



21 SEP 2018



Thank you for your recent request to the Associate Minister of Education, Hon Kelvin Davis, in relation to his responses to Written Parliamentary Questions 10103 (2018), 10273 (2018) and 10697 (2018).

On 2 July 2018, your request was transferred to the Ministry of Education under section 14(b)(ii) of the Official Information Act 1982 (the Act).

In a letter dated 7 September 2018, we advised you of our decision on your request, provided you with two documents in response and advised the remaining documents would be provided to you on or before 21 September 2018.

We have considered your request under the Official Information Act 1982 (the Act).

The attached table details the documents identified within scope of your request. I am partially releasing documents **two to nine** with information withheld under the following sections of the Act:

- 9(2)(a), *to protect the privacy of natural persons;*
- 9(2)(ba)(i) *to protect information which is subject to an obligation of confidence and would be likely to prejudice the supply of similar information, or information from the same source, and it is in the public interest that such information should continue to be supplied;*
- 9(2)(b)(ii) *to protect information where the making available of that information would be likely unreasonably to prejudice the commercial position of the person who supplied or who is the subject of the information.*
- 9(2)(j) *to enable a Minister of the Crown or any department or organisation holding the information to carry out, without prejudice or disadvantage, negotiations (including commercial and industrial negotiations);*
- 9(2)(f)(iv), *to maintain the constitutional conventions for the time being to protect the confidentiality of advice tendered by Minister of the Crown or officials.*

With regard to the information withheld under section 9(2) of the Act, I have identified no public interest considerations sufficient to outweigh the need to withhold this information at this time.

Please note, the Ministry now proactively publishes OIA responses on our website. As such we may publish this response on our website after five working days. Your name and contact details will be removed.

If you are unsatisfied with my response, you have the right to ask an Ombudsman to review it. You can do this by writing to info@ombudsman.parliament.nz or Office of the Ombudsman, PO Box 10152, Wellington 6143.



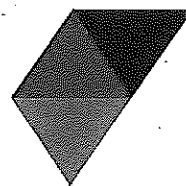
Yours sincerely

Joana Johnston
Group Manager
Government, Executive & Ministerial Services

| No | Date | Title | Recommendations on release |
|----|-----------------|---|---|
| 1 | 6 November 2017 | <i>Briefing Note: Parenting and reading programmes in New Zealand prisons</i> | Released in part to you on 7 September 2018 Information withheld under sections 9(2)(a) and 9(2)(j) of the Act. |
| 2 | 6 November 2017 | <i>Briefing Note: Status of Māori boarding schools</i> | Release in part Information withheld under section 9(2)(a) of the Act. Released by Minister Davis on 27 May 2018. |
| 3 | 6 November 2017 | <i>Briefing Note: Update on Hato Petera College</i> | Release in part Information withheld under sections 9(2)(a) and 9(2)(j) of the Act. Released by Minister Davis on 27 May 2018. |
| 4 | 15 November 17 | <i>Briefing Note: Te Reo Tuatahi</i> | Release in part Information withheld under sections 9(2)(a), 9(2)(j) of the Act |
| 5 | 6 December 2017 | <i>Briefing Note: Meeting with Te Wānanga Whare Tāpere o Takitimu on Thursday 7 December 2017</i> | Release in part Information withheld under section 9(2)(a) of the Act and 9(2)(b)(ii) of the Act. |
| 6 | 8 December 2017 | <i>Briefing Note: Priorities for Māori education – response to the Prime Minister's request</i> | Release in part Information withheld under section 9(2)(a) of the Act. |
| 7. | 8 December 2017 | <i>Briefing Note: Communications to support the release of the Hangarau Matihiko curriculum content</i> | Release in part Information withheld under section 9(2)(a) of the Act. |
| 8. | 18 Jan 2018 | <i>Briefing Note: Te Ahu o te reo Māori and Te Kawa Matakura</i> | Release in part Information withheld under section 9(2)(a) of the Act. |

| No | Date | Title | Recommendations on release |
|----|-----------------|--|--|
| 9 | 23 Jan 2018 | <i>Briefing Note: Māori medium education provision</i> | Release in part Information withheld under sections 9(2)(a), 9(2)(f)(iv) and 9(2)(j) of the Act |
| 10 | 24 January 2018 | <i>Briefing Note: Supporting equity and accelerating achievement for Māori students: An approach to Te Kōtahitanga</i> | Released in part to you on 7 September 2018. Information withheld under sections 9(2)(a) and 9(2)(f)(iv) of the Act. |

Doc (2)



Briefing Note: Status of Māori Boarding Schools


| | | | |
|--|--|---------------|---------------|
| To: | Hon Kelvin Davis Associate Minister of Education | | |
| cc. | Hon Chris Hipkins Minister of Education | | |
| Date: | 06 November 2017 | Priority: | High |
| Security Level: | In Confidence | METIS No: | 1088711 |
| Drafter: | Anne-Margaret Campbell | DDI: | [REDACTED] |
| Key contact and number: | Katrina Casey [REDACTED] | Round robin: | No |
| Messaging seen by Communications team: | No | s 9(2)(a) OIA | s 9(2)(a) OIA |

Summary

1. This report provides you with information on the Māori boarding schools. This includes:

- There are currently four Māori boarding schools operating in New Zealand; Hukarere College, St Joseph's Māori Girls' College, Te Aute College and Hato Paora College.
- The most recent Education Review Office reports for each school show there is confidence in the governance, leadership and management approaches with a three year return indicated for all schools.
- The combined roll fell to its lowest point of 440 in 2012, but is slowly improving (550 in 2017).

All schools have a high proportion of students attaining National Certificate of Educational Achievement Level 2 or above before they leave school.


Katrina Casey
Deputy Secretary, Sector Enablement and Support
Ministry of Education

6/11/2017

Background

1. There are currently four Māori boarding schools operating in New Zealand. They are all longstanding schools which were established by various Churches to provide secondary education for Māori (and in some cases Pasifika) students.
2. Table 1 below provides profile and demographic information about the current Māori boarding schools.

