

## Education Report: Recognition of Māori medium education and care services

<b>To:</b>	Hon Jan Tinetti, Minister of Education Hon Kelvin Davis, Associate Minister of Education – (Māori Education)		
<b>CC:</b>	Jo Luxton, Associate Minister of Education		
<b>Date:</b>	10 May 2023	<b>Priority:</b>	High
<b>Security Level:</b>	Industrial relations and Budget sensitive	<b>METIS No:</b>	1304631
<b>Drafter:</b>	Francine Harland	<b>DDI:</b>	9(2)(a)
<b>Key Contact:</b>	Siobhan Murray	<b>DDI:</b>	
<b>Messaging seen by Communications team:</b>	No	<b>Round Robin:</b>	No

### Purpose of Report

This paper seeks your agreement to measures to support for Māori immersion and bilingual education and care services. These have been developed as part of work with Ngā Puna Reo o Aotearoa.

### Summary

1. Puna reo are kaupapa Māori education and care services. They provide early learning in te reo Māori to varying levels of immersion, and are staffed by predominantly certificated teachers.
2. Ngā Puna Reo o Aotearoa, the representative body for most puna reo, have proposed a range of measures to address teacher supply and recognise the importance of puna reo for te reo Māori language pathways.
3. The Ministry seeks your agreement to the following measures to support puna reo:
  - **introducing a Māori Immersion Teachers' Allowance (MITA)** for all certificated teachers at Māori bilingual and immersion education and care services. This allowance will acknowledge the extra cultural and language competencies of certificated teaching staff in these services. Funding for a MITA was included in the Budget 2023 pay parity initiative, to be implemented from 1 January 2024;
  - **creating a new class of early childhood service** for funding purposes. This would enable specific funding to recognise puna reo as Māori immersion services. This service type would provide a foundation that could be used to deliver other initiatives to strengthen and grow these services. Ngā Puna Reo o Aotearoa consider the new

service type should be for immersion services rather than immersion and bilingual services. The implementation date for the new service type would likely be March 2025; and

- 9(2)(f)(iv)

4. Creating a new service type for funding purposes is a power held by the Minister of Education under section 548 of the Education and Training Act 2020. Out of appropriated by Parliament, the Minister can determine the means by which grants to licensed services are calculated, including in respect of grants to different classes of services.
5. The Ministry proposes further engagement with Ngā Puna Reo o Aotearoa on the definition of the new service type and on options to recognise cultural and language experts within the funding settings.
6. We will continue to work with Ngā Puna Reo o Aotearoa on interim funding supports and teacher supply initiatives at regular hui scheduled over the next six months. In the second half of 2023 we will report back on the refined options before going to wider sector consultation.

## Recommended Actions

1. The Ministry of Education recommends you:

- a. **agree** to a Māori Immersion Teachers' Allowance (MITA) for all certificated teachers in education and care services teaching in te reo Māori 81-100% of the time (immersion) and for teachers in education and care services teaching in te reo Māori 51-80% of the time (bilingual), from 1 January 2024;

Agree / Disagree  
Minister Davis

☒ Agree ☐ Disagree  
Minister Tinetti

- b. **agree** that the MITA be paid as a grant to services, and that services must attest to paying their certificated teachers the following allowances, pro-rated according to teachers' full-time equivalent (FTE) hours, in addition to teachers' base salary;

MITA	Level 1 (81-100% immersion)	Level 2 (51-80% immersion)
Base allowance	\$6,000	\$5,000
After 3 years' service	\$10,000	\$7,000
After 6 years' service	\$12,000	\$8,000

Agree / Disagree  
Minister Davis

☒ Agree ☐ Disagree  
Minister Tinetti

- c. **agree** to create a new service type for funding purposes for Māori immersion education and care services, for funding provided for under section 548 of the Education and Training Act;

**Agree / Disagree**  
Minister Tinetti

- d. **agree** that the Ministry continuing to work with Ngā Puna Reo o Aotearoa and other non-affiliated Māori immersion and bilingual education and care services on the detail of the new service type, including the additional roles that could be recognised.

