



## Briefing Note: Teaching Council Meeting Notes

<b>To:</b>	Hon Kelvin Davis, Associate Minister of Education – (Māori Education)		
<b>Cc:</b>	Hon Chris Hipkins, Minister of Education		
<b>Date:</b>	10 February 2021	<b>Priority:</b>	Medium
<b>Security Level:</b>	In Confidence	<b>METIS No:</b>	1248811
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<b>Messaging seen by Communications team:</b>	N/A	<b>Round Robin:</b>	N/A

### Purpose of Report

This paper provides you with information to support your upcoming meeting with Teaching Council of Aotearoa New Zealand (the Teaching Council).

### Summary

- You are meeting with Lesley Hoskin, Chief Executive, and Tamahau Rowe, Kaihautu, of the Teaching Council on Thursday 11 February 2021.
- The Teaching Council is interested in discussing how its work contributes to Te Hurihanganui and how it's working towards becoming an authentically Tiriti-led organisation.
- We have been working with the Teaching Council to discuss practical ways for us to learn from each other's respective work and scale Te Hurihanganui across the system.
- Attached to this briefing note are some speaking notes to support your meeting.
- A separate briefing has been prepared to provide an update on the implementation of Te Hurihanganui (METIS 1249610 refers).

## Proactive Release

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**Agree** that this briefing note be proactively released following the meeting with any redactions done in line with the provisions of the Official Information Act 1982.

**Agree / Disagree**



Rose Jamieson  
**Deputy Secretary**  
**Parent Information and Community Intelligence**

**10 / 02 / 2021**



Hon Kelvin Davis  
**Associate Minister of Education**

10/02/21

## Background

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1. You are meeting with Lesley Hoskin, Chief Executive, and Tamahau Rowe, Kaihautu, of the Teaching Council on Thursday 11 February 2021.
2. We have had a number of hui with the Teaching Council to discuss our shared commitment to improve system performance for ākonga Māori and their whānau. In particular, we have discussed opportunities to support the implementation of Te Hurihanganui in communities and across the education system.
3. The Teaching Council is interested in discussing the following items with you:
  - How its work, particularly *Give Nothing to Racism: Unteach Racism* and *Rauhuia* can contribute to the kaupapa of Te Hurihanganui; and
  - Its work towards becoming an authentically Tiriti-led organisation.
4. A separate briefing has been prepared to provide an update on the implementation of Te Hurihanganui (METIS 1249610 refers).

## Contributing to Te Hurihanganui

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### ***Te Hurihanganui***

*Te Hurihanganui brings Ka Hikitia to life*

5. Te Hurihanganui and Ka Hikitia – Ka Hāpaitia are complementary. While Ka Hikitia sets our strategic priorities, Te Hurihanganui brings it to life on the ground in six communities. It then builds ‘what works’ back into the system.
6. Te Hurihanganui is not just focused on teaching and learning. We will be working across all four education levers:
  - Whānau, iwi and community,
  - Leadership and governance,
  - Teaching and learning, and
  - Curriculum and assessment.

*Making a difference for iwi, ākonga Māori and their whānau*

7. Te Hurihanganui will be weaving together what we learn from communities and the education system. The Te Hurihanganui evaluation will put the voices of mana whenua, ākonga Māori and their whānau at the centre, so we make sure this kaupapa is creating meaningful change. It will also build community capability as co-researchers so they can have control over their story and how it is told.

*Regular wānanga are an opportunity to contribute to and learn from the change*

8. Te Hurihanganui will adopt a wānanga process to support continuous learning so we can scale and sustain the change across communities and the system. It’s important that the Teaching Council work with the Ministry to contribute to this wānanga process and learn from it.

### ***Give Nothing to Racism: Unteach Racism***

*Helping teachers to understand racism so they can do things differently*

9. In designing *Unteach Racism*, the Teaching Council found that many teachers have an understanding of racism between individuals. But, many were less familiar about what it looks like in systems – like how they teach, what they teach, policies and procedures.

10. The first step of *Unteach Racism* will be to build a deeper understanding of racism. This approach aligns with the first phase of Te Hurihanganui – Te Pō, where we are building a shared understanding of racism across communities and the system.