Table 1

| Name | Location | Proprietor | Year levels | Gender | Special character | Maximum roll (and non preference roll) ¹ | March 2017 Roll |
|----------------------------------|----------|--|-------------|--------|-------------------|---|-----------------|
| Hukarere College | Napier | Te Aute Trust Board | 9-13 | Girls | Anglican | 120 (10%) | 86 |
| St Joseph's Māori Girls' College | Napier | St Joseph's Māori Girls' College Trust Board | 7-13 | Girls | Catholic | 260 (5%) | 247 |
| Te Aute College | Napier | Te Aute Trust Board | 9-13 | Boys | Anglican | 240 (10%) | 94 |
| Hato Pāora | Feilding | Hato Pāora Trust Board | 9-13 | Boys | Catholic | 260 (5%) | 123 |

3. All of the schools are former private schools that have become integrated into the state system (integrated under the Private Schools Conditional Integration Act 1975 (PSCI Act)). As part of the Education Act 1989 amendment, in 2017 the PSCI Act was merged into the Education Act (Part 33 State integrated schools).
4. Turakina Māori Girls' College in Marton was closed by Minister Parata at the end of 2016. Of the 30 students who were continuing with their education all enrolled at other secondary schools, with 11 transferring to Hukarere College.
5. In 2017 Hato Petera College in Northcote was changed to a day school by the Roman Catholic Bishop of the Diocese of Auckland, and does not currently have a registered hostel or boarders (Metis 1088709 provides further information).

¹ Integrated schools have maximum rolls set as part of its integration agreement with the Crown. The schools may only enrol students up to these legal maximums. The non-preference component of the roll determines how many students that do not meet the school's preference criteria (based on the school's special character) the school may enrol. Maximum rolls can be adjusted (increased or decreased) by agreement between the Proprietor and the Minister of Education.

6. Two Māori boarding schools in Auckland, St Stephen's School and Queen Victoria School, were closed at the end of 2000 and 2001 respectively. Decisions were made to close both schools due to concerns about poor achievement, governance and management, and health and safety. It was also considered that the Proprietor did not have sufficient funding to continue to meet its obligations under the integration agreement.²

Rolls

7. Table 2 below provides information about school rolls for the previous 10 years.

Table 2: March rolls 2008 - 2017

| | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 |
|--------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| Hato Pāora | 219 | 191 | 149 | 124 | 83 | 70 | 81 | 79 | 102 | 123 |
| St Joseph's | 211 | 208 | 210 | 184 | 185 | 211 | 219 | 224 | 218 | 247 |
| Te Aute | 102 | 84 | 89 | 83 | 89 | 78 | 77 | 96 | 108 | 94 |
| Hukarere | 86 | 90 | 92 | 92 | 83 | 91 | 78 | 69 | 94* | 86 |
| | 618 | 573 | 540 | 483 | 440 | 450 | 455 | 468 | 522 | 550 |

* 11 students from Turakina Māori Girls' College enrolled in Hukarere College in 2016.

8. All the schools experienced a drop in roll during the period 2008 – 2012, where the combined roll reached a low of 440 students (a 29% drop in roll since 2008). Between 2012 and March 2017 the combined roll has increased by 110 students (25%).
9. In the last 20 years there has been significant shifts and gains made in the schooling system that performs for and with Māori. There are now 278 schools and kura that deliver in Māori medium, ranging from students being taught in Māori language to full immersion. This has had an impact on Māori boarding school rolls.

Achievement data

10. Overall achievement data is provided in detail in Annex 1. This shows the number of students who achieved NCEA Level 2 and University Entrance (UE). It is noted that when there is a small number of students, the percentages of achievement can vary widely from year to year.

Hukarere College

11. In 2016 all students at the school identified as Māori. In July 2016 there were 16 students in year 11, 18 in year 12 and 17 in year 13.
12. A high proportion of students attain NCEA Level 2 or above before they leave the school with 90 percent in 2016, 85 percent in 2015 and 69 percent in 2014. By comparison in 2016 nationally, 83 percent of all female school leavers and 67 percent of all Māori leavers attained NCEA Level 2 or above.

² The two schools had the same Proprietor: The St Stephen's and Queen Victoria Schools Trust Board.

13. Looking at trends among students in the school for the last 5 years, the proportion of students attaining all levels of NCEA and UE is very high compared to national results. Many of the year 13 students are also completing UE, 65 percent of year 13 students attained UE in 2016 compared to 49 percent nationally and 30 percent at low decile schools.

Hato Pāora College

14. Hato Pāora College teaches in Māori Medium. In July 2016 there were 26 students in year 11, 14 in year 12 and 8 in year 13.
15. A high proportion of students attain NCEA Level 2 or above before they leave the school, 79 percent in 2016, 100 percent in 2015 and 80 percent in 2014. By comparison in 2016 nationally, 78 percent of all male school leavers and 67 percent of all Māori leavers attained NCEA Level 2 or above.
16. Looking at trends among students in the school for the last 5 years, the proportion of students attaining all levels of NCEA and UE is very high compared to national results.
17. Most of the year 13 students are also completing UE, 88 percent of year 13 students attained UE in 2016 compared to 49 percent nationally and 46 percent for decile 4-7 schools.

St Joseph's Māori Girls' College

18. In 2016 all students at the school identify as Māori. There were 30 students in year 11, 39 in year 12 and 18 in year 13 in July 2016.
19. A high proportion of students attain NCEA Level 2 or above before they leave the school 85 percent in 2016, 82 percent in 2015 and 100 percent in 2014. By comparison in 2016 nationally 83 percent of all female school leavers and 66 percent of all Māori leavers attained NCEA Level 2 or above.
20. Looking at trends among students in the school for the last 5 years, the proportion of students attaining all levels of NCEA and UE is very high compared to national results.
21. Most of the year 13 students are also completing UE, 89 percent of year 13 students attained UE in 2016 compared to 49 percent nationally and 30 percent at low decile schools.