**Agree / Disagree**  
Minister Davis

**Agree / Disagree**  
Minister Tinetti

### Proactive Release

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- e. **proactively release** this education report with any information needing to be withheld done so in line with the provisions of the Official Information Act 1982.

**Release / Not Release**  
Minister Tinetti



Siobhan Murray  
Senior Policy Manager  
Te Pou Kaupapahere

10/05/2023

Hon Kelvin Davis  
Associate Minister of Education

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Hon Jan Tinetti  
Minister of Education

13/05/2023

## Background

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### Proposal to regulate for 80% certificated teachers

1. The Government has committed to regulating for 80% qualified teachers in teacher-led early childhood education and care centres as outlined in action 3.1 of *He taonga te tamaiti: Early Learning Action Plan 2019-2029*.
2. 9(2)(f)(iv)  
[REDACTED]
3. In March 2023, the Prime Minister asked you to consider your education portfolio priorities for the remainder of 2023 to ensure they are focused on issues of most concern to New Zealanders. The early learning sector has also raised concerns that too many changes are being made, too quickly in an environment that is already challenging, with many services still dealing with the impact of COVID-19 and recent weather events.
4. The sector continues to report a shortage of qualified teachers in some areas, particularly those with Māori and Pacific language and cultural skill. This shortage is likely to affect the ability of services to implement some of these changes, including the proposed 80% qualified and certificated teacher requirement.
5. To ease pressure on the sector, you have agreed to slow down the work to implement regulating for 80 percent certificated teachers until the next term of government [METIS 1307705 refers].

### Government's goal to grow te reo Māori speakers by 2040

6. The Government is committed to a target of 30 percent of Māori learners participating in Māori medium and kaupapa Māori schools and early learning services by 2040 [METIS 1301383 refers]. To achieve this target, the Government has committed to building a better system that supports Māori medium/kaupapa Māori education for our learners, kaiako and whanau, and to grow the kaupapa Māori workforce.

### Puna reo report a shortage of certificated teachers fluent in te reo Māori

7. Puna reo are kaupapa Māori education and care services. Puna reo tell us that they find it difficult to find certificated teachers who also have the required language and cultural skills. They cannot import certificated teachers with te reo expertise from overseas, and often need to support kaiako fluent in te reo Māori to become certificated, and/or support certificated teachers to upskill their te reo language skills.
8. The shortage of certificated teachers fluent in te reo Māori may have regulatory and funding consequences for these services.
9. The Government funds education and care services in bands relating to the proportion of certificated teachers used to cover regulated adult-to-child ratios when children are attending. Services that consistently fall below the 80-99% certificated teacher funding band may find it difficult to remain financially viable.
10. Under the current Education (Early Childhood Services) Regulations 2008 (the Regulations), 50% of the required staff at a teacher led early childhood service must hold a recognised qualification.

11. Puna reo provide a foundation for Māori language and culture and a pathway for mokopuna to be eligible to enrol in kura. The Crown has a duty under Te Tiriti o Waitangi to protect the taonga te reo Māori. As such, the Crown has obligations to address challenges these services may face in meeting any future increases to certificated teacher levels.
12. In June 2022, the previous Minister of Education and the Associate Minister of Education agreed to the Ministry working collaboratively with puna reo to consider what support would be required for their services to meet the 80% certificated teacher regulation [METIS 1290028 refers].
13. The Ministry is working with Ngā Puna Reo o Aotearoa, the peak body that represents most puna reo [METIS 1284772 refers]. These services have previously raised concerns about their invisibility within the education system, including in Ministry funding and reporting [METIS 1290028 refers]. These issues were raised again by Ngā Puna Reo o Aotearoa meeting with Minister Davis on 29 September 2022 and with Minister Tinetti and Undersecretary Luxton on 19 April 2023 (see Annex 1).

9(2)(f)(iv)

14. The potential impacts of regulating for 80% certificated teachers extend beyond Māori immersion services, as other service types also face significant challenges with teacher supply. 9(2)(f)(iv)

15. 9(2)(f)(iv)

16. 9(2)(f)(iv)

You have received separate advice on Pacific bilingual and immersion education and care services [METIS 1304629].

