

Supporting Māori medium education and growing Kaupapa Māori Education

Second report

July/August 2022

Te Pae Roa

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Definitions

1. In this report, Te Pae Roa have used the term '*Kaupapa Māori education or KME*' differently from how the Ministry of Education (MoE) has used it to date. Anything outside of the Kaupapa Māori definition, Te Pae Roa have referred to as '*Ara Māori or AME*'. When Te Pae Roa use the term '*Māori Education*' it is referring to both Ara Māori and Kaupapa Māori Education.
2. Te Pae Roa have refrained from using '*Māori medium education or MME*' as a term due to the confusion it creates and the response to it from those that were engaged.
3. For Te Pae Roa, Ara Māori, rather than the Ministry's term, Māori medium education, refers to the delivery of mātauranga Māori and te reo Māori in English medium settings or settings outside Kaupapa Māori (including early childhood education, schooling and tertiary).
4. Te Pae Roa have defined Kaupapa Māori education differently. It relies on the establishment of the institution having been led by Māori, its governance and leadership taking a by Māori for Māori approach, and te reo Māori as the dominant language (100%). In the tertiary education space, the requirements remain the same, except, because of the nature of tertiary offerings, instead of a strict Te Reo component, it is about the provision of Mātauranga Māori, and the availability of Kaupapa Māori education subjects.
5. In our first report we named the option of a separate entity 'Takapau Whaiao' and in this second report will continue to refer to the separate entity as 'Takapau Whaiao'.
6. These definitions are still being refined by Te Pae Roa as it continues to engage with Māori. Te Pae Roa's view, in line with its statement in the first report that the Crown does not own and should not control Kaupapa Māori education, is that Kaupapa Māori education must be defined by Māori.

Te Reo Māori revitalisation and Māori Education

7. Te Pae Roa, after engagement with the MoE, needs to make a point about the revitalisation of te reo Māori and its place in Kaupapa Māori and Ara Māori Education.
8. Much of the advice and reports Te Pae Roa have received from the Ministry focus on reo revitalisation and see that as an important goal and outcome of Māori Education.
9. Te Pae Roa believes that Māori Education, and in particular Kaupapa Māori education is about much more than reo revitalisation. It is about Māori determining, for themselves, where, how, who and what it teaches Māori learners. It's about governance being Māori, leadership being Māori, it's about the role of iwi, whānau and hapū. Māori learners achieve better outcomes when they take a Kaupapa Māori learning pathway – not just because they learn in reo Māori, but because of the culture, leadership, governance and whānau involvement that Kaupapa Māori Education encapsulates.
10. Our advice, moving forward, is that MoE lends a wider lens to the benefits of Kaupapa Māori Education – rather than always seeing it as a tool for reo revitalisation.

Purpose of this report

11. The purpose of our second report is to:

- 11.1. Summarise the recommendations from our first report
- 11.2. Provide an overview of the development process used for the packages to reform Māori Education
- 11.3. Share criteria used to access each package developed and reasons behind the preferred package
- 11.4. The results of engagement undertaken on Te Pae Roa's proposed option
- 11.5. Provide recommendations for the next steps

12. Since its appointment, Te Pae Roa has undertaken an inclusive approach in its work reforming Māori education. It has engaged widely and openly with Māori since the beginning and will continue to do so through to the completion of this work.

13. We have also taken an inclusive approach to the packages developed to reform the education system to better support Ara Māori and grow Kaupapa Māori education.

14. We understand that the current education system already governs two separate education pathways – English medium education and Māori education.

15. Our advice is that a new and independent entity needs to be established to better govern, grow and support the Māori education pathway.

16. Our Māori education pathway we see as a continuum. At one end are Māori learners who learn mātauranga Māori and reo Māori in English medium settings and at the sharp end are Māori learners that learn in total Kaupapa Māori settings. All of our Māori learners sit along this continuum of Māori education.

17. We know that Māori learners achieve better educational outcomes when they learn in Kaupapa Māori settings, we also know that Māori aspire for all Māori learners to have the ability to be a part of Kaupapa Māori education – sitting at the sharp end of the continuum.

18. Our preferred package for reform looks after all Māori learners no matter where they sit on the Māori education continuum – looking at ways to grow and transition them along the pathway towards Kaupapa Māori education.

19. Our options also acknowledge that, although we need to transition many Māori learners into Kaupapa Māori education, we must invest in, support and grow Kaupapa Māori education as our top priority.

20. We do believe the only way to do this is through the establishment of an independent authority representing Kaupapa Māori education. They would have full authority over the future investment, planning and strategy to grow Kaupapa Māori education now and into the future, but would also work in partnership with the Ministry of Education to support and transition Māori learners currently in English medium, along the continuum towards Kaupapa Māori education settings.

21. We believe that this is the most inclusive approach to take when reforming our education system for our Māori learners. It means all Māori learners will benefit from the reforms we put forward.