Te Aute College

22. In 2016 all students at the school identify as Māori. There were 20 students in year 11, 17 in year 12 and 17 in year 13 in July 2016.
23. A high proportion of students attain NCEA Level 2 or above before they leave the school 76 percent in 2016 (19 of 25 leavers), 75 percent in 2015 and 100 percent in 2014. By comparison in 2016 nationally, 78 percent of all male school leavers and 66 percent of all Māori leavers attained NCEA Level 2 or above.

24. Looking at trends among students in the school for the last 5 years, there has been a steady increase in achievement of the boys at the school at all levels of NCEA, the slope of this increase is similar to national trends. The school however has a lower than average percentage of students attaining UE each year, with 29 percent of 2016 year 13 students in comparison to 49 percent nationally and 30 percent at low decile schools.

Finances and property

25. Māori boarding schools are resourced using the same model for operational base and roll based funding as other state and state integrated schools.
26. The land and property of integrated schools is privately owned. It must meet the minimum standards set out in the school's Integration Agreement with the Ministry. Some integrated schools may have both integrated and non-integrated property.
27. As integrated schools, the proprietor has a significant role in maintaining property at the schools.
28. The Ministry provides proprietors of integrated schools with Policy One funding to pay for capital maintenance and modernisation projects. This funding is to keep existing integrated school property in a state of repair comparable with that of state schools. It is for work costing over \$5000.
29. Where maintenance work costs less than \$5000, boards use their operational funding to pay for it.
30. Policy One funding must be prioritised for:
- urgent health and safety work
 - essential infrastructure work.
31. All capital works and non-integrated space is the responsibility of the proprietor. This can be resourced through the payment of attendance dues, which are a compulsory fee charged for students who attend the school. The proprietor can also have other income sources.
32. It is noted that all of these schools have hostels for boarding purposes. These are separate from the school and owned and run by the Proprietor or its agent.
33. The Ministry does not provide funding for property provision/maintenance or the operations of any school hostels. Hostel costs are expected to be met through the fees paid by boarders or other income sources of the Proprietor. Funding provided by the Ministry is intended for uses that relate directly to education provision.

ERO Reports

34. The Education Review office (ERO) evaluates and reports on the education and care of children and young people in early childhood services and schools. An ERO review looks at how an early childhood service or school reaches positive learning outcomes - knowledge, skills, attitude and habits - for all children and young people.
35. Their review process works with an early learning service or school's own evaluation processes and supports a culture of ongoing improvement.
36. In summary all Māori boarding schools achieved 3 year returns.

Hato Pāora College

37. In its December 2015 report the Education Review Office (ERO) noted Hato Pāora College was well placed to sustain and improve its performance:

Students attending Hato Pāora College engage in a curriculum that effectively supports their faith based, academic, cultural and sporting success as young Māori leaders. Seamless processes between hostel living and college learning promote wellbeing and achievement. Māori language, culture and identity are strengthened and celebrated.

38. ERO reported that it intended to visit the school again in three years.
39. The Ministry has been advised that the Tumuaki has recently resigned.

St Joseph's Māori Girls' College

40. In their August 2014 report ERO noted a strong focus on the achievement of girls, emphasises that all students will reach their individual potential and level of excellence as Māori:

St Joseph's Māori Girls' College effectively promotes educational success for Māori, as Māori. Staff make very good use of student data to inform teaching and learning. Continuing to strengthen the Years 7 to 8 curriculum will support teachers' knowledge of National Standards. The college is well placed to sustain and improve its performance.

41. ERO reported that it intended to visit the school again in three years.
42. St Joseph's has just celebrated their 150th Jubilee (6 – 8 October 2017) and as part of this celebration a jubilee book will be published - *E ARA ROA – A History & Recollections of St Joseph's Māori Girls College* by Malcom Mulholland.

Te Aute College

43. The May 2015 ERO report showed there has been continued progress from the 2013 report in implementing the curriculum and establishing good governance, leadership and management approaches for the college and hostel.
44. ERO reported that it intended to visit the school again in three years.

45. In April 2013 an alternative constitution was agreed, which included up to three Ministerial appointees, appointed for a minimum of two years. Transition to a fully elected board occurred in September 2015 when the Ministerial appointments ended.
46. A new principal and hostel manager, together with some other new staff, have been appointed.

Hukarere College

47. In their September 2016 report ERO noted substantial progress had been made in addressing many key areas identified in the 2014 report. These include: increases in the quality of provision in the hostel for students; extended senior pathways and qualifications; and meeting specific legislative requirements. Increased hostel staffing is a significant development.
48. ERO reported that it intended to visit the school in three years and will monitor progress in relation to the action plan.

Communities of Learning | Kāhui Ako

49. Hukarere College and Te Aute College are both members of the Matariki Community of Learning. Hato Pāora College is a member of the Palmerston North Catholic Community of Learning. St Joseph's is not a member of a Kāhui Ako.

Scholarships and allowances

Puawaitanga Scholarships

50. The Ministry supports attendance at the Māori boarding schools through Puawaitanga scholarships developed by Pita Sharples, when he was Associate Minister of Education. Originally each school was allocated 15 of these scholarships to distribute to students who showed leadership potential in any or all of cultural, academic, sporting or other areas.
51. The scholarships enable schools to support students throughout their schooling.
52. St Joseph's Māori Girls' College and Te Aute College continue to have 15, mainly senior students, in this scheme.
53. Hato Pāora and Hukarere have developed variations to the original scheme. They support approximately 20 students with this funding, with some receiving half scholarships, and some receiving full scholarships. Hato Pāora is the only school that regards the scholarships as an annual allocation, and students have to reapply each year.
54. Hukarere College has enrolled the Puawaitanga Scholarship holders who were awarded scholarships when they attended Turakina Māori Girls' College.

