

Chair

Cabinet Social Wellbeing Committee

A WORK PROGRAMME TO GROW MĀORI MEDIUM AND KAUPAPA MĀORI EDUCATION

Purpose

1. I seek agreement for the development of a work programme by June 2022 to grow Māori Medium Education in early learning and schooling and Kaupapa Māori pathways in tertiary education (MME). As part of this work, I intend to introduce MME legislation in early 2023 to provide a regulatory framework for growing MME as part of our education system.

Relationship to Government Priorities

2. MME plays an important role in supporting the Government's education, te reo and wellbeing objectives. Growing MME supports *Ka Hikitia* and *Tau Mai Te Reo* as part of our overall Education Vision and Objectives. It will support the *Maihi Karauna* and the *Maihi Māori* and the status of te reo as an official language. It also supports several strands of the *Child and Youth Wellbeing Strategy*.

Executive Summary

3. I want to grow MME because it creates improved te reo, educational achievement and wellbeing outcomes for Māori learners and supports our commitments to te reo Māori. For the purposes of this paper, Māori Medium Education is teaching and learning in the early learning and schooling sectors where more than 80% of instruction is delivered through te reo Māori. In tertiary education, Kaupapa Māori pathways refer to education provided by entities that are governed by Māori and offer both Māori- and English-medium provision. To support the overall work programme, it will be important to develop clear and consistent definitions of these terms and related concepts.
4. MME has developed organically over time at the community level with limited central planning, co-ordination and direction. This has created some deep and enduring challenges including unmet demand, incomplete and unclear pathways, a lack of centralised planning, differing views about the respective roles and authority of Māori and the Crown, and significant workforce development requirements. It will be important to address these issues with a systematic and coherent approach.
5. Growing MME will require an intensive and concerted effort over an extended period of time. To support this, I seek agreement for the Ministry of Education and education agencies to develop a long-term work programme by June 2022 to grow MME in conjunction with Māori. I have developed a "stretch target" of 30% of Māori learners participating in MME by 2040 to provide the basis for modelling and forecasting the work and investment required to grow MME.
6. The work programme will need to address various components across our education system in a coordinated manner including:

- a. *Network Planning and Provision.* In order to reach the 30% target by 2040, we need to accommodate an additional 60,000+ MME learners in early learning centres and schools. We will also need to build capacity and capability in the tertiary system.
 - b. *Workforce Development.* We need to grow the MME early learning and schooling workforce by 3,000-3,500 people over the next 20 years. We will also need to grow the specialist learning support workforce.
 - c. *Curriculum and Qualification Development.* Work is currently underway to update Te Marautanga o Aotearoa (the MME schooling curriculum). It will be necessary to complete this and align it with mātauranga Māori pathways in tertiary education.
 - d. *Teaching and Learning Needs.* It will be necessary to develop teaching and learning materials to support the delivery of Te Whāriki, Te Marautanga o Aotearoa and mātauranga Māori pathways.
 - e. *Resourcing Needs.* it will be necessary to update and expand funding models to reflect the additional requirements and costs of delivering MME.
 - f. *Governance Arrangements.* We need to invest in the capacity and capability of MME Peak Bodies, iwi, boards of trustees and tertiary governance boards.
7. Our early focus will need to lay foundations and build momentum for this work. It will be important to ensure that the work programme can provide clear direction about the right things to do to grow MME, in the right sequence and at the right scale, supported by robust intervention logic and evidence. At the same time, we will need to continue other work to support te reo provision across other parts of our education system.
8. The work programme will need to include, among other things, costings for growing MME based on the 30% target to 2040; information about the necessary investments that will be required over the next five Budget cycles and some clear “stop / go” points to enable Ministers to make decisions and re-set directions as required. The multi-year Budget planning will also need to balance other priorities and commitments across Vote: Education and Vote: Tertiary Education.
9. I intend to introduce MME legislation in early 2023 to provide a regulatory framework for growing MME. I expect the legislation will address the following issues:
 - a. *MME Definitions.* It will be important to develop clear definitions of MME services and related concepts that reflect Māori understandings.
 - b. *Guiding Principles* This will provide a consistent platform for MME and the Government’s commitments across early learning, schooling and tertiary education including alignment with section 8 of the Māori Language Act 2016.
 - c. *Establishment Provisions.* This will streamline and clarify MME establishment provisions.
 - d. *Governance Arrangements.* This will include reviewing governance arrangements for MME services, and provide clarity around the roles for MME Peak Bodies and iwi in the governance and leadership of MME at the local and national levels.
10. Te Reo Māori is a taonga of iwi and Māori. MME has developed through strong Māori leadership. These factors mean that it will be important to recognise and support Māori