Summary of findings from the first report and its recommendations

22. Following the first round of engagement Te Pae Roa undertook across Aotearoa, it provided you with a summary of key engagement themes, advice and recommendations for progressing the work you have appointed us to undertake.
23. The key themes of Te Pae Roa's engagement were:
- 23.1. Māori are supportive of the Minister's vision, but recognise that achieving a 30% increase in some areas will be harder and that the focus of the 30% should be Māori learners in Kaupapa Māori education;
 - 23.2. Acknowledging the history of Kaupapa Māori Education is important, such as the loss of language due to a generation not being able to speak te reo Māori;
 - 23.3. Therefore, the proposed legislation should include an acknowledgement of past wrongs to draw a line between the past and the future;
 - 23.4. Māori should determine the current and future direction of AME and KME, including its governance (no participants supported the Ministry of Education continuing to govern the Māori education continuum);
 - 23.5. The Crown still has obligations, under Te Tiriti, to support AME and KME growth, and to enable and protect its place in Aotearoa – but it does not have ownership rights to it or its future;
 - 23.6. Te Matakāhuki believe that there should be a parallel pathway for Kaupapa Māori Education – Kōhanga Reo, Kura Kaupapa Māori, Kura ā-lwi and Wānanga;
 - 23.7. All participants agreed that AME and KME are under-funded and that funding frameworks are based on English-medium education and therefore fall short of recognising and valuing AME and KME;
 - 23.8. The workforce shortage is a barrier to growing AME and KME and therefore the thinking needs to be broadened on what can teaching looks like, who can be a teacher, and how the extra demands on teachers in AME and KME can be rewarded, including better career pathways;
 - 23.9. The need to fix sub-standard property and growing pathways in regions from kōhanga to kura and wharekura, and then to tertiary education; and
 - 23.10. Curricula need to be customised to value Mātauranga Māori and grow the important role of iwi in the development of those.
24. Participants who advocated for an independent authority were really after mana motuhake – they wanted the ability to provide AME and KME in a way they know is best for Māori learners and not to be undermined – unintentionally or not - by a system that has consistently been a barrier to those aspirations.
25. As a result of the points raised in their engagement, Te Pae Roa have come to the view that the issues are systemic in that the Crown has assumed ownership and governance of Kaupapa Māori Education and the use of Mātauranga Māori (inclusive of Te Reo Māori) in English-medium settings. The issues are systemic to them because the Crown does not own Kaupapa Māori education or Mātauranga Māori, yet the current system is designed in a way that sees the Crown control these. T
26. Te Pae Roa are therefore proposing a new structure to enable iwi and Māori to exert their tino rangatiratanga and mana motuhake over Kaupapa Māori education and in Ara Māori settings.

27. Our recommendations to you were:

Agree to develop new legislation to create a new system and structure for Māori Education that is designed to enable its growth;

Agree to progress work on the new structure and system for the Māori education continuum;

Agree that Te Pae Roa and the Ministry of Education work together to develop options for the new structure and system roles and responsibilities with the intention to devolve decision-making processes and funding to this new structure; and

Agree that Te Pae Roa and the Ministry of Education work together to develop options for a new system for the Māori education continuum, which includes, but is not limited to, funding, workforce development, qualifications, property and network planning, and curriculum.

Working with the Ministry of Education and developing packages for reform

28. Since the completion of the report, and the Cabinet process that followed, Te Pae Roa, supported by key Ministry of Education officials, oversaw the development of four potential packages for reforming the education system.

29. The packages considered possible changes in areas outlined in Te Pae Roa's first report.

30. Through focused workshops and working groups, the following packages were put forward for Te Pae Roa's consideration. **Appendix 1**

31. It is important to note that no package is perfect in its current state, and further work will need to be done to ensure the preferred option is implementable. But deciding on the overall direction moving forward will help focus the work of both MoE and Te Pae Roa.

Options considered by Te Pae Roa

The Ministry has provided you with advice on a suite of packages. Of these packages, Te Pae Roa only considered package 4, package 3 and package 2. Te Pae Roa rejected package 1 from the outset, given it did not meet any of the criteria set out by both the Minister and Māori.

What is provided below are sets of tables for each package. These tables compare the proposed package to the outcomes of Te Pae Roa's first report and Ministerial expectations expressed to Te Pae Roa.

Package 4: Establish an Independent body (Takapau Whaiao) – Te Pae Roa's preferred option

Analysis of Package 4

Based on recommendations in the Te Pae Roa report, and Ministerial expectations.

Ministerial expectations		
Based on the Cabinet paper and conversations with Te Pae Roa	Does the option meet Ministerial expectations?	Advice
A separate authority can not be set up to govern only 5% of Māori learners	Yes	Further work would need to be done on how the authority would govern Kaupapa Māori and have responsibilities over Ara Māori education.
Changes much work towards the aspirational goal of a 30% increase in Māori learners in Māori education	Yes	The establishment of Takapau Whaiao means that the governance entity would be responsible for growing Kaupapa Māori education and govern with its growth as the entity's priority.
All pathways need to be connected – kohanga/Early childhood – Kura/Primary- Secondary and Wananga/Tertiary	Yes	Having one authority to govern suggests a more connected approach to growing Kaupapa Māori pathways– representation of different bodies will also help with building a more connected pathway

Expectations set by Te Pae Roa's first report Report

Theme	Te Pae Roa Report	Does the option address concerns?	Advice
New structure and system	A new structure must be built to better support Kaupapa Māori and Ara Māori Education	Yes	
	Space needs to be created for Māori to exercise their governance	Yes	Separating it from a Government agency and providing it with its own independent model will meet the recommendations in Te Pae Roa's report

	rights in Ara Māori and ensure the integrity of Mātauranga Māori outside of Kaupapa Māori settings		
	Kaupapa Māori providers can exercise their governance rights over Kaupapa Māori education settings	Yes	This option would give greater agency and authority to providers – the option to operate outside of being a Crown entity would also provide the independence Kaupapa Māori providers have asked for
	Separate legislation to reshape the system and provide the right settings for Kaupapa Māori Education and Ara Māori	Yes	Separate legislation is required to enable this option.
Governance	A governance structure that takes a by Māori for Māori approach	Yes	Most Takapau Whaiao board members would be appointed by Māori - at least one Ministerial appointee.
	Recognising that the Crown, under Te Tiriti still has obligations to support Kaupapa Māori and Ara Māori – but this is not ownership rights	Yes	This option still upholds the Te Tiriti partnership with the Crown through the single ministerial appointment to the Board But a Tiriti partnership agreement would need to be developed between MOE and Takapau Whaiao regarding the Ara Māori space.
	Governance structure represents mana motuhake	Yes	This option empowers Māori to determine the future of Kaupapa Māori Education
	The new structure must not undermine the separate governance structure of current Māori education providers and enables them	Yes	This option allows for a mixture of service delivery arrangements - the direct provision by CEs – kura and Wānanga, registration etc – but Takapau Whaiao would assume roles and responsibilities from MOE and TEC, but not from the providers.

	to exercise their own mana motuhake		
	Look to remove Crown appointed governance positions across Kaupapa Māori education at the provider level.	Yes	This option gives Māori education providers the option to no longer be Crown entities.