55. The scholarship funding is made available by the Ministry to the four schools to cover the scholarship holder's hostel fees and attendance dues up to a maximum of \$15,000 per year.
56. All of the hostels are currently charging at a lower rate than that, ranging from \$10,000 - \$13,000 per year. Each full scholarship holder receives a pūtea of \$1,500 each year. The use of the pūtea is determined by the student, the whānau and the school.
57. The Puāwaitanga funding provides for an annual hui for the students funded by this scheme, arranged by the Ministry and held every second year. The 2017 gathering was held in Napier, and involved leadership challenges and skills based on water, including waka ama activities.
58. The total annual funding for Puawaitanga scholarships is \$1.15 million. The total expenditure for the 2016/17 financial year was \$1.01 million.

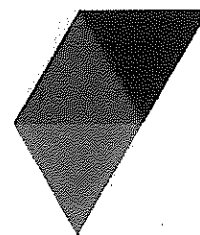
Boarding Allowances

59. The Ministry also provides boarding allowances to help students who live in remote areas (access barrier) or who face other barriers to achieving at school (multiple barriers).
60. Students applying under the access barrier eligibility criteria must live more than 60 kilometres from the nearest appropriate school and:
- the closest school transport service to get to that school is 20 kilometres away, or
 - they have to travel more than 60 minutes one way to that school.
61. Applications for the multiple barriers eligibility are considered by the following criteria:
- poor participation at school
 - poor or negative relationships
 - behavioural issues
 - low educational achievement
 - home or neighbourhood environment.
62. Eligible students are funded between \$3,200 and \$8,000 per year. The total annual funding for boarding allowances is \$11.32 million. The total expenditure for the 2016/17 financial year was \$9.2 million.
63. In term 4 2017, there are 168 students enrolled at Māori boarding schools receiving this allowance. Over the course of a financial year, this would amount to approximately \$1.4 million from the Boarding Allowances funding being spent on supporting students to attend Māori boarding schools.

Annexes

Annex 1 Achievement in NCEA and UE

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Briefing Note: Update on Hato Petera College

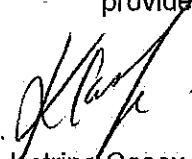
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|--|---|--------------|---------|
| To: | Hon Kelvin Davis, Associate Minister of Education (Māori Education) | | |
| CC: | Hon Chris Hipkins, Minister of Education | | |
| Date: | 6 November 2017 | Priority: | High |
| Security Level: | In Confidence | METIS No: | 1088709 |
| Drafter: | Philippa Pidd | DDI: | |
| Key contact and number: | Katrina Casey | DDI: | |
| Messaging seen by Communications team: | No | Round robin: | No |

s 9(2)(a) OIA

Summary

- This paper provides background and information on the current challenges facing Hato Petera College.
- Hato Petera College has been supported by the Ministry over the last few years with its governance, school operation and hostel. We have also supported the Proprietor (Bishop Pat Dunn, of the Catholic Diocese of Auckland) to undertake consultation about the future of the College and also to change it from a boarding school to a day school.
- On 26 October 2017 the Proprietor wrote to the Minister of Education requesting that the process to cancel the integration agreement, by mutual agreement, be initiated (under section 430 of the Education Act 1989). This report outlines initial information on this; detailed information will be provided by 24 November that outlines the next steps in the cancellation process for your consideration.

The issues that Hato Petera College is currently and has been facing for some years are complex. Currently the school has a Limited Statutory Manager (LSM) in place and we are proposing that this intervention be raised to commissioner. We will provide a report on this by 24 November to Hon Chris Hipkins for his approval.


Katrina Casey
Deputy Secretary
Sector Enablement and Support

6/11/2017

Background

1. Hato Petera College (the College) is a Year 9-13 state integrated, co-educational, decile 3, secondary day school, situated in the Northcote electorate, Auckland. Its status as a boarding school was revoked on 19 May 2017 following a request by the Proprietor for agreement by Minister Parata that the College would become a day school.

History of the College and Roll Information

2. Hato Petera College was established in 1928 by the Roman Catholic Bishop of the Diocese of Auckland (the Proprietor) and operated as a private school until 1981 when it was integrated into the state system. It was initially integrated as a boarding school for boys, principally but not exclusively of Māori descent. At that time (1980) it had a roll of 215, and it opened as a state integrated school with a maximum roll of 225 students.
3. The College became a day and boarding school for boys in 1991, and then became co-educational in 1993.
4. Between 1989 and 2013 the roll peaked at 210 students (July 1995), but in general has declined since this time. The College's roll since 2010 is detailed in the table below.

Table 1: Roll of Hato Petera College 2010-2017

| Date | Roll |
|---------------|----------------------------|
| 2010 (July) | 146 students |
| 2011 (July) | 139 students |
| 2012 (July) | 101 students |
| 2013 (July) | 108 students |
| 2014 (July) | 105 students |
| 2015 (July) | 85 students |
| 2016 (July) | 48 students |
| 2017 (August) | 16 students (day students) |

5. The College's 1 March 2017 roll was 21 students and subsequently the roll has declined further to 16.

Support for the School

6. Since 2007 the Ministry has worked to support the College Board, the managers of the hostel, and the Proprietor.
7. The 2007 Education Review Office (ERO) report identified a range of issues at the College. These included governance, performance management and curriculum planning and delivery. In response to this the Ministry provided support to the Board through the provision of specialist help (under s78K of the Education Act). This intervention was in place through to September 2010.
8. A Student Achievement Function practitioner worked closely with the school following concerns raised in the 2012 ERO review. This review also noted that the College continued to be in a time of transition with the appointment of a new principal, new chairperson, and new caregivers in the hostel.

