Briefing Note: Te Hurihanganui Update

To: Hon Kelvin Davis, Associate Minister of Education
Cc: Hon Chris Hipkins, Minister of Education
    Hon Tracey Martin, Associate Minister of Education
    Hon Jenny Salesa, Associate Minister of Education
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Round Robin: N/A

Purpose of Report

This paper provides you with an update on progress of the Te Hurihanganui.

Summary

- We are currently working with our regions and Mātanga to identify six communities to test Te Hurihanganui.
- We anticipate having all six communities identified by the end of September so that engagement can begin from October. We are aiming to have two communities on board with Te Hurihanganui by the end December 2019 and the remaining four online in early 2020. This timeline will be dependent on the communities selected and their contexts.
- Te Hurihanganui will include an iterative kaupapa-Māori evaluation that provides regular insights on the implementation of Te Hurihanganui so that we can iteratively systematise its findings.
- We are working across the Ministry and other education agencies to embed the principles of Te Hurihanganui across they system.

Proactive Release

Agree that this briefing will be proactively released.

Agree / Disagree

Rose Jaimeson
Deputy Secretary (Acting)
Parent Information and Community Intelligence

Hon Kelvin Davis
Associate Minister Education

10/09/19
11/19/2019
Background

1. Budget 2019 included $42 million over three years to implement and test Te Hurihanganui across six community locations. This will include ākonga, whānau, hapū, iwi and community groups as well as (at least 40) education providers (early learning and schooling). It will also include an iterative evaluation programme and a proactive approach from the Ministry of Education to embed good practice across the system.

2. The Te Hurihanganui team is located within the Parent Information and Community Intelligence business group of the Ministry. Over the past few months, a small transition team has been preparing for the implementation of Te Hurihanganui. A Kaiwhakahaere (Director) has recently been appointed and we are currently recruiting for the wider project team.

What will Te Hurihanganui look like?

3. Te Hurihanganui is a kaupapa that will address racism, strengthen equity and accelerate the educational achievement and wellbeing of ākonga Māori and their whānau within the education system (see Annex 1).

4. To achieve this, we must build the critical consciousness of the system and strengthen kaupapa Māori within the system. The Te Hurihanganui blueprint identifies six design principles to support this systemic change.

5. Te Hurihanganui will include all parts of the system including:
   - Demand: Working with ākonga, whānau, hapū, iwi and community groups so that they are informed, engaged and empowered within their education communities;
   - Supply: Work with ECEs and schools to build their culture and capability to support and deliver what works for ākonga Māori and their whānau; and
   - Stewards: Working with and across the Ministry of Education and other education agencies to embed good practice in the system infrastructure and culture.

In Communities

6. The Te Hurihanganui team is currently working with our regions and Mātauranga to identify six communities to test Te Hurihanganui. Communities will include ākonga, whānau, hapū, iwi, community groups, ECEs and Schools within a particular geographic location.

7. It is important that we test Te Hurihanganui across a range of different communities so that we can learn as much as possible. Variation across community contexts will need to reflect the following selection criteria:
   - Geographic variation – We want a mix of communities from the North Island, South Island, and urban and rural settings;
   - Māori population – We want to have some communities that have a high proportion of ākonga and whānau Māori and others with a lower proportion.
   - Existing community capability – We need to build on the strengths of communities so will consider the existing capability they have in terms of critical consciousness, kaupapa Māori and relationships;

8. Once these communities have been identified we will:
   - work with local kaitakawaenga to identify local leaders, build relationships and seek agreement to participation in Te Hurihanganui;
work with communities to establish a local leadership model and operational support;

- support leaders with 'critical friends/experts' and capability development in relation to critical consciousness and kaupapa Māori;

- support communities to develop an action plan that gives effect to Te Hurihanganui in their unique community context; and

- develop products and services to support communities implement their plans.

9. We anticipate having all six communities identified by the end of September so that engagement can begin from October. We are aiming to have two communities online with Te Hurihanganui by the end December 2019 and the remaining four online in early 2020.

Across the system

10. Te Hurihanganui will include an iterative kaupapa-Māori evaluation that provides regular insights on the implementation of Te Hurihanganui. These insights will allow us to regularly review, refine and improve both the community implementation and system settings to transform the education experiences of ākonga Māori and their whānau. We are currently preparing an evaluation brief so that we can procure evaluation services for this work.

11. In the meantime, the Te Hurihanganui blueprint provides us with a basis on which to initiate engagement across the Ministry and other education agencies. We are working across the Ministry to support key parts of the Education Work Programme such as the Education Workforce Strategy and PLD Priorities Review. It is also important to note that this work is closely aligned to the Ministry’s Te Ara Whiti programme which focuses on building our organisational capability around racial equity. We are also working with the Māori Education Policy Team and Te Uepū Reo Māori to maintain alignment across the Māori education work programme.

12. In terms of wider education agencies, we have recently met with the Education Review Office and the Teaching Council to discuss opportunities to:

- align our respective work programmes around racism and inequity; and

- systematise the Te Hurihanganui principles and learnings as they arise in the future.

13. Implementing Te Hurihanganui will require significant concurrent activities. We have completed initial planning to identify key work streams and activities to the end of June and have attached an overview of your reference (see Annex 2).