Theme	Te Pae Roa Report	Does the option address concerns?	Advice
Funding	Equitable funding	No	In discussions during workshops, an equitable funding lever was explored – this is not mentioned in the drafting of this final option – but our advice is that the legislation must include this lever for baseline funding of Takapau Whaiao on top of the funding transfers that will need to occur when Takapau Whaiao takes on the roles and responsibilities currently held by other agencies
	New funding models need to be based on what Māori value – different to English medium settings	No	Again, this was discussed in workshops but is not mentioned in the final summary table of options. We need to do much more work in this area before our engagement phase- in particular, we need to look at how Takapau Whaiao will be funded – and what they will be responsible for funding.

Theme	Te Pae Roa Report	Does the option address concerns?	Advice
Curriculum	Iwi and hapū specific matauranga taught – embedded in the curriculum	Yes	This option devolves all responsibility for developing and approving Kaupapa Māori education curriculum
	Kaupapa Māori subjects are valued as other subjects taught	No	This is probably best linked to funding and the funding levels currently attached to Kaupapa Māori subjects and roles.

Theme	Te Pae Roa Report	Does the option address concerns?	Advice
Workforce	Māori determines the construct of their future workforce – can create fit-for-purpose roles to meet the needs of Māori learners.	Yes	This package allows redefinition of the role of kaiako in MME/KME settings, with responsibility for setting standards for training and credentialling devolved to new Māori education steward
	Address pay of the current workforce – acknowledging the different skill sets required to teach in Kaupapa Māori settings	TBC	The table only really refers to the role of the current teaching council and proposes splitting the council to create a Kaupapa Māori teaching council. Pay levels not discussed in this option
	Development and design of Kaiako qualifications need to sit with Māori	Yes	This package allows redefinition of the role of kaiako in MME/KME settings, with responsibility for setting standards for training and credentialling devolved to new Māori education steward

Theme	Te Pae Roa Report	Does the option address concerns?	Advice
Property maintenance and new builds	Need a plan to build new kura and accommodate a 30% increase	Yes	Responsibility for managing and maintaining infrastructure is devolved to a separate entity. This would enable Māori to lead the development of a plan to accommodate the 30% increase
	Invest in pathways – regionally so Māori learners can access an uninterrupted Kaupapa Māori education pathway	Yes	This option transfers responsibility for property management including new builds to Takapau Whaiao. This gives Takapau Whaiao the ability to build a network plan that focuses on uninterrupted pathways across regions.
	Immediate investment in current	TBC	This package does not speak to this issue

	establishments in desperate need of repair maintenance and upgrading		
	Future network building and maintenance to be the responsibility of the new governance structure	Yes	This option transfers responsibility for property management including new builds to Takapau Whaiao.

Theme	Te Pae Roa Report	Does the option address concerns?	Advice
Quality assurance and compliance	Te Pae Roa has expressed a desire to have a separate body with the same powers as a Māori 'ERO'.	Yes	The option does lean in the direction of Te Pae Roa's recommendations – but notes that further work needs to be done to determine what functions across the different agencies would be moved over to Takapau Whaiao

Package 3: Entity established inside the Ministry of Education

Analysis of Package 3

Based on recommendations in the Te Pae Roa report, and Ministerial expectations

Ministerial expectations		
Based on the Cabinet paper and conversations with Te Pae Roa	Does the option meet Ministerial expectations?	Advice
A separate authority can not be set up to govern only 5% of Māori Māori learners	Yes	This option does set up a separate authority that would be inclusive of all Māori Māori learners
Changes much work towards the aspirational goal of a 30% increase in Māori learners in Māori education	Yes	Have a single authority responsible to the aspirational goal will provide the focus needed to lead a strategy that delivers this increase.
All pathways need to be connected – kohanga/Early childhood – Kura/Primary-Secondary and Wananga/Tertiary	Yes	Having one authority to govern suggests a more connected approach to the Kaupapa Māori pathway – representation of different bodies will also help with building a more connected pathway

Expectations set by Te Pae Roa's first report Report

Theme	Te Pae Roa Report	Does the option address concerns?	Advice
New structure and system	A new structure must be built to better support Kaupapa Māori and Ara Māori Education	Yes	Yes, the new structure would provide for this, but it would lack the independency Māori have asked for as its governance and decision making would still sit with the Crown
	Space needs to be created for Māori to exercise their governance rights in Ara Māori and ensure the integrity of Mātauranga Māori outside of Kaupapa Māori settings	TBC	Separating it from MOE and establishing a new agency will enable it to operate in a new way that could create space for Māori to exercise their own rights in Ara Māori – but the governance would, under the current option, would still sit with the Crown.
	Kaupapa Māori providers can exercise their governance rights over Kaupapa Māori education settings	Yes	This package would give greater agency and authority to providers – but only at the service provider level.