agency and authority in this work. I propose to establish a MME Oversight Group including representatives from MME Peak Bodies and Iwi to provide leadership and guidance for this work.

11. It will be necessary to engage on an ongoing basis with Māori and other stakeholders about strengthening and growing MME. I expect planning will be driven by the proposed MME Oversight Group and informed by Te Arawhiti and Ministry of Education guidelines and tikanga Māori.
12. In undertaking engagement about this work, it will be important to be clear about what is “on and off the table”. I do not seek to pursue the development of a stand-alone MME Authority or the development of a new non-Crown Entity organisation type for MME schooling services. I consider this would run the risks of diverting focus from the core business of teaching and learning and detract from the tino rangatiratanga of whānau, hapū and iwi and the unique kaupapa and whakapapa of various MME services. There is sufficient flexibility within the current Crown Entity framework for education services to enable Māori agency and authority to support the growth of MME.
13. As we undertake long-term planning and the development of legislation, there are some immediate issues and opportunities to address, including:

9(2)(j)

- c. making progress with network planning to address immediate demand issues;
- d. reviewing and updating MME and Kaupapa Māori funding settings;
- e. continuing dialogue with Wānanga about their development aspirations; and
- f. investing in MME Peak Bodies and iwi to build their capacity and capability.

14. 9(2)(f)(iv)

Background

15. For the purposes of this paper, MME is teaching and learning in the early learning and school sectors where more than 80%+ of instruction is delivered through te reo Māori. It is provided by a range of entities (including Kōhanga Reo, Puna Reo, Kura Kaupapa Māori, Kura-ā-Iwi, and Rūmaki Reo units within mainstream schools). Currently, some 10,000 learners participate in MME in early learning and 16,500 learners participate in MME in schooling. Nearly all of these learners are Māori (98+%). This equates to approximately 9% of Māori learners in early learning and schooling.
16. In the tertiary sector, I seek to grow Kaupapa Māori pathways, that is, education by entities that are governed and managed by Māori and offer provision in both te reo Māori and English. There are several entity types, including three Wānanga and several private training establishments.

17. There are many other forms of Māori Language in Education (for example, integrating te reo phrases into standard classroom practice in all schools and teaching te reo as a subject). This provision plays an important role in supporting te reo Māori. However, this is outside of the scope of current work on MME. We will need to continue our other work to support te reo provision across other parts of our education system.
18. We know that MME supports improved educational achievement, te reo and wellbeing outcomes for Māori learners. There is an emerging body of evidence about these improved outcomes. The Education Review Office and the Ministry of Education have recently published research about the benefits of MME in the *Te Kura Huanui* and *Ngā Haeata o Aotearoa* reports. This research shows that, among other things, MME learners achieve NCEA Level 2 (74% in 2019) at much higher levels than their peers who do not participate in MME (49% in 2019). Statistics New Zealand data shows growth in the number of young Māori with high levels of Māori language skills between 2001 and 2018, with 69% of young people who speak Māori well or very well saying they developed these skills through MME. In the tertiary sector, attendance at Wānanga is associated with strong te reo and culture outcomes for learners¹.
19. Through ongoing engagements with iwi and Māori, we know that there is strong support for growing MME and kaupapa Māori education within Māori communities.
20. The Māori Language Act 2016 affirms that te reo Māori is a taonga derived from the Treaty of Waitangi and an official language of New Zealand. It acknowledges that the Crown has enduring commitments to support its ongoing revitalisation. Supporting the growth of MME will form an important part of meeting these commitments. This work will also make a significant contribution to meeting the audacious goal within the Maihi Karauna to grow the number of fluent speakers to 150,000 people by 2040 and our partnership with Māori represented by Te Whare o te Reo Mauriora.
21. MME has developed organically over time at the community level through strong Māori leadership and with limited central planning and coordination. This has created some deep and enduring challenges.
22. Demand for MME outstrips supply in some communities, and this is likely to continue. However, MME provision is inconsistently spread across New Zealand. This means that many communities have incomplete MME pathways through early learning into schooling and tertiary education. This creates challenges for transitioning learners into and through MME.
23. There are also significant workforce development needs and a limited pool of people with the right levels of Māori language and teaching skills because the Māori economy provides a wide range of opportunities for fluent Māori speakers with the skills that teachers have.
24. Through ongoing engagements, Māori have expressed a strong aspiration to exercise greater levels of agency and authority in the planning and delivery of MME to learners. It will be important throughout this work to ensure that we appropriately balance the tino rangatiratanga of iwi and Māori over te reo Māori and the education of Māori learners and