### **The Crown's response to the WAI 2336 claim is not in scope of this paper**

17. The Ministry continues to work with Te Kōhanga Reo National Trust (TKRNT) on the issues raised in the WAI 2336 claim. This work has resulted in the pay scheme for kōhanga kaimahi that began in March 2023. Work on WAI 2336 is distinct from the matters covered in this paper.

### **Ngā Puna Reo o Aotearoa recommendations to address teacher supply issues**

18. Ngā Puna Reo o Aotearoa have expressed that their aspiration is for all of their services to be full immersion (100% teaching in te reo Māori) and to have a high proportion of certificated teachers. However, this will take time for some services and would require targeted interventions to help reduce systemic barriers and improve teacher supply.
19. Recommendations put forward by Ngā Puna Reo o Aotearoa to address funding, teacher supply, recognition and support (Annex 1) broadly cover:
  - a. Recognition of puna reo services through a new service type and recognition of unique features within these services
  - b. Review of funding and operational settings equivalent to kura kaupapa Māori

- c. Introduction of targeted support for puna reo that recognises key features of these services, i.e., Māori immersion teachers' allowance and recognition of mātanga reo
  - d. Address key barriers for teacher training and support for services supporting teachers in training. This includes targeted scholarships, mentoring hubs, and funding to cover practicum and reliever costs for services.
20. Ngā Puna Reo o Aotearoa consider that a new service type, along with targeted support for services and recognition of unique characteristics of puna reo services, are a high priority.

### Further support for puna reo

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21. We started this work in response to feedback from puna reo in the first consultation on regulating for 80% certificated teachers. Even if regulating for 80% certificated teachers occurs on a slower timeframe, there is still a need to address the reported shortage of certificated teachers with te reo Māori.
22. Puna reo can find it challenging to maintain the 80-99% certificated teacher funding rate that is required to sustain their financial viability<sup>1</sup>. The Ministry considers that further measures are required to support puna reo to grow the workforce – so that services can be financially sustainable and can meet higher levels of certificated teachers in future.
23. In developing and analysing options reflecting the priorities of Ngā Puna Reo o Aotearoa (Annex 1 and 2), we considered the following factors:
- the impact on kaiako (including recognition, training and financial supports);
  - the impact on Puna Reo (including recognition, recruitment and retention of teachers, and funding);
  - the impact on mokopuna Māori, whānau, hapū, and communities (including providing quality culturally appropriate ECE, promotion of te reo Māori me ngā tikanga, and reducing potential costs for whānau and communities); and
  - the feasibility for the Ministry and the sector to implement in the short to medium term. Feasibility analysis includes capacity for change in the sector, whether new funding would need to be sought, and whether the Ministry would require a joint work programme with other agencies to lead part of the work.
24. Based on this analysis the Ministry recommends progressing the following options in the short to medium term:
- A MITA for certificated teachers in Māori immersion and bilingual education and care services.
  - A new service type for funding purposes. This service type would be a mechanism to target other supports such as recognising teachers with specific skills or potential targeted funding if sought in future. It would also enable the Ministry to consistently identify Puna Reo teaching in immersion services and track progress towards growing Māori medium education and kaupapa Māori pathways.

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<sup>1</sup> From July 2020 – July 2021 (four funding periods), on average 22% of Māori bilingual and immersion education and care services received lower than the 80-99% funding band.

- Recognition of non-certificated teachers with cultural and language competencies within the new service type. Roles we could consider recognising include cultural and language experts, and those fluent in te reo Māori working towards ECE qualifications. These supports could be temporary or permanent.

25. These initiatives would support these services over the medium term. The MITA is part of Budget 2023 and can be implemented in 2024. 9(2)(f)(iv)

26. Ngā Puna Reo o Aotearoa has expressed that supports are also required in the short-term. We will explore what interim funding supports could be possible and report back.

### Māori Immersion Teachers' Allowance funding is included as part of the Pay Parity Budget 2023 bid

27. The Pay Parity Budget 2023 bid allocates \$4.968 million over four years to establish a Māori Immersion Teachers' Allowance (MITA). Funding for a Pacific Immersion Teachers' Allowance (PITA) for education and care services is also included in this Budget initiative.

