sector working groups on the redesign of *Te Marautanga o Aotearoa*
 - *Te Ohu Matua* was established to provide a broad range of perspectives – including of ākonga, whānau and communities – to inform the design, development, and implementation of the Aotearoa New Zealand's Histories curriculum content, resources and supports.

Top two issues for te reo Māori revitalisation that you face

Issue one: Workforce capability

93. Te Tāmata Huaroa report, (Education Review Office, June 2020), tells us that a focus on capability building is needed to support our education system to provide learning opportunities for te reo Māori in schools. Some key findings from the report tell us:
 - Community partnership is potentially powerful but varies in practice. Only some schools engaged with whānau specifically about te reo Māori provision, and leadership commented on the challenges of engaging with iwi around te reo Māori and iwi language plans
 - Very few teachers in English medium schools are well equipped to teach te reo Māori
 - Best practice pedagogy for second language acquisition is not widespread
 - Although many teachers are interested in building their capability, challenges still remain, including accessibility of face-to-face PLD for geographically isolated schools, financial cost, finding PLD that is appropriately pitched, competing PLD priorities, and time constraints.
94. Te Pae Roa engaged with Māori, iwi, hapū and Māori education stakeholders across multiple regions from February to March 2022. They submitted a report in April 2022, which outlined their findings regarding the kaupapa Māori/Māori medium workforce. Findings included:

- The need for an increase in the workforce across the Māori education continuum – with many discussing the shortages they are currently experiencing.
 - The workforce shortage is a huge barrier to growing kaupapa Māori/Māori medium education and establishing more kura.
 - Stronger, and more targeted incentives were discussed to encourage more graduates to join the teaching profession. Participants also called for recognition of the unique skills and the extra work required for kaiako in kaupapa Māori/Māori medium education settings.
 - Kaiako who joined the discussions expressed frustration at the inability for them to grow their careers – some suggesting that they would not be progressed from their position to a deputy principal position because there was no one to fill their current roles, and others in kaupapa Māori education settings that are limited by the size of their kura.
 - The workforce in kaupapa Māori and Māori medium education felt overworked. This was mostly due to the demands on kaiako in kaupapa Māori/Māori medium settings being much higher than in English medium settings. Kaiako in kaupapa Māori/Māori medium education do not just teach subjects in a classroom. The role requires significantly more – including support for whānau and connectedness to community and local iwi and hapū.
95. As part of our commitment to making te reo Māori accessible to all Aotearoa New Zealanders, we need to support a workforce capability shift to enable the normalisation of te reo Māori as part of teaching and learning.
96. In addition to Te Ahu o te Reo Māori and te reo and mātauranga Māori professional learning and development funding, the Ministry has work underway to attract and retain teachers who can speak te reo Māori, including:
- A range of scholarships that remove barriers for teachers who can speak te reo Māori but may not yet be in the teaching profession.
 - Several initiatives that recognise and value the importance of kaiako and teachers who can speak te reo Māori and are aimed at retaining te reo Māori teachers. (These are set out in Annex 4)
97. Limited available data about teachers of te reo Māori is causing challenges for a variety of reasons, from informing policy to better targeting support. Te Tāhuhu has undertaken a stocktake of the workforce data that exists within the organisation to better understand the gaps.
98. Te Tāhuhu recognises the need for this information as we work toward our priorities for te reo Māori across the education system. While there are a number of challenges to work through, the Ministry remains committed to supporting the transformation required, and planning continues to address the gaps in research and data.

Issue two: Uneven access to te reo Māori pathways across early learning, schooling, and tertiary education.

99. Currently Māori medium provision is thinly spread, inconsistently funded, and there are not enough quality pathways. This creates inequity in terms of access, including transition points. For example, in some areas there may be kōhungahunga or Puna Reo but no kura, and in some areas there may be kura but no wharekura. Without

access to early learning in te reo Māori, ākonga cannot access Māori medium education as they may not have the academic language proficiency, they need to be able to transition.