¹ For further information, see

[Te Kura Huanui: The treasures of successful pathways | Education Review Office \(ero.govt.nz\);](#)
[Ngā Haeata o Aotearoa 2019 | Education Counts](#)
<https://www.stats.govt.nz/information-releases/te-kupenga-2018-final-english>

our kāwanatanga responsibilities to provide high quality education and steward public finances.

Developing a Growth Target as the Basis for Forecasting and Modelling

25. I propose to establish a target to provide a consistent basis for modelling and forecasting the work and investment that will be required to grow MME, that is 30% of Māori learners participating in MME in early learning and schooling by 2040.
26. The proposed target equates to approximately 20,000 Māori learners in early learning and 70,000 Māori learners in schooling, an increase from current figures of 9,000 and 20,000 respectively. There has been limited growth in numbers of learners in MME over the last decade, so it will be necessary to take a concerted approach to growth. This approach is not intended to exclude other New Zealanders from MME but reflects that te reo is a taonga for Māori and that MME learners are likely to be predominantly Māori. We will need to ensure that our planning supports the full range of Māori learners to participate in MME, including learners with learning support needs.
27. I do not propose that we develop an equivalent target for tertiary education, but I intend to seek the views of the tertiary sector on how they will respond to greater numbers of school leavers coming out of MME and support workforce needs.

A Work Programme to grow MME and Kaupapa Māori Education

28. To support an MME growth target, I want to put in place a long-term work programme. I have asked the Ministry of Education to develop a comprehensive and integrated work programme by June 2022 in conjunction with education agencies and Māori. It will be necessary for the Ministry to ensure that our approach appropriately reflects Māori aspirations, agency and authority.
29. The work programme will plan for the various components of MME growth. Work will need to start now and be sustained to reach an ambitious 2040 target. It will take time, concerted effort and investment and careful planning to grow the components of MME over the next twenty years. Our early focus will need to lay foundations and build momentum for this work.
30. It will also be important to locate our work to grow MME within the broader context of our overall work programme to support the development of our education system. The MME work will need to maintain a close connection to overall planning, budget and delivery considerations.
31. **Network Planning and Provision.** We will need to provide teaching and learning spaces for learners. Based on the 30% by 2040 target, we will need to accommodate an additional 60,000+ learners in early learning centres and schools. Some demand will be met by the development of new services, some demand will be met by growing or re-purposing existing services. However, this is likely to require significant investment on an annual basis until supply can match demand across early learning, schooling and tertiary education.
32. **Workforce Development.** We will need to grow the MME workforce to respond to increasing demand, including teachers, lecturers, leaders, administrators and specialist learning support staff. Based on a ratio of 1:20 staff to learners, we will need an additional 3,000-3,500 people in the MME early learning and schooling workforce by 2040 (that is, in

addition to approximately 2,000 people currently working in MME early learning and school settings). These people will need to be highly skilled in their core roles, bilingual in Māori and English and skilled in the provision of MME. It will be challenging to find, train and retain the right people with the right skills. As part of this work, I would like to explore the establishment of a bespoke MME Initial and In-Service Teacher Education provider. I also want to grow the Kaupapa Māori workforce in tertiary education.

