



## NGĀ PITOPITO KŌRERO – HUI RANGATIRA| NOTES:

**Te hunga i tae atu:** Miriama Prentice, Jason Ake, Wayne Ngata, Moe Rā: 18 Hūrae 2022  
Milne - Te Pae Roa

Piripi Winiata, Deb Mahuta-Coyle - TAG

**Wāhi:** Huiata

Participants: Napa Ōtimi, Herea Winitana, other  
Tūwharetoa representatives, Tere Gilbert, Tracey  
Motley, Kelly-Ann Kemp, Mirianata Ruru, Aroaro  
Tamati

1. Wayne opened the meeting.

### **Te Pae Roa**

2. Wayne covered the role of Te Pae Roa, a summary of what Te Pae Roa heard in the first round of engagement, the Te Pae Roa proposal for reform:
  - a. Background on Te Pae Roa
  - b. Overview of those engaged with to date. Clear about the position of Te Matakahuki.
  - c. What Te Pae Roa were asked to do
  - d. What Māori told us they wanted for reform (System and structure, workforce, funding, growing number of tamariki in Kaupapa Māori, pathways and property, curriculum.
  - e. Wayne when through the proposal being refined by Te Pae Roa.
  - f. Wayne when through the proposal being refined by Te Pae Roa.
  - g. The proposed structure, the role of service providers, funding, devolution of responsibilities, and partnership with the Ministry.
  - h. Overview of what the changes will deliver for Māori
  - i. Next steps

### **The guidance/perspectives provided by the leaders that participated in the hui**

3. 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.
4. 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.
5. Ngā Puna Reo say they fit more into Kaupapa Māori – they don't currently have a category – but have been established by whānau and iwi. Currently, Puna Reo are

being excluded, by choice, from network development which has classifications for similar providers. Puna Reo are, like kōhanga reo, about the reo.

6. Jason explained further the need for a more strategic approach to growing Kaupapa Māori, everyone at the moment are 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.
7. Tūwharetoa still struggle to have their own tamariki in Kaupapa Māori education – many still in Kura Auraki. Still developing collaborative approaches across Tūwharetoa for reo and tikanga and mana motuhake. Tuwharetoa are doing well, but it is an imbalance in regards to commercial and social focus this is something that Tūwharetoa are still working on across their many rohe. Some have also expressed a desire to establish a wānanga in Tūwharetoa that is 'tūturu Tūwharetoa'.
8. Concerned about the longevity of the changes proposed and whether such change will be continued if the government changes at the election.
9. Wayne confirmed that Te Pae Roa want to build a system that makes Kaupapa Māori the most attractive option for tamariki, how that system looks in communities is up to communities.
10. Te Pae Roa confirmed that any statutory entity established would include iwi representation.
11. 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 work 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 of the entity – but needs to ensure Māori majority. And confirmed that the timing for the legislation is for it to pass by September 2023.

## NGĀ PITOPITO KŌRERO -TE KĀHUI O NGĀ PUNA REO | NOTES:

**Te hunga i tae atu:** Miriama Prentice, Jason Ake - Te Pae Roa **Rā:** 19 Hūrae 2022

Piripi Winiata, Deb Mahuta-Coyle - TAG

Participants: Tere Gilbert, Tracey Motley, Kelly- Ann Kemp, Mirianata Ruru **Wāhi:** Huiata

1. Jason opened the meeting.

### **Te Pae Roa**

2. Jason noted that members had been present in the hui rangatira and heard Te Pae Roa's presentation which covered:
  - a. Background on Te Pae Roa
  - b. Overview of those engaged with to date. Clear about the position of Te Matakahuki.
  - c. What Te Pae Roa were asked to do
  - d. What Māori told us they wanted for reform (System and structure, workforce, funding, growing number of tamariki in Kaupapa Māori, pathways and property, curriculum.
  - e. Wayne when through the proposal being refined by Te Pae Roa.
  - f. The proposed structure, the role of service providers, funding, devolution of responsibilities, and partnership with the Ministry.
  - g. Overview of what the changes will deliver for Māori
  - h. Next steps