100. The Te Pae Roa April 2022 report included feedback from Māori, iwi, hapū and Māori education stakeholders regarding the 'broken' Māori medium/kaupapa Māori pathway. Feedback included:
- Some regions experiencing broken kaupapa Māori/Māori medium education pathways. This included having access to a kōhanga but not a kura, or a kura but not a wharekura. For some whānau in some areas, sending tamariki to a kaupapa Māori/Māori medium pathway is unrealistic.
 - The need to show whānau that a kaupapa Māori/Māori medium education pathway is accessible and guiding them through the options and overcoming some of the accessibility barriers was important.
 - Reported poor property conditions – half a gym, and lack of maintenance. Many participants compared the lack of investment in kaupapa Māori / Māori medium education to the significant investment in English medium schools.
101. To grow Māori medium provision, we need to shift from transactional relationships to an agreed view on the outcomes sought. This is complex, given the range of interests involved. There are enduring challenges in terms of scope, partnerships, aspirations of Māori medium education pathways and the relationship between rangatiratanga and kāwanatanga.
102. The Māori medium/kaupapa Māori work programme will work to address the many aspects that contribute to the inequity of access to Māori medium/kaupapa Māori pathways, including workforce, funding, property maintenance, new builds and legislation and policy changes.

Talking Points

103. Talking points are set out in Annex 5.

Proactive Release

104. We recommend that this Briefing 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 one: Learning te reo Māori across te reo Māori and English language pathways
Annex two: The number of Māori immersion settings accessing PLD support
Annex three: Breakdown of Budget 2021 \$77 million funding allocation to support Māori medium education
Annex four: Table: Building the capacity and capability of the education workforce
Annex five: Talking points

ANNEX 1: Learning te reo Māori across te reo Māori and English language pathways

As at 1 July 2021:

- there were 8,116 tamariki enrolled in kōhanga reo. This is a decrease of 218 from the 2020 figure of 8334
- there were 30,591 tamariki attending early learning centres that spoke te reo Māori more than 20% of the time. This is an increase of 2,185 from the 2020 figure of 28,406
- there were 23,161 ākonga enrolled in kura and schools with Māori immersion settings, representing 2.8% of the total school population. This is an increase of 770 from the 2020 figure of 22,391
- there were 305 kura and schools with ākonga enrolled in Māori immersion education, 11 more than in July 2020. Of these 305 kura and schools, 104 had all eligible ākonga in te reo Māori immersion and 161 also offered Māori language in English medium
- 25.3% of the total school population were involved in te reo Māori in English language pathways, compared to 22.8% in 2020. The total number of students involved in te reo Māori in English language pathways increased by 11.1% (20,837 students). Of the total 208,885 students enrolled, 34.5% identified as Māori
- 1,208 schools offered te reo Māori in English language pathways: an increase of 62 schools since 1 July 2020.

ANNEX 2: The number of Māori immersion settings accessing PLD support

- A total of 212 of the 305 (72%) kura and schools with Māori immersion settings (delivering the curriculum in te reo Māori from 51 to 100 percent of the time) have received PLD support. By comparison 45% of all other schools received PLD support.
- Some kura and schools with Māori immersion settings accessed PLD more than once. In total, kura and schools with Māori immersion settings have accessed PLD 386 times since the change in priorities.
- Of the 445 proposals for PLD from kura and schools with Māori immersion settings reviewed by the panel, 386 were approved. This reflects an approval rate of 87.4%, which is in line with the overall approval rate.
- The average number of PLD hours approved for kura and schools with Māori immersion settings was 120, and the overall average was 119.

ANNEX 3: Breakdown of Budget 2021 \$77 million funding allocation to support Māori medium education

- \$18.9 million for Te Pūtahi Māori o Manurewa, a campus that will house both Te Kura Kaupapa Māori o Manurewa and Te Wharekura o Manurewa. This is on top of \$24 million announced by the previous Government.
- A further \$11.6 million for Manukura, a special character school in Palmerston North. This is on top of \$20 million announced in 2018, and will deliver an additional 100 student places, leaving the school with capacity for 300 students.
- \$17.1 million for Te Kura Kaupapa Māori Te Wananga Whare Tapere o Takitimu. The school was allocated \$12.7 million by the previous Government, but this funding will increase the school's capacity by a further 120 student places.
- \$29.4 million for roll growth classrooms at existing Māori Medium schools, delivering around 550 additional student places.
- A programme contingency to address any unforeseen issues or risks that could affect the delivery of the Māori Medium Education growth programme.