9. The 2014 ERO review noted that good progress had been made with the curriculum. Unfortunately however there was a lack of agreement with the Catholic Diocese (the Proprietor) about property and personnel matters and these were impacting negatively on the board's ability to continue improvements.
10. Since 2015 we have worked to improve relationships and communication between the Board of Trustees, the Proprietor and Hato Petera LTD/Te Whānau o Hato Petera Trust. This was undertaken as being in the best interests of the students.
11. This support included:
- a number of meetings with both the Board and the Proprietor separately. We also facilitated discussions between both parties.
 - negotiating support from a local secondary school to release a senior leader for one term to lead a comprehensive plan to restart the Positive Behaviour for Learning – School Wide program (PB4L School-Wide)¹.
 - In May 2015 we also supported the Board after an alleged assault on a student by an adult. We supported the student and family to engage with the College, and met with the family. The student later returned to the College.
12. We facilitated a meeting, 30 June 2016, between the Board of Trustees and the Trust Board (hostel) to explore the details of the hostel/College situation. At this meeting it became evident that relationships between the Board of Trustees and the Trust Board (hostel) had deteriorated further. It was agreed with the Board of Trustees that a statutory intervention was required.
13. As a new Board of Trustees had recently taken office following the triennial Board of Trustees elections, and the Proprietor had appointed two new representatives onto the Board of Trustees, the Board asked if it could have some time to develop its governance plan. We agreed to this request and a Limited Statutory Manager (LSM) was not appointed to the Board at that time.
14. An LSM was appointed to the Board in March 2017. The LSM was given governance powers for finances, employment, systems and processes, and communication.
15. Curriculum support has included:
- Additional resource for students with additional learning needs
 - Support from an achievement practitioner – 2013 - 2014
 - Brokering professional learning and development (PLD)
 - Supporting the establishment of a Service Academy in 2015 – the contract for this was not renewed due to insufficient student numbers
 - Additional resource and support for students during temporary relocation during hostel closures.

¹ PB4L School-Wide is a programme that looks at behaviour and learning from a whole-of-school as well as an individual child perspective and is designed to help schools build a culture where positive behaviour and learning is a way of life

Governance support has included:

- Regular engagement with the Board
- Regular attendance at board meetings
- Brokered additional support for the Board from NZSTA – including scoping governance needs.

Other support has included:

- Attending weekend hui to support parents and students
- Facilitating meetings and engagement between key groups, including the Board, Proprietor, school, hostel licensee, whānau
- Regular engagement with the hostel licensee, particularly regarding compliance issues.

16. The College is currently facing significant issues related to its viability which the Board is unable to resolve. For this reason we are proposing that the current intervention be raised from LSM to commissioner level. A report on this will be provided by 24 November to Hon Chris Hipkins for his approval.

Issues at the Hostel

17. The Ministry is the licensing authority for school hostels. This means that the Ministry issues licenses. The Education Review Office (ERO) monitors to ensure that legal requirements at the boarding facilities are maintained.
18. The hostel facilities at the College were managed by Te Whānau o Hato Petera Trust (TWOHPT) from 1985 to April 2016.
19. In November 2014, an ERO report highlighted some areas of concern about the condition of the hostel buildings.
20. In December 2014, we commissioned a building inspection of the hostel and requested that the then Licensee (TWOHPT) address maintenance works highlighted in the inspection report. The building report outlined that the hostel had some areas of non-compliance in terms of the Education (Hostels) Regulations 2015 (the Regulations). It became apparent at this time that the relationship between some members of Te Whānau o Hato Petera Trust, the Board of Trustees of the College and the Catholic Diocese of Auckland (the Diocese) had deteriorated.
21. Due to our ongoing concern about the areas of non-compliance, in August 2015, we issued two formal notices of non-compliance to the TWOHPT directing remedial work be undertaken. At this time there were 70 students residing in the hostel who were assisted to relocate to another building on the same site or provided with alternative accommodation until maintenance works had been completed.
22. In October 2015 we facilitated a meeting between the Diocese, TWOPT and the College Board. The purpose of the meeting was to provide a forum for the parties to share information and collaborate on educational goals for the College and hostel environments. At this meeting the Proprietor shared his ongoing concern about the condition of hostel buildings and the breakdown of relationships between the parties. He also announced his intent to formally close the hostel facilities for students for 2016.

23. During November and December 2015, a group from the Hato Petera College community met with the Proprietor to discuss re-opening the hostel facilities. The Proprietor agreed to re-open the hostel for students from 2016 subject to building maintenance works being completed and the establishment of a new entity to govern and operate the hostel facilities.
24. With the uncertainty about whether hostel facilities would be available for students in 2016, many families made decisions to enrol in other schools. This placed significant pressure on the College regarding student roll numbers.
25. The hostel opened for students in February 2016 with a refreshed physical environment and new management in place. We were also advised at this time that a new entity to govern and manage the hostel was being formed in collaboration with the Diocese.
26. Shortly after this we became aware of increasing tension between groups involved in the governance and operation of the hostel and College.
27. In August 2016, Hato Petera Society Incorporated publically announced its Executive Board and operating arm, Hato Petera Limited, to govern and manage the hostel facilities at Hato Petera College.
28. Relationships between individuals within Hato Petera Society Incorporated, Hato Petera Limited and the Hato Petera College Board and community deteriorated to a level that individuals and groups expressed concern about the impact of this on students. The Executive Board of Hato Petera Society Incorporated made a decision to evacuate students from the hostel over the weekend of 27 and 28 August 2016.
29. At this time we issued a notice of suspension of the hostel licence to Hato Petera Limited (the Licensee). Due to the suspension of the licence, the students were offered and provided private accommodation to support and enable them to complete the school year. The College Board of Trustees played a key role arranging private accommodation for the students.
30. Hato Petera Limited was given an opportunity to provide assurance and evidence that it was compliant with regulation 61 of the Regulations (this regulation relates to supervision, staffing and security issued for boarders at the hostel), however, they failed to provide that assurance. A notice of intent to cancel the licence was issued on 20 September 2016 and the licence was cancelled on 7 October 2016.
31. The Proprietor advised the College Board in November 2016 that its buildings would no longer be available for boarding accommodation for students.
32. In December 2016 and January 2017, the Board of Trustees presented a proposal to the Ministry to address the challenges facing the College: Its proposal included the Ministry:
- funding capital costs of approximately \$440,000 for temporary hostel buildings (up to two years) at Awataha Marae
 - funding Boarding Allowances (at hostel rates) for students in private accommodation arrangements.
33. We advised the Board of Trustees that the Proprietor has responsibility to provide boarding facilities. We confirmed information about funding provision for Boarding Allowances.

