



## Briefing Note: Advice on Mātauranga Iwi Leaders Group (MILG)

<b>To:</b>	Hon Kelvin Davis, Associate Minister of Education – (Māori Education)		
<b>Cc:</b>	Hon Chris Hipkins, Minister of Education		
<b>Date:</b>	2 November 2021	<b>Priority:</b>	High
<b>Security Level:</b>	In Confidence	<b>METIS No:</b>	1275633
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<b>Messaging seen by Communications team:</b>	No	<b>Round Robin:</b>	No

### Purpose of Report

The purpose of this paper is to prepare you for your meeting with iwi representatives from the Mātauranga Leaders Group (MILG) on Wednesday 3 November 2021, 2:30 – 3:30pm.

### Summary

- You are meeting with iwi representatives from the MILG on Wednesday 3 November 2021.
- The purpose of this meeting is to:
  - Outline your goals and aspirations for Māori Medium / Kaupapa Māori Education;
  - Provide timelines for the work programme and legislative change (2022/23);
  - Explain the partnership established with Te Matakāhuki and why this is important;
  - Engage MILG on the level of involvement they are seeking in the work programme; and
  - Provide an opportunity for MILG to raise items with you.
- The confirmed attendees for this meeting are:
  - Pou Tangata Co-Chair, Rahui Papa
  - MILG Chair, Olivia Hall
  - MILG Lead Advisor, Dr. Hana O'Regan
  - MILG Technician, Maxine Graham
- Your Cabinet paper 'A work programme to grow Māori Medium and Kaupapa Māori Education' was agreed by Cabinet [SWC-21-MIN-0142 refers]. The paper includes progressing a work programme and potential legislative change in partnership with Māori.

- You have previously met with Te Matakāhuki, who have agreed to lead the Māori Medium Kaupapa Māori pathways development as it relates to them, supported by a Technical Advisory Group and Ministry officials.
- Alongside the progression of the partnership with Te Matakāhuki, you have committed to engaging iwi in the future work programme and legislative reform.
- You informed Te Matakāhuki of your intentions, and following this Ministerial meeting with iwi, Ministry officials will progress discussions with Te Matakāhuki and iwi representatives on how to best structure further engagement with those outside of the Te Matakāhuki collective.
- This briefing appends talking points (Annex 1).

### Recommended Actions

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The Ministry of Education recommends that you:

- a. **note** the attached talking points in support of the meeting with MILG on Wednesday 3 November 2021.
- b. **note** the suggestion that, as a next step, the Technical Advisory Group engage with MILG to progress their involvement in growing Māori Medium and Kaupapa Māori Education.

### Proactive Release Recommendation

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- a) **agree** that the Ministry of Education release this briefing in full once it has been considered by you.

Daryn Bean  
**Hautū Te Tuarongo**



02/11/2021

Hon Kelvin Davis  
**Minister of Education**



2/11/2021

### Annexes

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Annex 1: Talking points for your meeting with MILG

## Background

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1. The MILG represents iwi within the education sector. They are a voice for iwi and advocate for them on matters of importance within the Ministry.
2. The work of the MILG is positioned through three key drivers with their operating model being their approach to proactively advocating the iwi position. The three key drivers are:
  - Advocacy and influence;
  - The provision for iwi of a voice; and
  - Acting collaboratively by sharing information.
3. MILG have provided the Ministry with their mātauranga strategic priorities that are centred on:
  - Education Governance – ensuring equal explanatory power for decision making. The strategic outcome being Mana to Mana relationship.
  - Te Tiriti o Waitangi – ensuring Te Tiriti o Waitangi articles are upheld. The strategic outcome being influencing educational reviews and reforms.
  - Equity for Iwi Learners – addressing systemic issues to ensure iwi learners thrive in education. The strategic outcome being self equity reviews for all education agencies.
  - Data and Reporting – iwi learner data is accessible and useable to inform decision making. The strategic outcome being equity for STEM subjects and educational data.
  - Rangatahi Priorities – focused on transition pathways. The strategic outcome being Māori Medium and Kaupapa Māori Education to university; a leadership framework for Ngāpuhi learners in vocational education; alternative education datasets; a Te Taihū focus.
  - Communications - The strategic outcome being a communications strategy.
  - Streaming – contributes to inequitable education outcomes for ākonga. The strategic outcome is a more inclusive and equitable system.
4. The MILG sought funding for their increased responsibilities and activities. The Ministry is working alongside MILG to have the appropriate funding increase made and to recognise the wider scope of mahi that they have moving into the future.
5. The Ministry and the MILG's relationship was highlighted in the last Pou Tangata Mātauranga quarterly report. Regular engagement is positive and respectful.
6. The MILG identified the issues with streaming as a priority and the Ministry has responded by providing funding to enable Tokona Te Raki, the provider, to establish a design team to test and evaluate ways to end streaming.