### **The guidance/perspectives provided by the leaders that participated in the hui**

3. Noted that there's a lack of a workforce – this is a significant issue. Want to see an overhaul Teach NZ scholarships and an approach that supports transition into Kaupapa Māori teaching workforce.
4. Puna Reo have felt 'homeless' at time. MOE have forced Puna Reo to be defined as an ECE and not recognised Puna Reo as a unique provider of immersion learning. Want to see Puna Reo out of education and care – standing as their own recognised institution with the same right to independence that other Kaupapa Māori providers have.
5. Want to be viewed as Kaupapa Māori and note that Te Pae Roa referred to them as Māori Medium in first report. Supportive of Te Pae Roa work but want to be taken on the journey.
6. Puna reo provide whānau with more options. Do not want to be in competition with kohanga. Follow the example set by Kōhanga (the tuakana). An example given that

some Puna are not at 100% immersion for te reo just yet (see their pun at around 50-60%). However, there is a strategic goal to get to 100% immersion.

## NGĀ PITOPITO KŌRERO - WEBINAR #1| NOTES:

**Te hunga i tae atu:** Wayne Ngata, Miriama Prentice, Jason Ake - Te Pae Roa **Rā:** 19 Hūrae 2022

Piripi Winiata, Deb Mahuta-Coyle - TAG

**Wāhi:** Huiata

Participants: Pare Paul-Greening, Molly Kutia, Kura Moeahu, Karla Kereopa, Raniera Pene, Amiria Stirling, Troy Mills, Jess Williams, Sarah Faifua, Winnifred Morris, Louise Stickland, Tawehi Munro, Ann-Marie Luke, Sinead Overbye, Mahina-a-rangi Manuel, Awhina Gray Flo Brown, Waiariki Parata-Taiapa, Nadita Beauchamp, Tony Trinick, Tipi Ropiha Grant Howe, Lindsay Dunn, Rebecca Hapuku, Kelly French, Hae-In Kim, Maahia Nathan, Massey Nathan, Rebecca Rapira-Davies, Kaareen Hotereni, Trish Weaver, Eileen Paulin, Andrea Jerry Ryan, Rawiri Toia, Moana Tuhakaraina, Corvette Harrison, Putiputi Te Wake-Munro, Amber Burke, Michelle Haua, Nicky-Marie Kohere-Smiler, Linda White, Reina Solomon, Tina Collison, Tinaka Jopson, Deana Wilson, Frances Reiri-Smith, A. T. Wilson, Leeanne Hiraani Manuel, Sonya Palmer, Michael Bennett, Lillian Pompey, Sabrina Tana, Nerina Howem, Amanda Kirby

1. Wayne opened the Webinar.

### **Te Pae Roa**

2. Wayne presented on Te Pae Roa work to date:
  - a. Background on Te Pae Roa
  - b. Overview of those engaged with to date. Clear about the position of Te Matakahuki.
  - c. What Te Pae Roa were asked to do

- d. What Māori told us they wanted for reform (System and structure, workforce, funding, growing number of tamariki in Kaupapa Māori, pathways and property, curriculum.
- e. Wayne when through the proposal being refined by Te Pae Roa.
- f. The proposed structure, the role of service providers, funding, devolution of responsibilities, and partnership with the Ministry.
- g. Overview of what the changes will deliver for Māori
- h. Next steps

### **Feedback, comments and questions**

- 3. In the Webinar, a total of 19 questions were sent via the Q&A. Participants also had the opportunity to ask questions verbally.
- 4. Participants asked questions about who Te Matakahuki was and what peak bodies were.
- 5. They were interested in hearing about how these changes would impact Kura Auraki. Te Pae Roa's response was that 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).
- 6. The question was asked if there has been any consideration in the plan to transition tamariki from English medium into kaupapa Māori in regards to Te Reo development, for these tamariki to succeed in a Te Reo environment? Te Pae Roa's response was Te Pae Roa have discussed the importance of transitioning tamariki and whānau through the Māori Education continuum from English medium settings through to Kaupapa Māori settings.
- 7. What commitment has been given to ensure this work has longevity as new governments come into power. The goal posts get shifted when a new Minister comes in and the Ministry shifts to please the Minister and not the sector which it is supposed to support our kura. 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 solid change that is difficult to turn around.
- 8. 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, engagement with iwi, functions that sit with other parts of education sector such as NZQA, the connection of this kaupapa to urban based Māori and their connections with iwi / hapū, how the proposal is different to what is currently established, and workforce development and qualifications that are created by Māori for Māori.