28. Consideration will be given to whether a different name is needed for the MITA for education and care service teachers, given the differences to the schooling MITA. The Ministry will work with Ngā Puna Reo o Aotearoa on a suitable name.

29. A MITA would apply to Māori bilingual and immersion services to provide certificated kaiako with an allowance on top of their salary, to recognise their extra language and cultural competencies. The allowances are outlined in the table below. This initiative is intended to help attract, recruit, and retain teachers within puna reo. We estimate approximately 181 kaiako could be eligible for the MITA.

30. We have assumed that the allowance would only apply to services with an immersion level of 51% or higher in te reo Māori, and that it would only apply to certificated teachers. These assumptions are consistent with the proposed settings in schooling.

31. The rates were based on the rates in the Primary Teachers Collective Agreement (PTCA) currently being negotiated. The Budget initiative differs from the schooling MITA as it does not include an allowance for Level 3 (21-50% immersion).

MITA	Level 1 (81-100% immersion)	Level 2 (51-80% immersion)
Base allowance	\$6,000	\$5,000
After 3 years' service	\$10,000	\$7,000
After 6 years' service	\$12,000	\$8,000

32. Providing an allowance at equivalent rates to the schooling sector may incentivise the retention of teachers in puna reo.

33. We seek your approval to introduce a MITA to certificated teachers at Māori bilingual and immersion services at the rates listed from 1 January 2024<sup>2</sup>. This allowance shall be pro-rated for part time teachers, based on the teacher's total hours. Full-time is defined as 40

<sup>2</sup> Setting of funding arrangements for licensed early childhood services is a power held by the Minister of Education under section 548 of the Education and Training Act 2020.

hours per week. These will be paid in instalments over the March, July and November funding rounds.

34. Services would be required, as a condition on the funding provided for this purpose, to attest:
- whether the service teaches in te reo Māori at Level 1 or Level 2;
  - FTE for all certificated teachers; and
  - that it is paying the corresponding MITA to these teachers on top of their base salary (ensuring that their base salary corresponds to any pay parity rates the service has opted in to pay).
35. This information will be collected as part their funding return, submitted through a separate form. Payments will initially be processed manually, and subsequently integrated into the automated funding process.
36. The MITA will not be available for kindergarten teachers. This is because terms and conditions for kindergarten teachers are negotiated through the Kindergarten Teachers, Head Teachers and Senior Teachers' Collective Agreement (KTCA). The KTCA is currently under negotiation. The most recent offer includes 100 Cultural Leadership Allowances of \$5000 per annum to recognise teachers with leadership and expertise in te ao Māori and te reo Māori.
37. According to the 2022 ECE census, there are four kindergartens providing early learning in te reo Māori at least 50% of the time.
38. The kōhanga pay scheme takes into account MITA within the pay steps developed. Once the PTCA has been settled, we will work with the Trust on how to reflect in their pay scheme changes in the base scale and in MITA.

### Creating a new service type for funding purposes

39. The Ministry seeks agreement to create a new service type for funding purposes for Māori immersion education and care services (puna reo). This initiative is the highest priority for Ngā Puna Reo o Aotearoa. They consider it important to recognise that puna reo services are a distinct part of the early learning sector.
40. A new service type creates a foundation that can be used to deliver other initiatives to strengthen and grow these services. For example, targeted funding for te reo Māori me ōna tikanga. A new service type would also enable consistent identification of Māori immersion services to monitor progress towards growing Māori medium pathways.
41. If you agree with this recommendation, the Ministry expects to operationalise this for the March 2025 funding period. This timeframe gives space for implementing Budget 2023 changes (a third pay parity opt in rate and extension of 20 Hours ECE). It also reflects the capacity of Student Management Systems (SMS) vendors and the Ministry's IT systems to implement a new service type given the current priority for implementing a new potential funding system in November 2024 [METIS 1307191 refers].
42. A change in funding type does not change the regulations that these services would be required to meet. The new service type would be required to meet the same regulations that are required in other education and care centre-based services, including qualification requirements.



43. A new service type for Māori immersion services parallels the service type being proposed for Pacific education and care services [METIS 1304629 refers].