33. **Curriculum and Qualification Development.** Work is currently underway to refresh and update Te Marautanga o Aotearoa and its English counterpart, the New Zealand Curriculum, and to implement the NCEA Change Programme and the Review of the New Zealand Qualifications Framework. It will be necessary to complete this work and to ensure that we can respond to the teaching and learning aspirations of iwi and MME kaupapa (that is, we need to consider how we make provision for mātauranga-ā-iwi and Te Aho Matua within MME curriculum development). Through this work, we will support equal status for mātauranga Māori and te ao Māori pathways. It will also be necessary to align this work with how we recognise mātauranga Māori qualifications in tertiary education and our commitment to explore new quality assurance frameworks with the wānanga.
34. **Teaching and Learning Resources.** We will also need to ensure that there is the full range of teaching and learning resources available to support the delivery of Te Whāriki, Te Marautanga o Aotearoa and tertiary qualifications to learners and to strengthen the pedagogical knowledge of the MME workforce. Currently, there are some particular pressure points in upper primary and secondary MME provision and in supporting learners with learning support needs. In tertiary education, MME providers currently develop and use their own teaching and learning resources and we will need to make provision for that within their funding regime.
35. **Resourcing Needs.** There are different models for MME and kaupapa Māori resourcing across early learning, schooling and tertiary education. These models largely reflect sector-wide arrangements. In early learning and tertiary education, this approach does not take account of the additional requirements and costs for delivering MME. The policy settings for this funding were set in the 1990s and have not been updated to keep pace with inflation over time. In addition, they do not always include consideration of learning support needs within MME contexts. I consider it would be timely to review the underlying basis and assumptions for these funding settings.
36. **Governance Arrangements.** Currently, MME services are governed in line with sector-wide arrangements. This does not always provide a comfortable fit with tikanga Māori approaches to governance and decision-making. We should align these arrangements to better support iwi and Māori communities to govern MME services through tikanga Māori. It will also be important to investigate the governance arrangements for MME provision within English medium services (for example, Rūmaki Units) to ensure we can support appropriate levels of Māori agency and authority within these settings.
37. It will not be possible or sensible to do everything at once. I expect this work programme to include clear directions about:
 - a. the right sequence of work to grow MME supported by a robust intervention logic;
 - b. costings for growing MME based on the proposed 30% target to 2040;

- c. an outline of the necessary investments that will be required over the next five Budget cycles (to be progressively updated over time and synchronised with overall budget planning for Vote: Education and Vote: Tertiary Education);
- d. some clear “stop / go” points to enable Ministers to make decisions and re-set directions as required;
- e. details of an ongoing engagement programme with Māori.

I propose to introduce MME and Kaupapa Māori legislation in early 2023

38. I intend to introduce MME legislation in early 2023 to provide the regulatory framework for growing MME. This will establish a clear and consistent platform for supporting MME across early learning, schooling and tertiary education and provide early momentum.

39. I envisage that the legislation may include the following issues:

- a. **MME and Kaupapa Māori Definitions.** It will be important to develop clear definitions of: MME per se; different types of MME services; and concepts associated with kaupapa Māori and mātauranga Māori. These definitions must reflect Māori understandings of Māori concepts and reflect Māori aspirations for these services.
- b. **MME Principles.** I would like to set out some guiding principles in legislation to affirm, among other things, the Crown’s enduring commitments arising from the Treaty of Waitangi to support te reo Māori and the provision of MME; the roles that iwi and Māori should play; and the relationship between MME and the status of te reo Māori as an official language. This would strengthen alignment with the Māori Language Act 2016. These principles should also provide a consistent platform for MME across early learning, schooling and tertiary education.
- c. **MME Establishment Provisions.** Currently, MME establishment provisions are located across the Education and Training Act 2020. These system settings have sometimes created challenges in establishing new MME services and given third parties too much influence. There is no process for establishing new Wānanga, or for recognising existing entities as Wānanga. It will be useful to grip up these provisions into MME legislation to provide a system-wide line of sight and ensure that we can streamline establishment arrangements. We should also confirm the roles that MME Peak Bodies and iwi should play in this process.
- d. **MME and Kaupapa Māori Governance.** Many MME services have expressed frustration about governance arrangements. They felt they were required to adapt their approach to meet sector-wide arrangements that did not always reconcile with local tikanga or appropriately balance tino rangatiratanga and kāwanatanga. I would like to address this through reviewing governance arrangements for MME services and investigating the development of a code of conduct for MME based on tikanga Māori. This should articulate how iwi participate in MME governance at the local level. I also want to provide clarity about the national governance roles of MME Peak Bodies and iwi in the oversight of MME.