	Separate legislation to reshape the system and provide the right settings for Kaupapa Māori Education and Ara Māori	Yes	Separate legislation is required to enable this option.
Governance	A governance structure that takes a by Māori for Māori approach	TBC	Depending on the structure of the new agency.
	Recognising that the Crown, under Te Tiriti still has obligations to support Kaupapa Māori and Ara Māori – but this is not ownership rights	Yes	This option could create a better more balance partnership arrangement with the Crown – but it would depend on the governance structure of the agency.
	Governance structure represents mana motuhake	No	Given this option does not create an independent entity – and instead builds another agency, it is unlikely to meet this aspiration
	The new structure must not undermine the separate governance structure of current Māori education providers and enables them to exercise their own mana motuhake	Yes	This option allows for a mixture of service delivery arrangements - direct provision by CEs – kura and Wānanga, registration etc – but Takapau Whaiao would assume roles and responsibilities from MOE and TEC, but not from the providers.
	Look to remove Crown appointed governance positions across Kaupapa Māori education at the provider level.	TBC	It is unclear if this option could proceed. Further work is needed in this area.

Theme	Te Pae Roa Report	Does the option address concerns?	Advice
Funding	Equitable funding	No	The new agency, although it would have its own Budget appropriation – is still not guaranteed to receive equitable funding.

	New funding models need to be based on what Māori value – different to English medium settings	No	It would still operate under the same system that is in place today.
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Theme	Te Pae Roa Report	Does the option address concerns?	Advice
Curriculum	Iwi and hapū specific matauranga taught – embedded in the curriculum	Yes	This option devolves all responsibility for developing and approving the Kaupapa Māori education curriculum to the new agency
	Kaupapa Māori subjects are valued as other subjects taught	No	This is probably best linked to funding and the funding levels currently attached to Kaupapa Māori subjects and roles.

Theme	Te Pae Roa Report	Does the option address concerns?	Advice
Workforce	Māori determine the construct of their future workforce – can create fit-for-purpose roles to meet the needs of Māori learners.	Yes	Māori education peak bodies and iwi given formal advisory role in development of MME workforce strategy Redefinition of the role of kaiako in some MME/KME settings, with partial responsibility for setting standards for training and credentialing devolved to peak bodies and/or iwi (similar to Kōhanga Reo currently)
	Address pay of the current workforce – acknowledging the different skill sets required to teach in Kaupapa Māori settings	TBC	Pay levels not discussed in this option
	Development and design of Kaiako qualifications need to sit with Māori	TBC	This package suggests that a new agency could assume some of NZQA's functions and powers – but further work needs to be done in this area to provide assurance around the leadership role Māori would undertake.

Theme	Te Pae Roa Report	Does the option address concerns?	Advice
Property maintenance and new builds	Need a plan to build new kura and accommodate a 30% increase	Yes	A separate entity created inside MoE will enable a single body to be responsible for ensuring investment in property to accommodate the 30% increase.
	Invest in pathways – regionally so Māori learners can access an uninterrupted Kaupapa Māori education pathway	Yes	Delegation of network planning will enable this to occur
	Immediate investment in current establishments in desperate need of repair maintenance and upgrading	TBC	No mention of this issue in current package
	Future network building and maintenance to be the responsibility of new governance structure	Yes	Delegation of network planning will enable this to occur

Theme	Te Pae Roa Report	Does the option address concerns?	Advice
Quality assurance and compliance	Te Pae Roa has expressed a desire to have a separate body with the same powers as a Māori 'ERO'.	Yes	The option does lean in the direction of Te Pae Roa's recommendations – but notes that further work needs to be done to determine what functions across the different agencies would be moved over to the new agency.

Package 2: Devolution to current peak bodies and entities
Analysis of Package 2

Based on recommendations in the Te Pae Roa report, and Ministerial expectations

Ministerial expectations		
Based on the Cabinet paper and conversations with Te Pae Roa	Does the option meet Ministerial expectations?	Advice
A separate authority can not be set up to govern only 5% of Māori Māori learners	N/A	This option does not set up an authority, instead, it looks to empower separate entities and peak bodies through legislation and devolve functions to them. It does suggest establishing a new grouping in MoE to assist with funding the different entities.
Changes much work towards the aspirational goal of a 30% increase in Māori learners in Māori education	No	This is no real lever that can be used to ensure all entities are working collectively to achieve the 30% goal. No one authority overseeing the long term plan for Kaupapa Māori or Ara Māori
All pathways need to be connected – kohanga/Early childhood – Kura/Primary- Secondary and Wananga/Tertiary	No	No. Separate entities would be empowered in their own areas. This does not mean they may not want to work together to ensure connected pathways are built – but there is no driver to do so under this option.

Expectations set by Te Pae Roa's first report Report

Theme	Te Pae Roa Report	Does the option address concerns?	Advice
New structure and system	A new structure must be built to better support Kaupapa Māori and Ara Māori Education	No	<p>This option does not provide for a new system or structure. It instead devolves functions and responsibilities to existing and possibly future bodies.</p> <p>We see this as being problematic – it does not cater for iwi aspirations or the emergence of future bodies.</p> <p>The advice suggests that more entities could be added and recognised through legislation – but the question would be who would determine who becomes a recognised entity.</p>
	Space needs to be created for Māori to exercise their governance	No	What would be required is a body representing parts of Ara Māori to be established

	rights in Ara Māori and ensure the integrity of Mātauranga Māori outside of Kaupapa Māori settings		
	Kaupapa Māori providers can exercise their governance rights over Kaupapa Māori education settings	Yes	New enabling framework will provide Kaupapa Māori providers with more governance options.
	Separate legislation to reshape the system and provide the right settings for Kaupapa Māori Education and Ara Māori	Yes	Yes – legislation would be required to empower entities and bodies and devolve existing functions and responsibilities to them
Governance	A governance structure that takes a by Māori for Māori approach	No	Although this does not establish a single governance body – it does empower entities and bodies to take a by Māori for Māori approach. The issue will be the place of iwi.
	Recognising that the Crown, under Te Tiriti still has obligations to support Kaupapa Māori and Ara Māori – but this is not ownership rights	TBC	This will probably be expressed in the funding space – but more work needs to be done in this area
	Governance structure represents mana motuhake	No	For current entities and bodies, but does not empower iwi or future entities to express their mana motuhake
	The new structure must not undermine the separate governance structure of current Māori education providers and enables them to exercise their own mana motuhake	Yes	No new structure established.
	Look to remove Crown appointed governance positions across	TBC	The devolution of functions and responsibilities could involve this – but advice so far is unclear