## NGĀ PITOPITO KŌRERO – WEBINAR #2| NOTES:

**Te hunga i tae atu:** Rahui Papa, Miriama Prentice, Moe Milne- Te Pae Roa **Rā:** 20 Hūrae 2022

Piripi Winiata, Deb Mahuta-Coyle - TAG

**Wāhi:** Huiata

Participants: Erina Tuhakaraina, Sacha Paulin, Desmon Tipene, Evelyn M Tobin, Sarahlee Hansen, Christine Te Kiri, Rick Jordan, Nellie-Ann Abraham, Roberta Morunga, Erena Latu, Joe Proctor, Ayla Blair-Smith, Merimeri Anania, Una Thomas, Nane Rio, Hineihaea Murphy, Helen Borrett, Giuliana Sewell, Andrea Schollmann, Rachel Edwards, Maxim Wehi, Mariam Abdul-Dayyem, Hannah Levy, Dee Reid, Freda R Suddaby, Sarah Hemmingsen, Ruby Pitiroi, Arini Loader, Lynette Cochrane, Makarena Tutua-Nathan, Anahera Taiaki, Dawn Magner, Simina Palu, Tabitha McKenzie, Maria Love, Andrea Aranha, Ana Montgomery-Neutze, Tony Murray, Rosalie Reiri, Dylan Chetwin, Sam La Hood, Apri, Te Mapihi Kahurangi Tutua-Nathan, Noel Berney, Jasmine Davis, Nadia Natua, Amiria Reweti, Tahi King-Hazel, Alma Wilson, Hemara Hollings, Keeghan Heihei

1. Rahui opened the Webinar.

### **Te Pae Roa**

2. Wayne presented on Te Pae Roa work to date:
  - a. Background on Te Pae Roa
  - b. Overview of those engaged with to date. Clear about the position of Te Matakahuki.
  - c. What Te Pae Roa were asked to do
  - d. What Māori told us they wanted for reform (System and structure, workforce, funding, growing number of tamariki in Kaupapa Māori, pathways and property, curriculum.
  - e. Wayne when through the proposal being refined by Te Pae Roa.
  - f. The proposed structure, the role of service providers, funding, devolution of responsibilities, and partnership with the Ministry.
  - g. Overview of what the changes will deliver for Māori
  - h. Next steps

### **Feedback, comments and questions**

3. Participants asked questions via the question and answers function throughout the webinar.
4. Feedback was positive – with participants saying they were excited about the work and were encouraged with the by Māori for Māori approach to the new system.
5. Participants asked if they 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 - so are getting on with the mahi they have been asked to lead. We hope that both reports have common ground we can work together on.
6. Participants asked if NZ Govt will 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 the development of legislation.
7. 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 (what is the difference between KME and MME? MOE have established their own criteria for these definitions). 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 hāpori Māori te kimi/waihanga/whai ngā huarahi kaupapa Māori e pai ana ki a rātau (Te Pae Roa are still working through potential criteria for Kaupapa Māori education. Critically, for Te Pae Roa, that is the role of Māori and not the Crown, and criteria should be set in a way that enables Māori communities, iwi, and hapū to leverage existing pathways or establish new pathways that work for them).
8. Miriama and Moe shared their thoughts on Te Pae Roa's work so far and insights they had from iwi, whānau and hapū and many educators they had spoken to around Aotearoa and from their own areas.
9. Participants wanted to understand if Te Pae Roa were considering the role of iwi and hapū and whānau in local funding arrangements of Kaupapa Māori moving forward.
10. 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 large numbers of Māori, hapu, iwi, whānau, and providers etc and remain open to speaking to anyone that wants to input into this kaupapa.
11. Rahui spoke about the need to be pragmatic and take the opportunity to make a change now.