40. Through our ongoing engagement with Māori, it is almost certain that further legislative issues will be raised for our consideration. I expect the Ministry of Education to include these matters into this legislative programme.
41. I would like to enact MME legislation as stand-alone legislation. This would enable us to (a) give recognition to the whakapapa and trajectory of MME and (b) enact this legislation in Māori and English, in line with Te Ture mō te Reo Māori 2016. It is my expectation that relevant sections of the Education and Training Act 2020 would continue to apply to MME services unless explicitly stated in the proposed MME legislation.

Establishing a MME Oversight Group

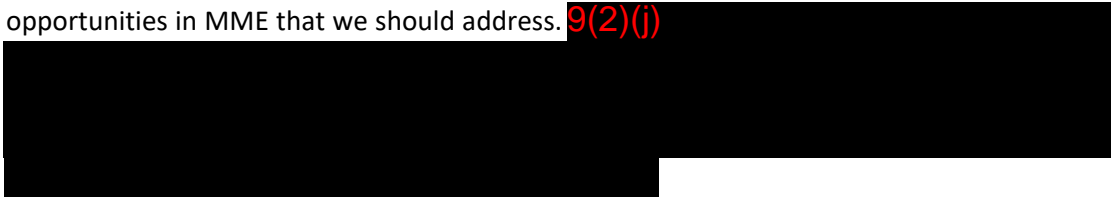
42. I want to create space for Māori to exercise their rangatiratanga in setting the direction for strengthening MME. For Māori to exercise their authority and agency in education, they must be valued as Te Tiriti o Waitangi partners. They are key guardians and sources of knowledge on delivering on the educational needs, interests and aspirations of their iwi members. Our engagement approach must support this by positioning the Ministry and education agencies to be responsive and responsible kāwanatanga partners
43. I intend to establish an Oversight Group including leaders from MME Peak Bodies, iwi and independent experts to provide oversight of the engagement process and the subsequent development and implementation of the work programme, including legislation. This will ensure that we recognise the status of te reo Māori as a taonga of iwi and Māori and the origins of MME within Māori communities. In practical terms, it will mean that Māori have the ability to shape and direct this work, can maintain an independent voice and a direct channel of communications to me, and that we work to continue growing trust and confidence between MME and Kaupapa Māori initiatives and our education system. I recognise the need to balance the roles of the Oversight Group with the Crown's ongoing kāwanatanga responsibilities (that is, there will be some processes around briefing Cabinet, developing budget bids and legislation that will remain solely within the Crown's domain).
44. The MME Oversight Group will be able to provide me with independent advice about any matters that it wishes to. I intend to ask it for regular reports about the progress of this work.
45. It will be important for the MME Oversight Group to have the right balance of skills and be representative of MME and whānau, hapū, iwi and independent experts. Its members should be drawn from MME Peak Bodies and iwi. I also intend to appoint two Ministerial appointees, in line with the model used for the establishment of Te Mātāwai as part of the Māori Language Act 2016. I propose to appoint members for an initial term of one year, with the option for re-appointment depending on progress and timing of the development and implementation of the MME work programme.
46. This Oversight Group will be supported by a Technical Advisory Group that will provide it with secretariat support, facilitate the necessary engagement and discussions at local, regional and national levels and navigate complex relationships. I expect the costs for the MME Oversight Group and the Technical Advisory Group will be met by the Ministry of Education within its baseline.
47. Pending agreement to the overall approach outlined in this paper, I intend to develop a two-stage approach to establishing the Oversight Group. In the first stage, I will appoint the two

Ministerial appointees through the Cabinet Appointments and Honours (APH) Committee to support the development of the necessary working relationships with the MME Peak Bodies and confirm the terms of reference. In the second phase of work, I will confirm the full membership of the MME Oversight Group and its terms of reference through APH.