	Kaupapa Māori education at the provider level.		
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Theme	Te Pae Roa Report	Does the option address concerns?	Advice
Funding	Equitable funding	No	Not at this stage – there are two options proposed in this section – a separate funding agency and then direct funding to service providers. They do suggest this could extend out to iwi collectives.
	New funding models need to be based on what Māori value – different to English medium settings	No	Not at this stage – it still seems to be the case that MOE would hold the funds and allocate them to either an agency or directly. At its core, there does not seem to be much change in the level of funding or how the level of funding is determined.

Theme	Te Pae Roa Report	Does the option address concerns?	Advice
Curriculum	Iwi and hapū specific matauranga taught – embedded in the curriculum	Yes	This option gives responsibility for developing and approving the Kaupapa Māori education curriculum to new or existing national entities, and marau-a-iwi is devolved to iwi.
	Kaupapa Māori subjects are valued as other subjects taught	No	This is probably best linked to funding and the funding levels currently attached to Kaupapa Māori subjects and roles.

Theme	Te Pae Roa Report	Does the option address concerns?	Advice
Workforce	Māori determine the construct of their future workforce – can create fit for purpose roles to meet the needs of Māori learners.	Yes	Functions for workforce standards, and we assume, workforce planning would be devolved to entities and Kaupapa Māori bodies.
	Address pay of the current workforce –	No	This isn't discussed in this option – need to do more work in this area to

	acknowledging the different skill sets required to teach in Kaupapa Māori settings		determine how this issue can be addressed
	Development and design of Kaiako qualifications need to sit with Māori	Yes	Devolves this function to entities and kaupapa Māori bodies

Theme	Te Pae Roa Report	Does the option address concerns?	Advice
Property maintenance and new builds	Need a plan to build new kura and accommodate a 30% increase	No	This option devolves functions and responsibilities- but does not speak to a collective approach to achieving the 30% goal.
	Invest in pathways – regionally so Māori learners can access an uninterrupted Kaupapa Māori education pathways	Yes	It does devolve network planning and property planning to Māori entities and bodies
	Immediate investment in current establishments in desperate need of repair maintenance and upgrading	No	It may devolve this type of funding to Māori entities and bodies – but the option doesn't speak to meeting the current needs.
	Future network building and maintenance to be the responsibility of the new governance structure	Yes	Future network planning is devolved to current Māori entities and bodies

Theme	Te Pae Roa Report	Does the option address concerns?	Advice
Quality assurance and compliance	Te Pae Roa has expressed a desire to have a separate body with the same powers as a Māori 'ERO'.	TBC	This depends on what functions entities assume and what functions for accountability they currently have in place. Further work is required in this area.

Preferred option

32. Te Pae Roa members met to discuss all three packages – **with Package 4** being the preferred option of members, given it aligned with both ministerial expectations and the expectations of Māori participating in the engagement process.
33. **Package 3** - Members decided that this option did not provide Māori with enough rangatiratanga over Kaupapa Māori Education with governance and decision-making powers still sitting with the Crown. It did not provide enough change to the system to meet the expectations of Māori.
34. Members saw **Package 2** as a more enhanced version of the status quo, not as inclusive in its approach nor flexible enough to enable new and innovative forms of Kaupapa Māori Education to grow. It did not provide Māori with the ability to ensure uninterrupted Kaupapa Māori pathways could be established, which requires a collective approach and a governance body to be accountable for delivery.

Engagement

35. Te Pae Roa decided to engage Māori only on its preferred package for reform – Package 4.
36. As well as targeted engagement with key stakeholders – Te Pae Roa held four webinars across a two-week period where members presented their preferred package to those that attended. Te Pae Roa also received feedback via email throughout the engagement period.

Summaries of each engagement

Webinars

37. Te Pae Roa members presented a presentation on the proposed option for reform at each webinar. As well as the possibility of submitting questions throughout the webinar, participants were also invited to submit feedback via email.
38. The summaries combine questions from each webinar and feedback submitted.

First Webinar

50 attendees

39. People generally support the option proposed- and expressed their support through the questions and answers submitted during the webinar and in written submissions sent to Te Pae Roa via email.
40. Participants asked questions about who Te Matakahuki was and what peak bodies were.
41. They were interested in hearing about how changes would impact Kura Auraki. Te Pae Roa's response was Te Pae Roa's proposal suggests setting up a statutory body that would govern Kaupapa Māori Education and have responsibility across the rest of the Māori education continuum, which includes Māori education in English medium settings. Te Pae Roa are hoping that their proposal would provide more support for those operating in Kura Auraki in helping address some of the issues raised throughout the previous engagement (governance, workforce)

42. The question was asked if there has been any consideration in the plan to transition Māori learners from English medium into kaupapa Māori in regards to Te Reo. Development for these Māori learners to succeed in a Te Reo environment?
43. Te Pae Roa's response was Te Pae Roa had discussed the importance of transitioning Māori learners and whānau through the Māori Education continuum from English medium settings through to Kaupapa Māori settings.
44. Participants asked about what commitment had been given to ensure this work has longevity as new governments come into power.
45. Te Pae Roa's response was: The legislation timeline sees new legislation passed next year before the election. Although we can not control the possible direction of a new Government - we can do our best to put in place substantial change that is difficult to turn around.
46. Further discussions and questions were asked about the structure of the statutory entity, the fact that schools are Crown entities, the next steps to advance the kaupapa, how the proposal is different to what is currently established, and Workforce development and qualifications that are created by Māori for Māori.