## Discussions points MILG may raise

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7. MILG may want to discuss the COVID response and long term impacts of COVID with you. They may raise the following points:
  - The opportunity to be included as more effective responses for Māori are needed. MILG have strategies to offer and implement and would be eager to be a part of any forward planning.
  - Their concern that the response to reach out to Iwi in Auckland was slow and could have been utilised as a mechanism to reach whānau much sooner. There are

ongoing discussions with MILG, Te Tuarongo and Auckland office to look for ways to improve the approach.

- Their concerns around the long term impacts on learning and wellbeing, as well as the immediate mental health impacts from COVID and lockdowns.

Proactively Released

## Annex 2: Talking points for your meeting with MILG on Wednesday 3 November 2021

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- Since 2018, the Ministry has been committed to integrating te reo Māori in every school across Aotearoa to ensure children growing up in Aotearoa can hear and speak te reo Māori along their education pathway.
- Te Ahu o Te Reo Māori, and teaching NZ History in schools have seen thousands of teachers grow their ability in te reo and their understanding of our own history and stories that are unique to Aotearoa.
- Running alongside this education pathway is another that recognises a kaupapa Māori approach to education.
- This pathway has been hard fought for by many that have come before us. But it has existed inside an education system that was not built for it, and therefore, cannot fully deliver on the aspirations we hold.
- Our Māori Medium Education follows a different pathway from the mainstream education system. It is a Kaupapa Māori pathway that stands on its own. It is a pathway that holds its own mana Motuhake, but until now the education system has stifled its growth, its ability to express its own Tino rangatiratanga – its independence.
- We have for many years used the technique of comparison to find ways to fit Kaupapa Māori Education into our mainstream system.
- We compare kōhanga reo to early learning services or kindergartens. Kura to primary schools. Wharekura to high schools and wānanga to universities.
- Because that is how the system makes sense of it all. That is how the system is able to assess and value Kaupapa Māori learning.
- The problem is that you cannot compare and value two distinctively different education pathways.
  - A kōhanga is not an early learning service, It is simply a kōhanga.
  - A kura is not a primary school – it is a kura.
  - A wānanga is not just another tertiary education provider – it is a wānanga.
- They are their own parallel education pathway. And it is time we acknowledged that.
- The Crown does not own the Kaupapa Education Māori pathway. But we do have an obligation to ensure we help grow its reach and support its aspirations.
- That is why I am undertaking an ambitious work programme focussed on Kaupapa Māori Education alongside Matakāhuki, iwi, kaiako and ākonga.
- We know that that ākonga Māori in Māori Medium Education settings achieve better outcomes than their peers in other education settings. And it is that success that I want to grow.
- I am committed to a work programme for Māori Medium Education that will see us aim for a target of 30 percent of Māori learners participating in Māori Medium / Kaupapa Māori

schools and early learning services by 2040. Such growth would result in 60,000 more Māori learners, 3,500 more kaiako fluent in te reo Māori, and 250 more kura.

- I sought and received Cabinet's agreement to progress this work programme, to be determined in partnership with Māori. The Cabinet paper sought permission to engage and to progress this mahi; the detail of the long-term work programme is then able to be developed in partnership with Māori.
- I see MILG as being critical to the success of the programme through engagement with iwi / supporting increased participation by iwi thus improving the pathway provisions.
- I know that MILG will have areas of priority – for me I am interested in hearing your thoughts on those areas, such as growing the workforce, network planning and the introduction of legislation to recognise the unique contributions within Māori medium pathways.
- Two technical advisors will support Māori and iwi in this work programme. They are Deb Mahuta-Coyle and Piripi Winiata. I recommend as a next step you meet with them both next week to progress this further.