#### Defining the new service type

44. Ngā Puna Reo of Aotearoa has strongly recommended the new service type should be for services at full immersion or close to full immersion. The Ministry proposes that this service type is defined as an early childhood centre based, teacher led service that teaches in te reo Māori at, or close to, full immersion. The focus on teaching at an immersion level will support language acquisition, fluency and learner success.<sup>3</sup>
45. We will continue to work with Ngā Puna Reo o Aotearoa on the definition as this work progresses. We will also discuss the service type with Māori medium/kaupapa Māori education and care services that are not affiliated with Ngā Puna Reo o Aotearoa.
46. Current data suggests this would apply to 18 education and care services currently at or close to full immersion<sup>4</sup>. Fifteen of these services are already at full immersion. The list of services within the puna reo service type would be publicly accessible through the ECE directory, providing transparency to the sector.

9(2)(f)(iv)

47. 9(2)(f)(iv)

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<sup>3</sup> “The research clearly shows that the most effective bilingual schools are also those with the highest level of immersion (i.e., Level 1 programmes, where a lot of the teaching is in Māori).” – May, S., Hill, R. and Tiakiwai, S. (2006) *Bilingual Education in Aotearoa/New Zealand: Key findings from Bilingual/Immersion Education: Indicators of Good Practice*, Ministry of Education.

<sup>4</sup> Self-identified in the 2020 ECE census, noting that are 25 more services reported between 51% and 80% teaching time in Te Reo Māori.

### Setting up a new service type for funding purposes

51. Recognising the service type through the Funding Handbook does not require regulatory change. Setting funding arrangements for licensed early childhood services is a power held by the Minister of Education under section 548 of the Education and Training Act 2020 (the Act). The Minister can only exercise these powers over money appropriated by Parliament, and in accordance with the purpose of the Act.
52. The creation of a new service type would not change any funding settings for services – any substantive changes would be part of future decisions. As such, this decision would not have to go to Cabinet. However, if you wish to consult with your colleagues on this change, the Ministry recommends providing an update as an oral item.
53. To be considered a Māori immersion service, a service would need to apply to change their service type and attest to teaching 81% or more of the time in te reo Māori, with the aim of reaching full immersion. The Ministry would be able to investigate any service they suspect does not meet the language requirements or have received complaints about.
54. Approximately 29 puna reo affiliated with Ngā Puna Reo o Aotearoa are currently below Level 1 immersion (81-100% immersion), reporting teaching between 30-80% of the time in te reo Māori. Ngā Puna Reo o Aotearoa suggest a transition period to allow these services sufficient time to increase their level of te reo Māori. We will work with Ngā Puna Reo o Aotearoa on parameters for this transition period.
55. Ngā Puna Reo o Aotearoa have told us that they have a particular interest in ensuring accountability and monitoring of the service type. Accountability and monitoring could ensure that services who do not provide the required level of te reo Māori do not move to the new service type. We will continue to work with Ngā Puna Reo o Aotearoa to understand how this might work in practice and what capability or resourcing might be required to achieve this accountability.

9(2)(f)(iv)

56. 9(2)(f)(iv)

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### Reviewing other funding settings

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64. Ngā Puna Reo o Aotearoa have recommended that puna reo should have equivalent funding settings to kura kaupapa Māori services (kura). Due to the 2022 pay equity settlement in kura, unqualified kaiarahi i te reo Māori in kura now earn more than certificated kaiako in puna reo.
65. Puna reo are concerned about losing kaiako to what is perceived to be better conditions or opportunities within kura kaupapa Māori, wharekura, kindergartens, and into government positions.
66. Future conversations with Ngā Puna Reo o Aotearoa will likely canvass wider funding settings, 9(2)(f)(iv) [REDACTED].

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<sup>5</sup> Limited Authority to Teach (LAT) enables people without a teaching qualification to teach in positions where there's need for specialist skills or skills are in short supply. This designation is run by the Teaching Council. This designation does not exist for the ECE sector as services can have non-certificated teachers as part of their teaching staff.