Second Webinar

50 attendees

47. Participants asked questions via the question, and answers function throughout the webinar.
48. Feedback was positive – participants said they were excited about the work and were encouraged with the 'by Māori for Māori approach' to the new system. Much support expressed for Te Pae Roa members.
49. Participants asked if Te Pae Roa should be concerned that Te Matakahuki is submitting a report with a different position to Te Pae Roa? Te Pae Roa responded by saying they were not concerned. Te Matakahuki and MoE have come to an agreement where they will provide a separate report for the Minister to consider. Te Pae Roa works directly with the Minister and provides advice to him – which it will do. We hope that both reports have common ground we can work together on.
50. Participants asked if NZ Govt would acknowledge the detrimental effects the NZ educational system has had and continues to have on Māori. Te Pae Roa acknowledged that this was an important part of their work and would be considered in developing legislation.
51. Participants also asked questions about the different definitions of Māori education. He aha te rereketanga o te Kaupapa Māori education ki te Māori Medium Education? Kua whakaritehia e Te Tāhūhū i ō rātou ake paearu reo mō ngā kura me ngā schools (MITA) - kei te hiahia te Tāhūhū ki te whakataumata te reo me te pūtea anō? Kei te rangirua au. Te Pae Roa responded by saying - I tēnei wā, kāore anō kia whakatauhia ngā paearu mō te Kaupapa Māori education. Koirā tētahi o ngā aronga o tēnei mahi. Ko ngā mea nui ki a Te Pae Roa: me riro mā te Māori e whakatau, he aha ngā paearu o te kaupapa Māori, kua mā te Karauna, ā, me whakatau i ētahi paearu e taea ai e ētahi atu hapori Māori te kimi/waihanga/whai ngā huarahi kaupapa Māori e pai ana ki a rātau.
52. Participants asked if Te Pae Roa was considering the role of iwi, hapu and whānau in local funding arrangements of Kaupapa Māori moving forward.

53. One participant wanted Te Pae Roa to consider reaching out to Marae and different providers in each rohe. Te Pae Roa responded by assuring people that they reach out to hundreds of Māori, hapu, iwi, whanau, providers etc. and remain open to constructive input into this kaupapa.

Third Webinar

30 Attendees

54. Comments were made about the fight for Māori governance, for Māori, by Māori.
55. Some suggested that the Ministry of Education's system is completely broken, which affects the majority of mainstream schools, automatically, so it will take a very long time to change and fix it. However, the new ideas based on Māori values, the new kaupapa are creating big waves, long waves that are coming from all kura kaupapa.
56. Participants wanted Kaupapa Māori to be inclusive of tamariki, whānau and kaiako within rumaki.
57. Participants asked questions on access to rumaki reo units and what support could be given to allow students to attend rumaki reo units.

Fourth Webinar

14 Attendees

58. Participants asked questions via the question and answers function throughout the webinar.
59. In general, participants provided positive feedback around the proposal.
60. Participants asked about:
- 60.1. the timeframe for implementation. Te Pae Roa noted that legislation is planned for 2023 and that there will also be a transition plan to give an understanding of how the change will take effect;
 - 60.2. the inclusivity of an approach that sees a kōhanga, kuratahi, wharekura and whare wānanga on the same site – reflecting the concept of “mai i te kōpū ki te kōpū”. Te Pae Roa noted that their proposal is around strengthening the Kaupapa Māori pathways and therefore will be supportive of that kind of approach;
 - 60.3. how this work fits in with the review of Te Marautanga o Aotearoa and kura that are reviewing their marau ā-kura – wanted to understand if things should be put on hold to see what comes out of the different kaupapa. Te Pae Roa noted that there is a light of important work to be done and that Māori have been asking for this change for a long time.

Targetted engagement (small groups)

61. Te Pae Roa also undertook targeted engagement with small groups. Short summaries of these meetings and feedback received are included below.

Hui Rangatira

62. Supportive of Te Pae Roa's work and the role of iwi in the new system.

63. Some iwi still struggle to have their own Māori learners in Kaupapa Māori education – many still in Kura Auraki. Still developing collaborative approaches across Tuwharetoa for reo and tikanga and mana motuhake. Tuwharetoa are doing well, but it is an imbalance regarding commercial and social focus. This is something that Tuwharetoa are still working on across their many rohe.
64. Concerned about the longevity of the changes proposed and whether such change will be continued if the government changes at the election.
65. Wayne confirmed that Te Pae Roa wants to build a system that makes Kaupapa Māori the most attractive option for Māori learners; how that system looks in communities is up to communities.
66. Te Pae Roa confirmed that any statutory entity established would include iwi representation.
67. Ngāti Tūwharetoa acknowledged the work of Te Pae Roa. Had questions about the Ministry that would have 'oversight' of the statutory body, the members of the entity, and the dates for passing the legislation. Te Pae Roa provided clarity – need to continue to look at ways we can ensure that Māori have a major role in the oversight of the statutory body. Te Pae Roa is open to discussions about who are members of the entity/ structure– but needs to ensure Māori majority. And confirmed that the timing for the legislation is for it to pass by September 2023.