Annex 4: Table: Building the capacity and capability of the education workforce

<p><i>Building the capacity and capability of the education workforce</i></p>	<ul style="list-style-type: none"> • The Teach First NZ Ako Mātātupu (TFNZ) is a two-year secondary teacher education programme that recruits graduates and professionals, and places them in low decile (1-5) schools where they are employed to teach while completing their teaching qualification. This initiative enables a pathway into teaching for Limited Authority to Teach (LAT) teachers and kaiako while they continue to teach. This initiative is available for positions being filled for priority subjects which includes te reo Māori and or teaching in te reo Māori learning pathways. • The Recruitment, Retention and Responsibility National Fund is available to schools and kura that have struggled to attract a qualified teacher or kaiako. This fund enables schools and kura to employ people with subject matter expertise as a Limited Authority to Teach (LAT) teacher from the domestic market. LATs enables people without teaching qualifications to teach in positions where there is a need for specialist skills or skills in short supply. <p>We have a range of scholarships that remove barriers for teachers who can speak te reo Māori but may not yet be in the teaching profession, including:</p> <ul style="list-style-type: none"> • the Te Waka Whakarei Career Changer Scholarship which is designed to remove barriers to study for career changers wanting to teach in Māori medium immersion settings (covers course fees plus \$30k per annum for each year of study) • the Te Tipu Whakarito scholarship for anyone wanting to teach te reo Māori in Māori medium settings (course fees plus \$10k over the duration of study) • These TeachNZ scholarships provide a total of 465 scholarships annually. All scholarships are available to Māori (including General and Kupe Scholarships). There are 220 scholarships specifically focused on growing the Māori Medium and te reo teaching workforce. <p>We also know that it is important to retain and value the skills of kaiako and teachers who can speak te reo Māori. There are several initiatives aimed at retaining te reo Māori teachers, including:</p> <ul style="list-style-type: none"> • the Māori Immersion Teacher Allowance (MITA), which focuses on retaining teachers in te reo Māori learning pathways for at least six hours per week. For teachers with continuous service in approved programmes where learning is in and through te reo Māori for more than 80% of the time, the allowance is increased to acknowledge the specialist skills they bring to the classroom • paid teacher training for Māori medium pilot for wharekura. This initiative funded in Budget 2020 aims to increase ITE enrolments and completions for teachers in te reo Māori
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	<p>pathways by removing financial barriers to study for wharekura teachers</p> <ul style="list-style-type: none"> • Māori medium beginning teachers' retention programme, which is aimed at supporting Māori medium beginner teachers to stay in teaching by providing adequate, accessible, and culturally relevant mentoring and coaching • National Beginning Teacher Induction Grant is valued at \$10,000 and is paid to eligible schools and kura to fund recruitment and structured mentorship of a beginning teacher (provisionally certificated teachers). This initiative is available for schools and kura that are Decile 1-5, or are severely isolated, or teachers required for priority subjects • Voluntary Bonding and Voluntary Bonding Expansion (VBS) was introduced in 2009 to encourage teachers to teach in areas of need, Decile 1 and isolated schools. From 2018 as part of the Teacher Supply Package it was expanded to Decile 2 and 3 (in the Auckland region), Māori Medium kura (nationwide) and defined subjects such as STEM and te reo Māori. Both VBS schemes give teachers \$10,500 after the third year of consecutive employment at 0.5 FTTE or more and for the original or ongoing VBS a further \$3,500 after the fourth and fifth year of consecutive employment at 0.5 FTTE or more • The Domestic Finder's Fee (DFF) supports early learning centres and schools/kura recruiting teachers/kaiako already living in New Zealand and those returning to or beginning teaching. Early learning centres or schools/kura may be eligible for reimbursement of up to \$3,000 (GST exclusive) for actual incurred recruitment costs. This initiative is available for schools/kura that are Decile 1-3, considered as a 'hard to staff' school or kura or the position is being filled for priority subjects • The Māori Medium Education study award provides an opportunity for a teacher or principal employed in immersion settings level 1 (te reo Māori use 81-100% of the time) to improve their proficiency in te reo Māori me ōna tikanga and develop their skills as a bilingual or immersion teacher. There are 42 study awards available. The study awards provide paid leave to study an approved post-graduate qualification for up to two years, a contribution towards course fees (\$2,000), and in some cases a contribution towards accommodation and travel or relocation expenses of up to \$3,500 • A Bilingual Education Study Award is an opportunity for a teacher or principal to improve their proficiency in te reo Māori me ōna tikanga Māori and develop their skills as a bilingual or immersion teacher. There are 18 full-time teacher equivalent (FTTE) study awards available. Priority is being given in 2021 to immersion settings in level 1 (te reo Māori 81%-100% of the time) and level 2 (te reo Māori use 51-80% of the time). The study award provides paid leave to study for one year, and a contribution of \$2000 towards course fees while receiving their salary.
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ANNEX 5: Talking points