### **Rahui closed the hui**



## NGĀ PITOPITO KŌRERO – AMIRIA STIRLING| NOTES:

**Te hunga i tae atu:** Waynge Ngata - Te Pae Roa

**Rā:** 25 Hūrae 2022

Piripi Winiata, Deb Mahuta-Coyle - TAG

Participants: Amiria Stirling

**Wāhi:** Huiata

1. Wayne opened the meeting.

### **Te Pae Roa**

2. Wayne noted that the participant had been present in the Webinar and heard Te Pae Roa's presentation which covered:
  - a. Background on Te Pae Roa
  - b. Overview of those engaged with to date. Clear about the position of Te Matakahuki.
  - c. What Te Pae Roa were asked to do
  - d. What Māori told us they wanted for reform (System and structure, workforce, funding, growing number of tamariki in Kaupapa Māori, pathways and property, curriculum.
  - e. Wayne when through the proposal being refined by Te Pae Roa.
  - f. The proposed structure, the role of service providers, funding, devolution of responsibilities, and partnership with the Ministry.
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### **The guidance/perspectives provided by the leaders that participated in the hui**

3. Noted that there are iwi that have been promised (through Treaty settlements) the ability to establish education pathways that work for their people (such as the establishment of a Kura). However, the system and current legislation does not currently enable the establishment of those pathways (for example, because of the requirements for the Kura to be a Crown entity).
4. Amiria wanted to know if the new governance structure would enable the Crown to uphold its Treaty commitment. Wayne spoke about this issue and noted that many other iwi are in the same position. Te Pae Roa wants to see a definition of Kaupapa Māori that enables iwi and Māori communities to establish education pathways that work for them.
5. Amiria wants to know if this is the approach that will help solve some of the issues that we have been facing for a very long time. Wayne noted that the solution has to be about Māori being in charge of our education pathways; about Māori having the agency to fulfill the aspirations we have for Māori learners. At the moment, many

Māori providers of education are a square peg in a round hole. Amiria noted that the tweaks don't work. The Crown needs to do something that is transformative.

6. Wayne drew on this own experience. Said that this is not a new position, but it is about timing. And this is the right time. Wayne and Amiria discussed the need for a strengths-based focus; a focus on aspirations and not just the problems. This should drive thinking about functions that any authority is responsible for.
7. 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.

**Wayne closed the hui**

## NGĀ PITOPITO KŌRERO – TE URUROA FLAVELL| NOTES:

**Te hunga i tae atu:** Waynge Ngata - Te Pae Roa

**Rā:** 26 Hūrae 2022

Piripi Winiata, Deb Mahuta-Coyle - TAG

Participants: Te Ururoa Flavell

**Wāhi:** Huiata

1. Wayne opened the meeting.

### **Te Pae Roa**

2. Wayne noted that the participant had received the content used in the Webinar which covered:
  - a. Background on Te Pae Roa
  - b. Overview of those engaged with to date. Clear about the position of Te Matakahuki.
  - c. What Te Pae Roa were asked to do
  - d. What Māori told us they wanted for reform (System and structure, workforce, funding, growing number of tamariki in Kaupapa Māori, pathways and property, curriculum.
  - e. Wayne when through the proposal being refined by Te Pae Roa.
  - f. The proposed structure, the role of service providers, funding, devolution of responsibilities, and partnership with the Ministry.
  - g. Overview of what the changes will deliver for Māori
  - h. Next steps

### **The guidance/perspectives provided by the leaders that participated in the hui**

3. Te Ururoa provided the following advice on the Te Pae Roa work:
4. The report should include a statement around how the State has not served our people well in education space.
5. The potential functions for Takapau Whaiao need to consider transport services. This should also be about addressing access barriers - many tamariki are having to travel significant periods to attend their preferred Māori education pathway.
6. Further, the need to create uninterrupted access to Kaupapa Māori education pathways in regions should also consider the right of learners to access an education pathway that is supported/led by the learner's iwi where possible.
7. The work should consider the ability to change the designations of schools. This is relevant for those in situations such as Waiorea - the board are trying to move to a co-governance model and while this may not be a Kaupapa Māori pathway, it is an option that our people like. We have people travelling from Ōrākei to get to Waiorea

and, while they still fall into the Ara Māori side of the continuum, it is a model that should be a part of the picture; other large schools (particularly in the cities) are thinking about moving this way.