National Iwi Chairs Forum – Matauranga

68. Questions were asked about Te Matakahuki and how Te Pae Roa was engaging with them on the work they are undertaking. Wayne confirmed that Te Pae Roa has engaged with Te Matakahuki but there are differences in the advice they are providing the Minister.
69. Interested in the role of NZQA and how some of those functions may devolve to the new statutory entity.
70. Questions around the workforce development and the different roles kaiako take on in Kaupapa Māori education compared to those that work in English medium settings.
71. Discussion on the need for better professional development to grow the careers.
72. Focus on transitions within the kaupapa Māori – more vertical rather than horizontal.
73. Taking on Ara Māori may be too much to ask for the entity. Need to look at ensuring that is not a burden for Kaupapa Māori.
74. Should look at ESOL – funding made available for the transitions to support tamariki.
75. Would Te Pae Roa consider that the cultural responsiveness to those that aren't on these pathways. How can we ensure that the mainstream response to our tamariki that aren't on an Ara pathway have the support they need.
76. ICF support priority investment in current Kaupapa Māori property and resource.
77. Need to be aware of the current accords in place with iwi when looking at the place of Iwi in this work.

78. On membership of the entity – iwi representation should be regional.

Dr Huia Tomlins Jahnke

79. The following feedback was provided.

80. Acknowledge the three positive components that need to be quantified that's part of the success of Kura Kaupapa Māori (KKM).

- a. Language revitalisation
- b. Education and schooling enhancement
- c. Social, cultural, and economic intervention within communities

81. Fund KKM equitably. By equitable, we mean a compensatory quotient to enable equal provision.

82. Develop a policy pipeline that enables funding given for Māori enhancement to reach it's intended target and to prevent it from being syphoned off by various outside interests.

83. Fund workforce underdevelopment within the KKM sector as part of the equity equation

84. Māori Education Authority – the idea is seductive unless it simply replicates the Pākehā system and bureaucracy. How equitable would an MEA be resourced? How will such an authority impacts on Māori student educational outcomes? Is this an opportunity for the state to absolve its responsibilities if all education matters to do with Māori is the responsibility of an MEA? How much will it depend on who controls the purse strings?

Te Puna Reo

85. Supportive of Te Pae Roa's work and want to be included in the new system.

86. Comments made on Kaupapa Māori vs Māori medium and the place of Ngā Puna Reo being spoken about as Māori medium rather than Kaupapa Māori. Also, comments about pathways and transition points. Participants want to be assured that those pathways are still relevant and have not dropped off.

87. Wayne responded with a working definition of Kaupapa Māori. Explained the role of the new entity overseeing both Kaupapa Māori and Māori in English medium settings. Need to have a say across the continuum.

88. Ngā Puna Reo says they don't currently have a category – but have been established by whānau and iwi. Currently, Te Puna Reo are being excluded, by choice, from network development which has classifications for similar providers. Puna Reo are, like kohanga reo, about the reo.

89. Te Pae Roa explained further the need for a more strategic approach to growing Kaupapa Māori. Everyone at the moment is scattered across the space. People want to be actively engaged in this space, and the new system needs to be able to create space for everyone that wants to be part of the system.

90. Overhaul of teachers' scholarships needed – especially timing of those scholarships – need more targeting for Kaupapa Māori.

91. 50% of staff must be qualified, certified teachers and adhere to mainstream regulations. Taking Puna reo out of education and care – and making Puna Reo their own recognised institution.
92. Recognising kai awhina as reo experts
93. Puna reo provides whānau with more options. Do not want to compete with kohanga. Follow the example set by Kohanga. Not total Te reo just yet – probably just 40-60%
94. Still looking to te Whariki for guidance.

Jaqui Brown, Te Hiku Iwi Development Trust

95. Jaqui Brown shared the report, recommendations and the PowerPoint with Te Hiku Iwi Development Trust - Kaupapa Matauranga Roopu, several of whom have been on the webinars
96. Jaqui shared a draft model of how they see the future of education growing in Te Hiku/Muriwhenua.
97. Parallel, yet two unique pathways that are underpinned by social, economic, cultural and connected communities and services.
98. They have a unique demography in Te Hiku with 4/5 ākonga being Māori 80% and only 11% of our school aged education can access te reo immersion.
99. They have a high number of schools/KKM - 30 across the region of which more than half have under 80 ākonga. Half have at least 95% Māori ākonga yet offer mostly English medium.
100. We have a high number of immersion or bi-lingual ECE with estimated 80+ whanau a year wanting to go into reo immersion, but only enough spaces for half that.
101. They have a range of different te reo medium kura – KKM, Kura a Iwi, Reo immersion – not affiliated to any group. They are also looking as a region to grow kaupapa Māori tertiary education in line with their demography.
102. She noted that there is a rising desire among whānau for increased access to te reo.
103. She suggested that Te Hiku/Muriwhenua could be an ideal area to trial a new way forward for Māori education, should this be a step you are considering in the process going forward.
104. The recommendations in Te Pae Roa's report mirrors some of the aspirations they have in Te Hiku for a seamless pathway. Their whānau and iwi voice also echoes a greater autonomy for kaupapa Māori education.

Amiria Stirling

105. Amiria has extensive experience across Kaupapa Māori Education and Ara Māori – from the operations and establishment of Kura to working inside MoE.

106. Amiria raised the issue that iwi have been promised through Treaty settlements the establishment of a Kura – but the legislation did not enable the Crown to establish a Kura because of the requirements for the Kura to be a Crown entity.
107. Amiria wanted to know if the new governance structure would enable the Crown to uphold its Treaty commitment.
108. Wayne spoke about this issue and many other iwi who are in the same position. Te Pae Roa wants to enable that to happen.
109. Amiria wants to know if this is the right call? This will help solve some of the issues we have been facing for a very long time.
110. Wayne drew on his own experience. Said that this is not a new position, but it is about timing. And this is the right time.
111. Need to focus on the positive when establishing this new entity rather than concentrating on the deficit.
112. Wayne repeated the Minister's desire to remove the fight from the system – there needs to be retrospect fixing – like property. But we do need to look forward.