34. The Board of Trustees received the final 2016 Boarding Allowance payment from us, but refused to transfer it to Hato Petera Limited. Hato Petera Limited has through a legal challenge, endeavoured to recover the Boarding Allowance money owed by the Board. The LSM, who has finance powers for the Board, has investigated and prepared a plan to respond to legal challenge.
35. The outstanding monies owed to the HPL was \$116, 314.30. The first payment was an instalment of \$60,000. The LSM has paid this to Hato Petera Limited.
36. Six students at the College are currently receiving a Boarding Allowance to contribute toward the cost of private board.
37. On 12 May 2017, following the closure of the boarding hostel by the Proprietor, Minister Parata and Bishop Patrick Dunn signed a variation to the Integration Agreement that allowed Hato Petera College to change to operate as a day school only.

The Proprietor's Actions and Views

38. During 2014-15 the Proprietor began losing confidence in his ability to ensure the special character of the College.
39. In December 2015, the Proprietor wrote to Minister Parata requesting the cancellation of the integration agreement for the College. He advised that the College has enjoyed a successful history and tradition in provision of Catholic Māori education, but regrettably this was no longer true.
40. The Proprietor wrote again to Minister Parata in March 2016, requesting to engage in consultation under Section 430 of the Education Act 1989 and advising his concerns about the following:
- low student roll
 - impact of the low roll on the breadth of the curriculum
 - financial position of the College
 - breaches of the Integration Agreement
 - breakdown of relationships between the Board of Trustees and the licensee operating the boarding facilities.
41. The Minister of Education wrote to the Proprietor on 9 June 2016 noting the difficulties he was facing in upholding the special character of the College and agreeing the low student roll was a concern. The Minister agreed to the Proprietor's request to begin consultation on the future of the College, including possible closure. The Minister asked the Proprietor to consider how we would ensure a strong future for Māori Catholic education in the Auckland Diocese.
42. On 28 July 2016, the Proprietor announced that he was initiating consultation on the long-term viability of the College including possible closure. He advised in his announcement that he had not made a final decision about the College and encouraged everyone to submit feedback through the consultation process. The Proprietor's consultation finished on 7 September 2016 and we received his report on 13 September 2016.

43. The Proprietor advised that his concerns had not been alleviated during the consultation process, and whilst many of the submitters wished for the College to remain open, he did not see this as a viable option given the issues facing the College.
44. We also undertook consultation with relevant individuals and groups about the future of the College. Consultation is undertaken for all proposed changes to the schooling network. This process highlighted that there was considerable support for the College to remain open.
45. Minister Parata was not confident that the Proprietor was able to ensure that the current and future Hato Petera students would be well supported in their Catholic Māori learning pathway. As there was also a level of support for the College from its community and stakeholders, Minister Parata decided to decline the proposal to cancel the integration agreement.

The Proprietor's Proposal for the College to operate as a Day School Only

46. The Proprietor met with the College Board toward the end of November 2016 to relay his expectations for the operation of the College in 2017 including:
- the College would operate as a day school for year 9-13 students effective from 2017
 - no hostel facilities would operate or be available for students.

47. On 3 February 2017, the Vicar for Education of the Catholic Diocese of Auckland formally requested amendment of the College's Integration Agreement as follows:

In his letter to the Board of Trustees of Hato Petera College on 29 November 2016, Bishop Patrick Dunn stated that the College is to operate as day school for Year 9-13 students effective from 2017.

I am now formally requesting that the College's Integration Agreement please be amended to reflect the change that Hato Petera College is now a day school only and is no longer a boarding and day school.

48. With the boarding facility permanently closed by the Proprietor, the school could only operate as a day school, and in effect was doing so from the start of 2017.
49. We consulted with relevant stakeholders regarding the Proprietor's proposal. We received:

- support for the proposal from two stakeholders (the New Zealand Catholic Education Office/Association of Proprietors' of Integrated Schools and one of the Proprietor's appointees on the Board)
- no comment from a third (New Zealand Educational Institute)
- no responses from the remainder of stakeholders (Post Primary Teachers' Association and the other Proprietor's appointee).

The Board of Trustees provided a late submission which did not support the proposal. It noted that the Board considered the school to be a Māori boarding school; it was just that it did not currently have an operational hostel.

50. On 12 May 2017, Minister Parata agreed to support the Proprietor's proposal and she and Bishop Patrick Dunn signed a variation to the Integration Agreement (a Supplementary Agreement) that Hato Petera College would operate as a day school only. This change was effective from 19 May 2017.

Current Governance and Operation of the College

51. In March 2017 Mr Lex Hamill was appointed as LSM for the College. Mr Hamill's role is to strengthen the Board's functioning in particular areas. He has governance powers for finances, employment, systems and processes, and communication.
52. Mr Hamill completed a scoping report in July 2017 which highlighted a number of risks and issues, in particular the ongoing financial and operational viability of the College. Mr Hamill has presented some initial options for discussion with the Board, the Ministry, and the Proprietor regarding the future of the College including:
- 3 – 5 year growth and development strategy which includes the need for significant financial investment
 - or
 - closure of the College for students from 2018
 - or
 - the current operating model continues.
53. There are significant ongoing challenges facing the College Board. Its ability to respond to and manage these challenges has become increasingly limited.
54. The student roll has dropped from a predicted roll of 36 at the start of 2017 to its current 16 students. The predicted roll for 2018 is 11 students.
55. The Proprietor's two representatives on the College Board resigned in August 2017. The Proprietor has advised that it will not replace its representatives on the College Board, relating this decision to concerns regarding trustee working relationships. This means that the Proprietor is not represented on the board as is provided for in its integration agreement.
56. We met with the College Board and LSM on 27 September 2017 to discuss the scale of the risks and issues identified through the statutory management scoping and initial implementation phases of the LSM's work. We also signalled our concern about the Board's limited engagement with the LSM and the impact of this on the progress and effectiveness of the intervention, addressing the key risks and issues. We informed the Board that as a result of the level of risk and concern, the intervention needed to be increased to Commissioner. A Commissioner takes over full governance responsibility for a school. When a Commissioner is appointed, the Board is dissolved.
57. Provisional Staffing Entitlements have been generated for 2018. The College roll is projected to be 11 students and will have a staffing provision of 4.2 Fulltime Teaching Equivalents. This will mean that there will be a reduction of staffing of 2.10 FTTE and two units. Literacy and numeracy programmes at the senior level will be impacted as a result of staffing levels.