Engaging with Māori and other education and te reo Māori stakeholders

48. I want to engage with Māori and other education and te reo stakeholders about this work on an ongoing basis. I have asked the Ministry of Education to work with the proposed MME Oversight Group to develop an engagement approach based on Te Arawhiti and Ministry of Education guidelines and tikanga Māori.
49. In particular, we will need to engage with:
- a. *Iwi and Māori communities (with a particular focus on learners and whānau);*
 - b. *MME Peak Bodies* (including Te Kōhanga Reo National Trust, Te Rūnanga Nui o Ngā Kura Kaupapa Māori; Ngā Kura ā-Iwi and Te Tauihu o Ngā Wānanga);
 - c. *Other MME services* Many of these services do not have a national representative body to reflect the interests of their members, so this engagement may be undertaken on a more 1-1 basis); and
 - d. *Other education and te reo Māori stakeholders.*
50. The engagement approach recognises and responds to the diversity within MME, the role of Iwi, and the complexity to involve the full range of Māori voices through national/collective bodies, individual entities, regional and local networks. I have asked the Ministry of Education to provide me with a detailed engagement plan by 30 October 2021.
51. In our engagement with Māori, it will be important to be very clear about what is “on the table” and what is “off the table” as part of our overall approach to growing MME so that we can manage stakeholder expectations.
52. In particular, I do not intend to pursue the development of a stand-alone MME Authority or the development of a new entity type for MME services that is not based on the Crown Entity framework. I consider that establishing a stand-alone MME Authority runs the risk of diverting focus from the core business of teaching and learning. in MME and detract from the tino rangatiratanga of whānau, hapū and iwi and the unique kaupapa and whakapapa of various MME services (for example, Te Aho Matua is the unique and underlying philosophy of Kura Kaupapa Māori. It does not form the basis of teaching and learning in Kura ā-Iwi or Rūmaki Reo units). There are better vehicles to support improved outcomes for Māori learners and there is sufficient flexibility within the current Crown Entity framework for education services to enable Māori agency and authority.

It is important to address some immediate issues and opportunities

53. In the meantime, I am also very aware that there are some immediate issues and opportunities in MME that we should address. 9(2)(j)
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54. There are some pressing demand issues in MME. For example, some MME Services have significant wait lists and property development requirements. Some communities have incomplete MME pathways and unmet demand. I want the Ministry of Education to make immediate progress with network provision to respond to these demand issues.
55. We developed the funding settings for MME schooling services in the 1990s. We have not established similar funding settings in early learning and tertiary education. This is impeding the current provision of MME and opportunities for growth. A review of these settings is overdue and I have asked the Ministry to prioritise this.
56. 9(2)(f)(iv) [REDACTED]
57. In July 2020, the Cabinet Social Wellbeing Committee agreed that the Ministry of Education should engage with the Wānanga sector to develop reform proposals in respect of Wānanga legislative settings, governance, mātauranga Māori leadership, funding and quality assurance principles [SWC-20-MIN-0096 refers]. This included work ‘to explore the potential for legislative change allowing Te Wānanga o Raukawa (TWoR) to establish itself as an independent entity’. Since then, the Ministry has been exploring these issues with all three wananga, but mainly TWoR. The discussions with TWoR have canvassed a new legislative status, and also what is possible within existing legislation. TWoR has shown interest in the potential for a new form of status. They are reasonably advanced in their own thinking about what a new status might look like, and options will shortly come to Ministers.
58. 9(2)(f)(iv) [REDACTED]

Financial Implications

59. There are no immediate financial implications arising from this Cabinet paper. I expect the Ministry of Education to fund the work of the MME Oversight Group and Technical Advisory Group and engagement from within its existing baselines.
60. In the longer term, the development and implementation of a MME work programme will require sustained investment. I have asked the Ministry of Education to develop a comprehensive and integrated work programme that will include, among other things, costings for growing MME over the next twenty years based on the proposed 30% target; information about the necessary investments that will be required over the next five Budget cycles (to be progressively updated over time) and some clear “stop / go” points to enable Ministers to make decisions and re-set directions as required. I am clear that this work will be undertaken within the context of wider planning and budget considerations across Vote: Education and Vote: Tertiary Education.
61. I acknowledge there is a risk of raising expectations through engagement with Māori and other education stakeholders. I consider the benefits of early, regular and evolving engagement outweigh these risks. I expect the Ministry to manage these risks by: (a) noting the initial nature of these discussions; and (b) emphasising the need for the development and confirmation of a detailed business case before any commitments are made.
62. 9(2)(f)(iv) [REDACTED]