67. 9(2)(f)(iv)

## Teacher supply

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68. The largest and most immediate challenge for puna reo services is teacher supply. Ngā Puna Reo o Aotearoa put forward a wide range of initiatives to address this challenge (Annex 1 outlines). We are told that this work is of high priority for the sector and will be effective at aiding puna reo services to meet the 80% certificated teacher regulations in the long-term.
69. There are currently two scholarships targeted for those seeking teaching qualifications who are proficient in te reo Māori, Te Waka Whakarei career changer scholarship and Te Tipu Whakarito scholarship.
70. Scholarships can be taken up at any point of the year. Ten places were offered to Ngā Puna Reo o Aotearoa members for the Te Waka Whakarei scholarship places in the last funding round. There are ongoing discussions between Ngā Puna Reo o Aotearoa and the Ministry's Scholarships and Awards team to identify demand in puna reo for the next funding round. We can assign some unawarded scholarships to fill this demand based on Ngā Puna Reo o Aotearoa recommendations.
71. The Ministry needs to work with a number of agencies and across several work programmes to be able to progress this further. We will continue to prioritise teacher supply initiatives. The Ministry will continue to update you on progress as part of future advice.

## Financial Implications

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72. There are no financial implications arising from the decisions sought in this paper. The longer-term work may generate some options with financial implications, which can be considered as usual (e.g., at Budget 2024).

## Te Tiriti o Waitangi analysis

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### What the sector has told us

73. Through Kōrero Mātauranga, Māori told us that there needed to be more support for attracting and training kaiako Māori in ECE, not only in Māori medium education, but across the early learning system. We also heard there was a strong desire to retain unqualified staff who had valued skills, including te reo Māori and tikanga.
74. More generally, Māori want to be able to exercise more agency and authority over the education of Māori learners, as well as more equitable funding and resourcing of kaupapa Māori education. This includes sufficient funding from the Crown to grow te reo Māori, as well as provide active protection towards te reo and tikanga Māori.
75. We have also heard through Waitangi tribunal claims concerns around the loss of tino rangatiratanga, as well as a lack of partnership between the Crown and Māori groups in the management, strategic direction, and funding of education institutions. Additionally, the kōhanga reo claim (WAI 2336) notes the position of kōhanga reo as kaitiaki of te reo,

and in the Ministry's engagements with wānanga and kura kaupapa Māori, we have regularly heard them express their role as kaitiaki. To ensure tino rangatiratanga, we need to better position Tiriti partners as kaitiaki.

### **The Government's commitments**

76. The Crown has an obligation under Te Tiriti o Waitangi to protect and promote te reo Māori and tikanga Māori. This work needs to consider how the Ministry can support the growth of te reo Māori and Māori medium education, as well as improving education outcomes for all tamariki.
77. The Government is committed to revitalising te reo Māori through Maihi Karauna and Tau Mai Te Reo. The Government's strategies Ka Hikitia and Tau Mai Te Reo put mokopuna Māori with their whānau at the centre of education.
78. The Ministry will be working in partnership with Ngā Puna Reo o Aotearoa to address long-term issues around funding and pay parity, qualifications, and teacher supply. These initiatives will bolster the Māori bilingual and immersion early learning workforce, including supporting kaiako pay parity and recognising kaiako who have language and cultural expertise.
79. Working in partnership will allow the opportunity for Māori self-determination and mana motuhake in the design, delivery, and monitoring of Māori medium early childhood education. This approach aims to strike a balance between kāwanatanga and tino rangatiratanga, and takes positive steps towards demonstrating good governance.
80. We note that although Ngā Puna Reo o Aotearoa represents the majority of Māori medium education and care services, we will also engage with wider parties who have an interest in this issue.
81. Co-designing with Ngā Puna Reo o Aotearoa builds in tikanga values, including mana and manaakitanga. However, we also need to consider how the co-design process has inherently unequal power dynamics, in that although the targeted solutions are being led by Ngā Puna Reo o Aotearoa, final decisions are made by the Minister and Cabinet. We will seek to mitigate this through the co-design process being robust and well considered.