58. A draft 2018 timetable has been prepared. The LSM has concerns about the allocation of teaching staff based on the terms and conditions outlined in the Secondary Teachers' Collective Agreement, and that the timetable reflects the capacity and capability of the remaining staff, not the choices or educational needs of the students.
59. The school has employed a number of staff on fixed term contracts and rolled them over for the past few years. The Post Primary Teachers' Association (PPTA) has indicated that it will be challenging the Ministry to count these staff as permanent as they have had their contracts rolled over several times. The Union will want the staff to receive surplus staffing provision (which permanent staff are eligible to receive, but not fixed term staff).
60. The LSM continues to work with the school's financial adviser and New Zealand School Trustees Association to prioritise and address the issues surrounding finance². With the projected low student roll numbers in 2018, the school's financial and operational viability will continue to be challenged.

Education Review Office report

61. The College has had a history, since 2010, of longitudinal ERO evaluations³. The 2014 ERO report identified improvement in student achievement, assessment analysis, and performance management processes.
62. ERO reviewed the College in June 2017. The Board and LSM received the unconfirmed report on 1 August 2017. Some errors of fact, particularly relating to the variation of the Integration Agreement to reflect that the school now operating as a day school only, were identified and ERO revised its report accordingly.
63. The final ERO review report (from its review in June 2017) was confirmed in October 2017 and highlights that the school is not well placed to sustain or improve its performance due to some of the following contributing issues:
- risks to financial sustainability
 - concerns regarding the development and future sustainability of the curriculum
 - low student and staff numbers predicted for 2018
 - lack of internal evaluation processes.

² Less than one percent (0.8%) of operations grant (\$1600/\$200,000) is spent on curriculum delivery –resource allocated to the eight essential learning areas. By contrast 81% of operations grant is spent on non-teaching personnel. In total the three office personnel consume 53% of operations grant.

The school currently has an \$80,000 deficit budget based on a predicted income of \$313,000. The actual income, because of falling roll numbers, will be \$200,000 making the true deficit budget in the order of \$190,000. The school is facing contingent liabilities because of legal proceedings of \$116,000 plus a further [REDACTED]

³ ERO undertakes longitudinal studies when schools have specific areas of concern related to the education or safety of students that require close monitoring. ERO visits the school every 1-2 years. Factors that may influence the duration of a longitudinal review will include the extent to which the school has:

- useful or appropriate documented plans for improvement
- a likelihood of stable governance and management over the next two years
- a board focus on improvement
- evidence of self-review practices that are helping to lift student achievement and are likely to support school improvement.

s 9(2)(j) OIA

64. ERO has also recommended that the Ministry of Education, the Board and Proprietor work to secure the further education and wellbeing of the students and determine the future of the school. ERO has continuing concerns about the performance and future viability of Hato Petera College.

Proprietor's request to initiate cancellation of the integration agreement

65. On 26 October 2017, Bishop Patrick Dunn, wrote to Hon Minister Hipkins requesting a reconsideration of Minister Parata's decision not to agree to cancel the integration agreement under section 430 of the Education Act 1989.

66. In the same letter, Bishop Dunn outlines his concern about the viability of the College and its ability to provide quality education.

67. There are three ways that the cancellation and closure of a state integrated school can be initiated:

- **Section 428 of the Education Act 1989** *Cancellation of the integration agreement by the Minister* states that this process can be followed where:

- a) *it appears to the Minister on reasonable grounds that the proprietor or the board of the State integrated school is not sufficiently carrying out the functions and obligations accepted by it under this Act or under the integration agreement; and*
- b) *the Minister has consulted the proprietor, the board, and other interested persons or groups as the Minister considers appropriate.*

- **Section 429 of the Education Act 1989** *Cancellation of the integration agreement by the Proprietor*

- (1) *A proprietor may give notice to cancel an integration agreement under [under section 427(1)(b) if:*

- (a) *it appears to the proprietor on reasonable grounds that—*
 - (i) *the special character of the State integrated school has been or is likely to be jeopardised; or*
 - (ii) *the Minister or any board is not carrying out the functions and obligations accepted by the Minister or the board under this Act or the integration agreement; and*

- (b) *the proprietor has consulted the Minister, the board, and any other interested persons or groups as the proprietor considers appropriate.*

- (2) *The notice of intention to cancel takes effect as a cancellation of the integration agreement under section 427(1)(b) on the date that is 4 months after the date of the notice.*

- **Section 430 of the Education Act 1989** *Cancellation of the integration agreement between the parties states:*

The Minister and the proprietor may cancel an integration agreement under section 427(1)(c) by mutual agreement, after consultation with other interested persons or groups as they consider appropriate.

68. The Proprietor has indicated that he supports cancellation and closure of the school under section 430 (cancellation by agreement between the parties).
69. An Education Report is being prepared to further inform your response.

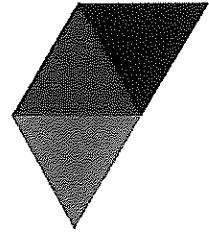
Key Risks and Benefits

70. There are risks associated with the current operation of Hato Petera College as it has a low roll and the relationship between the Proprietor and the Board has broken down completely. These risks include:
 - the financial sustainability of the College
 - the development and future sustainability of the curriculum
 - low student and staff numbers predicted for 2018
 - lack of internal evaluation processes
 - disjointed governance through no proprietor's representation
 - lack of support for the College from the parent / whanau community leading continued decline in the roll
 - there is no consensus for a future model for the College
 - the Proprietor has lost confidence in the College and no longer supports its operation.