Legislative, Regulatory and Climate Implications

63. I intend to submit a Legislation Bid for the 2022 year. I would like the legislation to be enacted in 2023 in te reo Māori and English, in line with the Te Ture mō te Reo Māori 2016.

64. There are no regulatory or climate implications arising directly from this paper.

Population Implications and Human Rights

65. This work will support improved education, wellbeing and te reo Māori outcomes for Māori learners and whānau because the majority of learners in MME are Māori. This will support our Treaty of Waitangi obligations and various international instruments (eg, UN Convention on the Rights of the Child and UN Declaration on the Rights of Indigenous Peoples).

66. As we progress the development of MME and Kaupapa Māori pathways, it will be important to ensure that we provide appropriate support for all learners who wish to participate in MME including those with disabilities and learning support needs. In particular, this will require that the workforce has the right skills and resources to support all learners

Consultation

67. The Ministry of Education prepared this paper. It consulted with: Te Arawhiti; the Department of Corrections; the Ministry of Health; the Ministry of Justice; New Zealand Police; Oranga Tamariki; Te Puni Kōkiri; the Ministry of Social Development; the Treasury; and the Ministry for Women.

68. It also provided this paper to various agencies for their information: the Department of the Prime Minister and Cabinet; Education New Zealand; the New Zealand Qualifications Authority; the Public Service Commission; the Tertiary Education Commission; Te Mātāwai and Te Taura Whiri i te Reo Māori.

Communications

69. I do not intend to make a public announcement about this work at this time.

Recommendations

70. The Associate Minister of Education (Māori Education) recommends that the Cabinet Social Wellbeing Committee:

- a. **note** that Māori Medium and Kaupapa Māori Education play important roles in supporting improved educational achievement, wellbeing and Māori language outcomes for Māori learners and addressing Treaty of Waitangi commitments (*paragraphs 18-20 refer*);
- b. **note** that Māori Medium and Kaupapa Māori Education has developed organically at the community level with strong Māori leadership and limited central planning and direction and that this has created some deep and enduring challenges (*paragraph 21-23 refer*);
- c. **note** that Māori have expressed a strong aspiration to exercise greater levels of agency and authority over Māori Medium and Kaupapa Māori Education (*paragraph 24 refers*);

- d. **note** that, to provide a basis for forecasting and modelling growth, the Associate Minister of Education (Māori Education) has proposed a stretch target of 30% of Māori learners participating in Māori Medium Education by 2040 (*paragraphs 25-27 refer*);
- e. **agree** that the Ministry of Education develops a work programme to grow Māori Medium Education and Kaupapa Māori Education by June 2022 in conjunction with the proposed Māori Medium Education Oversight Group (*paragraphs 28-37 refer*);
- f. **note** that the Associate Minister of Education (Māori Education) intends to introduce bespoke Māori Medium and Kaupapa Māori Education legislation in early 2023 (*paragraphs 38-41 refer*);
- g. **note** that the Associate Minister of Education (Māori Education) intends to establish a Māori Medium Education Oversight Group to provide leadership and guidance for this work through the Cabinet Appointments and Honours Committee (*paragraphs 42-47 refer*);
- h. **agree** that the Ministry of Education undertake regular and ongoing discussions about this work with Māori and other stakeholders based on guidance from the Māori Medium Education Oversight Group and consideration of Te Arawhiti and Ministry of Education guidelines (*paragraphs 48-52 refer*);
- i. **note** that there are some immediate issues and opportunities to support MME in the short-term and that the Ministry of Education is leading work to address these matters (*paragraphs 53-58 refer*);
- j. **Invite** the Associate Minister of Education (Māori Education) to report-back to the Cabinet Social Wellbeing Committee about the results of this engagement and the development of a Māori Medium Education work programme by June 2022.