### **Recognition of teachers in Māori medium education and care services**

82. The proposals outlined in this paper seek to build a more equitable outcomes for kaiako in Māori medium bilingual and immersion education.
83. Budget 2023 establishes a MITA to provide certificated kaiako an allowance on top of their salary, recognising their extra language and cultural competencies. This will help attract, recruit, and retain teachers within puna reo services. This will begin to address concerns around inequity in kaiako salaries between schooling and ECE. Similar work has been undertaken for kōhanga reo through establishing a separate service type and co-designing a funding model.
84. Providing a MITA aligns with the Ka Hikitia strategy through Te Tuakiritanga. It supports and encourages new kaiako, who in turn provide high quality kaupapa Māori and immersion ECE to mokopuna Māori and their whānau. It aligns with Te Kanorautanga as it supports the capability and capacity for the workforce by incentivising and recognising the extra skills that te reo Māori teachers have.
85. A MITA also supports Tau Mai Te Reo, Maihi Karauna and the Crown's contributions to the revitalisation of te reo Māori. It supports and reflects on the outcomes sought by He

Ara Waiora, through the provision of manaakitanga, kotahitanga, and the aspiration of mana whanake for the sector and learners of te reo Māori.

### **Recognition of puna reo as its own service type**

86. We anticipate that the proposal to create a new service type for Māori immersion services will allow us to better capture data around the number of kaiako who provide language and cultural expertise in these services. It will also allow us to provide future targeted funding within the Ministry's ECE funding settings.
87. The service type aligns with the Ka Hikitia strategy through Te Whānau, creating a service type that puts mokopuna Māori and their whanau at the centre of education. It aligns with Te Kanorautanga, as it supports puna reo across Aotearoa with connections to different iwi, hapū and whānau.
88. The service type supports Te Tuakiritanga through recognising Māori identity, language and culture of whānau, hapū and iwi in the curriculum. The service type supports Tau Mai Te Reo, Maihi Karauna and the Government's commitment to growing fluent speakers in te reo Māori.

### **Next Steps**

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89. The Ministry will continue to engage with Ngā Puna Reo o Aotearoa on addressing teacher supply challenges. 9(2)(f)(iv) Regular hui have been scheduled over the next six months.
90. The Ministry will also seek to engage puna reo who are not affiliated with Ngā Puna Reo o Aotearoa to understand the level of engagement they would like to have.
91. Later this year, we will provide you with an update on the engagement and design work with Ngā Puna Reo o Aotearoa. This advice will outline any potential timeframes, future funding that may be required and any issues that are raised through this process that the Ministry has not previously considered.
92. Work will begin on the implementation of MITA and the new service type for introduction in early 2024 and March 2025 respectively.

### **Proactive release**

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93. It is recommended that this Education Report is proactively released, with any information needing to be withheld done so in line with the provisions of the Official Information Act 1982.

### **Annexes**

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The following are annexed to this paper:

Annex 1: 9(2)(ba)(i)

Annex 2: Analysis of options to support Puna Reo

## Annex 2: Analysis of options to support puna reo

To determine which options we recommend progressing, we evaluated the recommendations from Ngā Puna Reo o Aotearoa to Minister Tinetti and Undersecretary Luxton (Annex 1).

**Table 1: Options analysis**

	Impact on kaiako	Impact on Puna Reo services	Impact on whānau and communities	Implementation feasibility for the Ministry
An allowance to recognise Māori immersion teachers	✓✓	✓✓	✓	✓✓
Creating a new service type	–	✓✓	✓	✓
Recognition of non-certificated teachers with cultural and language competencies <sup>6</sup>	✓✓	✓✓	✓✓	✓
Establish equitable operational funding with Kura	✓	✓✓	✓	xx
Address the disparity between the Child Funded Hours (CFH) for Puna Reo and Kindergarten	✓	✓✓	✓✓	xx
Provide 30 Hours ECE in kaupapa Māori immersion ECE services, for all ages	✓	✓✓	✓✓	xx
Māori immersion ECE teacher training target with fully funded resources <sup>7</sup>	✓✓	✓✓	✓✓	x
Establish mentoring hubs for teachers in training	✓✓	✓	✓	xx
Field-based study options	✓✓	✓✓	✓✓	xx

<sup>6</sup> Options specifically requested to explore include mātanga reo and kaiako working towards ECE qualifications.

<sup>7</sup> This includes scholarships that cover fees at the ITE provider of their choice, study incentive grants, study leave and practicum leave and costs, and covers reliever costs for Puna Reo during teacher trainee absences related to study.