8. In terms of building workforce, Te Pae Roa should consider suggesting that Te Wānanga o Aotearoa are given space to develop teacher training programmes and deliver this with other wānanga. TWoA are a good fit given their reach across country - TWoA needs the opportunity to expand more into the reo/workforce space.
9. Qualifications are important and we need to lift the mana of tohu for Kaupapa Māori education kaiako.
10. This work should also consider the development of language speaking communities – Tony Waho (Mana Tamariki) was a huge advocate of this – it is about bringing whānau together to build these communities.
11. There is more work that needs to be done in the area around the transition out of Kōhanga Reo. We aren't making it hard for parents to leave the pipeline, and many are leaving the Kaupapa Māori education pathway at that point. We could also consider incentivising whānau to stay on the pathway.

**Wayne closed the hui**

## NGĀ PITOPITO KŌRERO – WEBINAR #3| NOTES:

**Te hunga i tae atu:** Wayne Ngata, Jason Ake- Te Pae Roa **Rā:** 28 Hūrae 2022

Piripi Winiata, Deb Mahuta-Coyle - TAG

**Wāhi:** Huiata  
Participants: Dan George, Evelyn M Tobin, Mahina Melbourne, Pauline Waiti, Jacinda Lean, Sheridan McKinley, Dave Lamont, Eddie Manukau, Machel Dick, Toby Patrick, Serene Ambler, Belinda Weepu, Te Kauri McPherson, Nicola Chase, Maria Maniapoto, Mandy Bird, Huia Jahnke, Ani Mohi, Candice Campbell-Tawhara, Zara Molijn, Oriwia Spooner, Jaqi Brown, June Osborne, Alma Wilson, Maehe Paki, Hemara Hollings

1. Rahui opened the Webinar.

### **Te Pae Roa**

2. Wayne presented on Te Pae Roa work to date:
  - a. Background on Te Pae Roa
  - b. Overview of those engaged with to date. Clear about the position of Te Matakahuki.
  - c. What Te Pae Roa were asked to do
  - d. What Māori told us they wanted for reform (System and structure, workforce, funding, growing number of tamariki in Kaupapa Māori, pathways and property, curriculum.
  - e. Wayne when through the proposal being refined by Te Pae Roa.
  - f. The proposed structure, the role of service providers, funding, devolution of responsibilities, and partnership with the Ministry.
  - g. Overview of what the changes will deliver for Māori
  - h. Next steps

### **Feedback, comments and questions**

3. Participants asked questions via the question and answers function throughout the webinar.
4. In general, participants provided positive feedback on the proposal.
5. Participants provided feedback on issues they thought were of importance to the Te Pae Roa kaupapa

- a. “Tēnā, whakahokia MEA ki te papa kōrero. Whawhaitia te mana whakahaere a te Māori, mō te Māori, mā te Māori. Kua pākarukaru katoa te pūnaha a te Tāhuhu o te Mātauranga e whai pānga ana ki te tino nuinga o ngā kura auraki, aunoa, nā konā ka roa rawa atu te wā o te panoni, te whakatikatika o tērā. Ahatia, ko ngā whakaaro hou ki raro o ōna uara Māori, ko ngā kaupapa hou e wāwāhi ana i ngā ngaru nui, ngā ngaru roa e ahu ake ana i ngā kura kaupapa katoa...”

“We need to bring the MEA (Māori Education Authority) back on to the table for discussion. Māori need agency to create success for Māori. The Ministry system is not working for us – it’s designed for mainstream schooling. In the new entity, it will be driven by Māori values, and have resilience to support kaupapa that set Māori up for success...”

- b. A participant noted that decile ratings disadvantage tamariki travelling to rumaki units outside of the areas they live and noted the need for travel allowance to consider this;
- c. The need to consider workforce and also to think about the different providers that train Kaupapa Māori kaiako;
- d. The need to reflect on how this can be inclusive of tamariki that have both Māori and Pacific whakapapa.

6. Participants also asked questions of Te Pae Roa:

- a. Wanting to understand the timeframes. Te Pae Roa responded with the proposed legislative timeframe and noted the need for a transition period;
- b. Wanting to understand what needs to happen for Kaupapa Māori education to be inclusive of tamariki, whānau and kaiako in rumaki;
- c. Checking if the Te Pae Roa report would remain confidential. Te Pae Roa noted that it would be released at some stage.
- d. Wanting to understand the difference between a Māori Education Authority and Independent Statutory Body. Te Pae Roa noted that substantively, they will do the same thing.
- e. If this work is only looking at ECE and schooling. Te Pae Roa responded noting that the Minister has asked them to consider the whole pathway, through to tertiary education.