Te Ururoa Flavell

113. The report should include a statement around how the state has not served our people well in education space. That is the overall sense of the report.
114. Takapau Whaiao potential functions need to also include something around transport services. This is about access (alongside property) - many tamariki are having to travel significant periods to attend their preferred Kaupapa Māori pathway education.
115. The focus on creating uninterrupted access to Kaupapa Māori education pathways in their region should also consider the right to access a pathway supported/led by the learner's iwi if that is possible.
116. Change of designations of schools – working with Waiorea. They have a board that have attempted co-governance. This is an option that our people like. We have people travelling from Ōrākei to get to Western Springs. This is a successful model that may work in the picture. They run as close as you can get to a Wharekura model but under NZCE. We shouldn't discount them – they may be in Ara space, but there's a place for them, particularly in bigger towns. We should allow some of that development for some of the big secondary schools.
117. Workforce – this relates to TWoA (others are iwi-centric). Suggesting that TWoA given space to develop teacher training programmes and to deliver this with other wānanga. This is good for TWoA given their reach across the country. Take the caps off. TWoA Need the opportunity to expand more into the reo/workforce space.
118. Development of language-speaking communities – Tony Waho was a huge advocate of this (Mana Tamariki). Bringing whānau together for language-speaking communities.
119. Transition out of Kōhanga. We aren't making it harder for parents to leave the pipeline. We just let them go.
120. Qualifications – lift the mana of tohu for KME kaiako.

121. Incentivising our whānau's choice to go through kōhanga. We need to lift our game in this space.

Graham Smith

122. There has been a historical and sometimes 'bitter' struggle against the MoE and various dominant political interests.
123. My concerns go to issues that are critical, technical and political and which have been informed by our previous experience in this struggle. A fundamental question we should be asking is "Has colonisation gone away or is it being reshaped into new formations?" E.g.- issues of concern relate to commodification; cultural reductionism; domestication; rewriting history; control of knowledge; new forms of colonisation; social reproduction - these shifts need to be critically understood within the new policy environment.
124. Many of these issues are not just about holding the traditional, dominant colonising imperatives in check - they should also critically question our own (Māori) propensity for internal colonisation. One issue for example is the pre-eminence given to the struggle for the survival of Te Reo – this is absolutely important but it is not the only thrust within the KKM movement which was language revitalisation as a means to also enhance learning outcomes. It is the second part of this intention that is lost somewhat beneath a focus on Te Reo (this is an example cultural reductionism).
125. Our interests in developing an education plan has to build Te Reo outcomes and also improve learning outcomes.

Appendix 2 is a copy of the webinar presentation.

Appendix 3 is a copy of the summaries for the second round of engagement.

Nga Wananga

126. Through Te Pae Roa's engagement, it has been made clear that the Wananga face challenges that are particular to them and their operation in the tertiary space. Our advice is that Te Tauihu o Nga Wananga leads the development of solutions to meet these particular needs.
127. Where Te Pae Roa's work, and the work of Te Tauihu o Nga Wananga intersect is where decisions are made on the establishment of new Wānanga in the future, and insuring we can build uninterrupted Kaupapa Māori education pathways from early learning to tertiary education.
128. Te Pae Roa's advice is that the new statutory entity, Takapau Whaiao, should be considered as the decision maker in this area. We think this will be important to those iwi or kaupapa Māori groups who aspire to provide their own tertiary education in the future.
129. Te Pae Roa's advice is that Te Tauihu o Nga Wananga are represented on the new governance structure of the new statutory entity to keep them engaged with the strategies and plans to help grow Kaupapa Māori education pathways

Te Matakahuki

130. Te Pae Roa understands that the Minister and the Ministry of Education have agreed to accept an independent report from Te Matakahuki on the future of Kaupapa Māori Education.

131. Te Pae Roa still holds seats open for Te Matakahuki members and have reached out on numerous occasions to engage with them.
132. In our last engagement, Te Pae Roa presented its preferred package for reform to Te Matakahuki. In response to our presentation, Te Matakahuki wrote a letter to Te Pae Roa members requesting Te Pae Roa remove Kaupapa Māori from its work and to inform those Te Pae Roa engaged with that Te Matakahuki disagreed with Te Pae Roa's position.
133. Although Te Pae Roa did not agree to remove Kaupapa Māori from its work, it upheld its second request.
134. Regrettably, we cannot come together to provide you with joint advice on this important kaupapa. Still, Te Pae Roa has made a commitment to you as the Minister, and to all those we have engaged with to deliver options for reforming Kaupapa Māori Education. Te Pae Roa's approach is inclusive, with the belief that on the Māori education continuum, there is a place for everyone.
135. It is because of this position, and Te Pae Roa's commitment to inclusiveness rather than exclusiveness, that Te Pae Roa and Te Matakahuki can not collectively agree on a pathway forward. This is the fundamental difference between our advice and theirs.
136. Te Pae Roa remains open to working with Te Matakahuki if common ground can be found between the two reports. But given the timeframes we are working too, we cannot entertain further delays to the work programme.

Advice and recommendations

1. Te Pae Roa recommends that the Associate Minister agree to the following recommendations;
 - Note** that those Te Pae Roa engaged with are supportive of the direction of work.
 - Note** that those Te Pae Roa engaged with support Package 4 as the preferred option to reform Māori Education.
 - Agree** to Te Pae Roa and MoE progressing Package 4— establishing a statutory entity.
 - Agree** to Te Pae Roa working with MoE on the design of the entity
 - Agree** to Te Pae Roa working with MoE to refine the role, responsibilities and powers of the new entity
 - Agree** to Te Pae Roa working with MoE and developing a new partnership agreement that will sit between the new entity and MoE for areas of crossover
 - Agree** to Te Pae Roa working with MoE to develop a transition plan that transfers power and responsibilities to the new entity
 - Agree** to Te Pae Roa working with MoE to start drafting new legislation
 - Agree** that Te Pae Roa will hold the third round of engagement on the refined option by the end of this year and provide a report to the Minister.