#### *What will it include*

11. *Unteach Racism* will include digital tools that will support teachers to better understand and challenge racism in their own practice and systems. These tools will include an online app, facilitated kōrero and other resources as the work evolves.

#### *How it can help Te Hurihanganui scale change across the system*

12. *Unteach Racism* will give us the opportunity to scale ‘what works’ across the education system in real-time. This means we could support all teachers, not just those who are in our six communities.

#### *We don’t have to wait to build in learnings from Te Hurihanganui*

13. Te Hurihanganui has already learnt a lot about how to build this understanding of racism. We will be working with the Teaching Council to build these learnings into their tools and gain insights from their mahi as well.
14. The Teaching Council will also be a co-researcher within the Te Hurihanganui evaluation so we can build a shared picture of the impact our work is having for ākonga Māori and their whānau.

### ***Rauhuia – Educational Leadership***

#### *Establishing an educational leadership centre - Rauhuia*

15. In November 2019, Cabinet agreed that the Teaching Council should be invited to establish its activities in relation to educational leadership as a Leadership Centre. Cabinet also agreed that the redesigned Ministry would be given additional functions to grow and lift the capability of all leaders.
16. The Teaching Council wrote to Minister Hipkins in March 2020 accepting the invitation.
17. The Council has developed Rauhuia as an overarching framework about how leadership will grow and be supported in Aotearoa. We’re working with them on how Rauhuia will complement the Ministry’s role in supporting leadership in the system.
18. No additional funding has been set aside to support the operationalising of Rauhuia.

#### *How could Rauhuia support Te Hurihanganui*

19. Rauhuia could provide a vehicle to signal and support improvements to educational leadership across the system.
20. The Te Hurihanganui Blueprint already identifies a number of key changes across the leadership and governance lever. As we test changes in communities, we will work with the Teaching Council to signal expectations and develop support for leaders.

#### *Testing initial thinking with sector representatives – 25 February*

21. The Teaching Council is holding an event with sector representatives on 25 February to share its thinking about the direction for Rauhuia. Minister Hipkins has indicated that he will attend that event.
22. We understand that you have been invited to attend the Rauhuia event. We have not received any further details on this event as yet.
23. You may wish to confirm the nature of this invitation - whether you are being asked to speak at the event or not?

### ***Other opportunities to scale Te Hurihanganui across the system***

#### *New Requirements for ITE*

24. The Teaching Council launched new requirements for Initial Teacher Education (ITE) in July 2019. These requirements mean that:
- ITE providers need to have authentic partnerships with iwi, kura/schools/centres and Māori communities. These partners need to have real opportunities to influence the design and delivery of the ITE programmes.
  - ITE programmes have to build Te Reo Māori competency and progression.
25. Providers have until January 2022 to have new programmes in place.

#### *Registration and Certification*

26. The Teaching Council's new policy for teacher registration and certification was released in April 2020. This new policy includes a commitment for teachers to practice and develop the use of te reo and tikanga Māori.
27. So far, it seems that this requirement is not being applied to every teacher. The Teaching Council will be putting a plan in place to support better understanding and application of this commitment.
28. It is important that you know that:
- The profession has expressed concern about changes the Teaching Council has made (increases) to the fees it charges for registration and practising certificates.
  - The PPTA has also filed a judicial review of the decisions they have made, and a third petition seeking to reverse the decisions and review the functions of the Council has been lodged.

#### *Working with Teaching Council on ITE, Registration and Certification*

29. We know ITE, registration and certification are key policy levers for the teacher workforce. This is an opportunity to ground teachers in kaupapa Māori and critical consciousness from the beginning of their career.
30. We need to work with the Teaching Council to scale our learnings from Te Hurihanganui across these pieces of work.

### Becoming an authentically Tiriti-led organisation

31. The Teaching Council has a ten-year strategy to help all kaimahi understand, apply and use Te Tiriti o Waitangi, tikanga Māori and te reo Māori in their work. While they support the education workforce to achieve these goals, it's also important that they build their own capability in this space.
32. We understand that the Council want to talk to you about some of the work they are doing to build their own capability.

### Annex

#### Annex 1: Talking points to support meeting with Teaching Council