**Wayne closed the hui**

## NGĀ PITOPITO KŌRERO – WEBINAR #4| NOTES:

**Te hunga i tae atu:** Rahui Papa, Miriama Prentice, Moe Milne- Te Pae Roa **Rā:** 29 Hūrae 2022

Piripi Winiata, Deb Mahuta-Coyle - TAG

**Wāhi:** Huiata

Participants: Dianne Robinson, Te Pūoho Katene, Leteisha Te Awhe-Downey, Maryse Anderson-Kereti, Fleur Wainohu, Beth Dixon, Candice Campbell-Tawhara, Zara Molijn, Tini Walker, Alistar Young, Tracey Wairau, Myah Deedman, Anthony Olsen, Tamahau Rowe

1. Wayne opened the Webinar.

### **Te Pae Roa**

2. Wayne presented on Te Pae Roa work to date:
  - a. Background on Te Pae Roa
  - b. Overview of those engaged with to date. Clear about the position of Te Matakahuki.
  - c. What Te Pae Roa were asked to do
  - d. What Māori told us they wanted for reform (System and structure, workforce, funding, growing number of tamariki in Kaupapa Māori, pathways and property, curriculum.
  - e. Wayne when through the proposal being refined by Te Pae Roa.
  - f. The proposed structure, the role of service providers, funding, devolution of responsibilities, and partnership with the Ministry.
  - g. Overview of what the changes will deliver for Māori
  - h. Next steps

### **Feedback, comments and questions**

3. Participants asked questions via the question and answers function throughout the webinar.
4. In general, participants provided positive feedback around the proposal.
5. Participants asked about:
  - a. 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;

- b. the inclusivity of an approach that sees a kōhanga, kuratahi, wharekura and whare wānnaga 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;
- c. 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.

**Wayne closed the hui**



## NGĀ PITOPITO KŌRERO – WEBINAR #3| NOTES:

**Te hunga i tae atu:** Wayne Ngata - Te Pae Roa

**Rā:** 3 Akuhata 2022

Piripi Winiata, Deb Mahuta-Coyle - TAG

Participants: Hana O'Regan, Maxine Graham

**Wāhi:** Huiata

1. Wayne opened the meeting.

### **Te Pae Roa**

2. Wayne presented on Te Pae Roa work to date:
  - a. Background on Te Pae Roa
  - b. Overview of those engaged with to date. Clear about the position of Te Matakahuki.
  - c. What Te Pae Roa were asked to do
  - d. What Māori told us they wanted for reform (System and structure, workforce, funding, growing number of tamariki in Kaupapa Māori, pathways and property, curriculum)
  - e. Wayne went through the proposal being refined by Te Pae Roa.
  - f. The proposed structure, the role of service providers, funding, devolution of responsibilities, and partnership with the Ministry.
  - g. Overview of what the changes will deliver for Māori
  - h. Next steps

### **The guidance/perspectives provided by the leaders that participated in the hui**

3. 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.
4. Support the interpretation of vision as a 30% target for Kaupapa Māori education settings.
5. Interested in the role of NZQA and how some of those functions may devolve to the new statutory entity.
6. 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. Of the view that expectations/responsibilities on kaiako in Kaupapa Māori education settings are heaving, and those kaiako also require an extra skill set – need the system to reflect that as this type of education cannot be sustained on “aroha”. There are also serious inequities in PD opportunities for kaiako.
7. Focus on transitions within the kaupapa Māori – more vertical rather than horizontal. Agree that there is a huge need for more focus on horizontal transitions (out of Ara Māori/English medium settings and into Kaupapa Māori), but want to explore how this fits with responsibilities to improve vertical transition points (from kōhanga to kura

kaupapa, for example). Want to understand how we can balance the work in Ara Māori without placing too much burden on Kaupapa Māori space.

8. Should look at ESOL – funding made available for the transitions to support Tamariki.
9. 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.
10. ICF support priority investment in current Kaupapa Māori property and resource.
11. Need to be aware of the current accords in place with iwi when looking at the place of Iwi in this work.
12. On membership of the entity – iwi representation should be regional.