Wānanga

- k. **note** that in June 2020, the Cabinet Social Wellbeing Committee agreed that the Ministry of Education should engage with the Wānanga sector to develop reform proposals in respect of Wānanga legislative settings, governance, mātauranga Māori leadership, funding and quality assurance principles [SWC-20-MIN-0096 refers];
- l. **note** that the Ministry of Education continues to explore these issues with Wānanga.

Authorised for lodging

Hon Kelvin Davis

Associate Minister of Education (Māori Education)

_____/_____/_____



Cabinet Social Wellbeing Committee

Minute of Decision

This document contains information for the New Zealand Cabinet. It must be treated in confidence and handled in accordance with any security classification, or other endorsement. The information can only be released, including under the Official Information Act 1982, by persons with the appropriate authority.

Work Programme to Grow Māori Medium and Kaupapa Māori Education

Portfolio Education

On 29 September 2021, the Cabinet Social Wellbeing Committee (SWC):

- 1 **noted** that Māori Medium and Kaupapa Māori Education play important roles in supporting improved educational achievement, wellbeing and Māori language outcomes for Māori learners and addressing Treaty of Waitangi commitments;
- 2 **noted** that Māori Medium and Kaupapa Māori Education has developed organically at the community level with strong Māori leadership and limited central planning and direction and that this has created some deep and enduring challenges;
- 3 **noted** that Māori have expressed a strong aspiration to exercise greater levels of agency and authority over Māori Medium and Kaupapa Māori Education;
- 4 **noted** that, to provide a basis for forecasting and modelling growth, the Associate Minister of Education (Māori Education) (the Minister) has proposed a target of 30 percent of Māori learners participating in Māori Medium Education (MME) by 2040;
- 5 **agreed** that the Ministry of Education develops a work programme to grow MME and Kaupapa Māori Education by June 2022, in conjunction with the MME Oversight Group proposed in paragraph 7 below;
- 6 **noted** that the Minister intends to introduce bespoke Māori Medium and Kaupapa Māori Education legislation in early 2023;
- 7 **noted** that the Minister intends to establish a MME Oversight Group to provide leadership and guidance for the work programme and will submit terms of reference and proposed appointees to the Cabinet Appointments and Honours Committee;
- 8 **agreed** that the Ministry of Education undertake regular and ongoing discussions about the work programme with Māori and other stakeholders based on guidance from the MME Oversight Group and consideration of Te Arawhiti and Ministry of Education guidelines;
- 9 **noted** that there are some immediate issues and opportunities to support MME in the short-term and that the Ministry of Education is leading work to address these matters;

- 10 **invited** the Minister to report-back to the Cabinet Social Wellbeing Committee by 30 June 2022 on the engagement results and development of a MME work programme;

Wānanga

- 11 **noted** that in June 2020 SWC noted that, in response to WAI 2698, a work programme had been developed to explore potential legislative settings, governance, mātauranga Māori leadership, funding and quality assurance principles, and invited the Minister and the Minister of Education to report back on this work with the wider wananga sector [SWC-20-MIN-0096];
- 12 **noted** that the Ministry of Education continues to explore the above matters with Wānanga.

Rachel Clarke
Committee Secretary

Present:

Hon Kelvin Davis
Hon Dr Megan Woods
Hon Carmel Sepuloni (Chair)
Hon Andrew Little
Hon Poto Williams
Hon Kris Faafoi
Hon Peeni Henare
Hon Willie Jackson
Hon Jan Tinetti
Hon Dr Ayesha Verrall
Hon Meka Whaitiri
Hon Priyanca Radhakrishnan

Officials present from:

Office of the Prime Minister
Officials Committee for SWC



Cabinet

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Report of the Cabinet Social Wellbeing Committee: Period Ended 1 October 2021

On 4 October 2021, Cabinet made the following decisions on the work of the Cabinet Social Wellbeing Committee for the period ended 1 October 2021:

Out of scope

SWC-21-MIN-0142 **Work Programme to Grow Māori Medium and Kaupapa Māori Education**
Portfolio: Associate Education (Māori Education)

CONFIRMED

Out of scope

Out of scope

Michael Webster
Secretary of the Cabinet

Proactively Released