Top two priorities for te reo Māori

- My top two priorities for te reo Māori in education are:
 1. the normalisation of te reo Māori across the education system and wider Aotearoa, and
 2. that 30 percent of Māori learners are participating in Māori medium/kaupapa Māori education by 2040.

Priority two: Normalising te reo Māori

- The Education Review Office (ERO) continues to produce quality research and evaluation reports into the provision of te reo Māori in English medium schools. They have developed a quality te reo Māori framework with self-review guidance for schools called Poutama Reo. The content includes indicators, examples of effective practice and a guide for self-review and will lead to the development of short and mid-term goals to build schools plans for their te reo Māori journeys.
- We are strengthening te reo Māori through education legislation, policy, and strategy including through the Education and Training Act 2020, The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES), and Tau Mai Te Reo – The Māori Language in Education Strategy.
- Te Tāhuhu has submitted Te Aka Maurea (their internal language plan) to Te Taura Whiri and are now completing their implementation planning. Aranui, a Māori language app tailored specifically to support te reo and tikanga Māori capability of Te Tāhuhu staff was launched in December 2021.
- We continue to support and sponsor events that champion te reo Māori, including Ngā Manu Kōrero, Ngā Pū Kōrero o Āpōpō, Ngā Tohu Reo Māori and Te Wiki o te reo Māori.
- Te Ahu o te Reo Māori is working to lift te reo Māori confidence and capability of the early learning and schooling education workforce. A total of from who have participated to date. To date, we have reached 5,191 education workforce members working in 877 English medium early learning, primary and secondary schools and 72 kōhanga reo, kura and wharekura across Aotearoa.
- Kura Whānau Reo is being planned in partnership with iwi, who will deliver their own te reo Māori programmes, to support whānau who have tamariki learning te reo Māori as a subject or learning in and through te reo Māori.
- Te Kawa Matakura provides development opportunities for rangatahi Māori to grow into future leaders for their iwi and te ao Māori. 10 participants in the 2021 pilot programme graduated with a Te Kawa Matakura New Zealand Diploma in Mātauranga-ā-Iwi (Level 5) in December 2021. The second year of delivery commenced in March 2022. There are 19 confirmed participants.

Priority one: 30 percent of Māori learners participating in Māori medium/kaupapa Māori education by 2040

- We are developing and implementing a range of different resources and supports to strengthen and grow the Māori medium/kaupapa Māori pathway and we have established a work programme alongside our partners, Te Pae Roa, who are an

independent oversight group. The work programme will work to grow the Māori medium/kaupapa Māori pathway.

- In the curriculum space, we have developed a new conceptual framework, Te Tamaiti Hei Raukura, that strengthens the key values and aspirations of Māori for te reo Māori mātauranga Māori and tikanga Māori as the pillars of our curriculum. Te Tamaiti Hei Raukura conceptual framework underpins the redesign of *Te Marautanga o Aotearoa*.
- Hei Raukura Mō te Mokopuna, the new te reo matatini me te pāngarau strategy, captures the essence of what is required to deliver a programme of learning that upholds the heart of te reo Māori.
- Central to Māori medium education is te reo Māori and the ability of ākonga to communicate and learn in te reo Māori. The redesign of *Te Marautanga o Aotearoa* is in progress, with a focus on developing an authentic indigenous curriculum.
- We continue to develop a growing number of high quality te reo Māori teaching and learning resources to support the teaching and learning of te reo Māori in the curriculum in both English and Māori medium. Hardcopy rauemi are regularly distributed to 305 kura and schools that deliver learning in and through te reo Māori. Digital rauemi are made available through Kauwhata Reo to all educational settings and their communities. Currently there are approximately 2,500 published te reo Māori resources available on Kauwhata Reo.
- Te Aho Ngārahu promotes local stories, pūrākau, and mātauranga Māori through the development of resources based on stories from around Aotearoa in partnership with iwi, hapū, and whānau.
- Te Ara Puoro is a Māori medium music theory programme that looks at all aspects of music and music theory through a mātauranga Māori lens and in and through te reo Māori.
- Healthy Active Learning – Atua Matua is an iwi-based approach to improving hauora outcomes and assessing risk. It is grounded in connections between te taiao, atua Māori and mātauranga ā-iwi. We are developing Atua Matua into a suite of high quality te reo Māori teaching and learning resources, for Māori medium.
- We continue to invest in Professional Learning Development (PLD) and we are working with the sector to develop the sustainable, culturally capable leadership and teaching needed to deliver equity and excellence to all ākonga, including building cultural capability and supporting the workforce to strengthen their teaching practices to integrate te reo Māori throughout the implementation of the national curriculum.
- Ako Panuku provides professional support specifically for te reo Māori in the curriculum, for Māori teachers across Māori medium and English medium settings.
- Kahu Pūtoi provide an environment where te reo Māori kaiako and leaders in kōhungahunga, kura and wharekura are empowered to provide peer-to-peer support through sharing and networking with their colleagues.

Investment in te reo Māori across early learning, kura and schools, and tertiary education.

- Through Budget 2020, we invested \$144 million across Te Ahu o te Reo Māori, Kura Whānau Reo, Te Kawa Matakura and the development of te reo Māori curriculum resources.

- \$196 million was allocated to support Kōhanga Reo to improve infrastructure, IT capacity and to lift staff wages.
- Through Budget 2021, we invested \$77 million in capital expenditure to upgrade Māori medium kura property and \$14 million in associated operational funding.
- \$32.3 million was allocated to support wānanga to address immediate cost pressures and set aside funds to start to address the inequitable funding of wānanga.

What working in partnership looks like in your portfolio

- The strengthening Māori medium/kaupapa Māori pathways work programme demonstrates my commitment to working in partnership with Te Tāhuhu, Te Mahau and Māori to give effect to Māori aspirations to support and grow the Māori medium/kaupapa Māori education pathway.
- Te reo Māori in the curriculum is strengthened through active partnership between Te Mahau and multiple curriculum advisory groups. These include, Te Rōpū Rautaki, Te Rōpū Whāiti and Te Ohu Matua, who advise on a range of curriculum resources and initiatives.
- Te Aho Ngārahu is an example of successful partnership with iwi, hapū and whānau, who share their stories with Te Tāhuhu to develop a suite of high quality te reo Māori and te ao Māori based resources that support the teaching and learning of te reo Māori.

Top two issues for te reo Māori revitalisation that you face

- The top two issues that I face for the revitalisation of te reo Māori are:
 1. building the workforce capability, and
 2. improving the uneven access to Māori medium/kaupapa Māori pathways.
- As part of our commitment to making te reo Māori accessible to all Aotearoa New Zealanders, we are supporting a workforce capability shift to enable the normalisation of te reo Māori as part of teaching and learning.
- Currently Māori medium/kaupapa Māori provision is thinly spread, inconsistently funded, and there are not enough quality pathways. This creates inequity in terms of access, including transition points.
- The Māori medium/kaupapa Māori work programme will work to address the many aspects that contribute to the inequity of access to Māori medium/kaupapa Māori pathways, including workforce, funding, property maintenance, new builds and legislation and policy changes.