Next Steps

71. We are preparing documentation seeking your decision to increase the level of statutory intervention at the College to the level of Commissioner. This report will be provided by 24 November to Hon Chris Hipkins.
72. We will also prepare an Education Report seeking your agreement to initiate the process for cancellation of the College's integration agreement as requested by Bishop Patrick Dunn on 26 October 2017. This paper will clearly set out the process and which parties are responsible for each stage. This will also be provided on 24 November.
73. We will continue to meet with and support the Board and Proprietor.

Doc (4)



Briefing Note: Te Reo Tuatahi

| | | | |
|---|---------------------------------|---------------------|---------|
| To: | Hon Kelvin Davis | | |
| Date: | 15 November 2017 | Priority: | Medium |
| Security Level: | In Confidence | METIS No: | 1090331 |
| Drafter: | Ngāhuia Foreman | | |
| Key contact and number: | Kiritina Johnstone - [REDACTED] | Round robin: | No |
| Messaging seen by Communications team: | No | s 9(2)(a) OIA | |

Summary

- You have requested information regarding Te Reo Tuatahi and similar initiatives in English medium schools. This will support your upcoming meeting with Raewyn Harrison – Community Co-ordinator and Trustee of Te Reo Tuatahi.
- Te Reo Tuatahi is a Māori language programme available to English medium schools that supports them to deliver Māori language learning as part of the curriculum. Schools use a component of their Operations Grant to purchase the Te Reo Tuatahi Reo Māori programme.


Ellen MacGregor-Reid
Deputy Secretary
Early Learning Student Achievement

Background

1. Te Reo Tuatahi is a programme that has been in place for English medium schools since 2014. It was originally designed to overcome two challenges: a lack of te reo Māori resources and not enough qualified teachers in English medium schools who could speak and teach te reo Māori.
2. Schools use a component of their Operations Grant to purchase this programme. The original (2014) Te Reo Tuatahi programme involved training kaiāwhina reo, who would go into classrooms within English medium settings and deliver 30 minute lessons each week to students, with a practising teacher present.
3. A new model developed by the Trust in 2017 shifted the focus away from training kaiāwhina reo, to the Trust developing resources that they would use to support teachers to deliver the Te Reo Tuatahi lessons within their own classroom.
4. Earlier this year the Trust advised it had worked with 40 schools in 2016 across the wider Auckland region. They also confirmed that they are supporting a further 22 Auckland schools this year (approximately 7,144 students). In addition to this they have agreed to work with three schools (approximately 500 students) in the Kapiti Coast region.

Interactions with the Ministry of Education

5. In 2016, the Trust submitted a proposal for funding to the Ministry to support the expansion of the Te Reo Tuatahi programme. The Ministry visited a number of schools in Auckland to observe the delivery of the programme in classrooms. Using the 2016 participating schools the Trust confirmed it had completed an evaluation of the programme.
6. The evaluation they completed focused on the impact the programme provided to students and ways in which the programme could be enhanced. It revealed that the majority of teachers found 'a lot' of value in the programme. However there were a range of issues raised regarding the quality of the programme. These issues included; some kaiāwhina reo not turning up to class, or turning up late; lessons being only 30 minutes; a lack of monitoring and consistency across delivery and progress of lessons; and a lack of resources for students and teachers to utilise during and outside of the lessons.
7. In February 2017, we agreed to work with the Trust to identify ways we could support them to continue to implement the programme, using central funding. While it was acknowledged that the Trust had completed an evaluation of their programme we explained that any work we did with them would require us to further test and evaluate the outcomes of the programme to ensure it met the needs of the students they engaged with.
8. One of the options we raised with the Trust was for them to become an accredited PLD provider. We also offered to them to complete the application process but made it clear that we could not intervene in the selection of approved providers.
9. Under the PLD arrangements, schools, kura and Kāhui Ako submit PLD proposals to regional panels that allocate funding. A school whose proposal is successful can then select their own PLD facilitator from the list of those accredited to provide PLD in the specialist area identified by the proposal. Some schools and kura may also receive funding to work with a facilitator on their own inquiry, to support the development of their proposal.

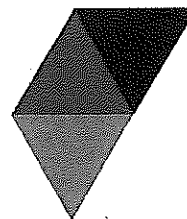
Key risks and benefits

10. While the programme provides opportunities to support English medium teachers to teach te reo Māori in the classroom, we have a number of concerns regarding the operating model, cost and delivery of the programme.
11. For example, a significant proportion of the proposed programme budget (85%) was allocated for salaries and support for the operation of the business rather than the provision of te reo Māori.
12. The provision of PLD to schools is identified through an inquiry process, requiring schools to identify what the needs are of the students and for PLD providers to work with them to devise a plan that will ensure their needs are addressed. Te Reo Tuatahi Trust has created a set programme that they want to implement in schools.

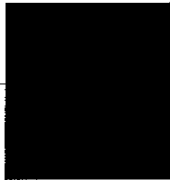
Kura Whānau Reo and Asian Language Learning in Schools

13. An alternative programme is Te Kura Whānau Reo, which the Ministry funds in conjunction with Te Puni Kōkiri. This programme develops te reo Māori speaking communities and supports intergenerational use of te reo Māori. It is expected that the participating whānau will have children at kōhanga reo or kura. Parents and whānau participation will strengthen their capability to participate in their children's learning in te reo Māori.
14. The Trust often compared their service to that of the Asian Language Learning in Schools (ALLiS), which funds Mandarin and Japanese tutors. ALLiS, is a contestable fund held by the Ministry that supports the teaching of Asian languages in state and state-integrated schools.
15. This fund supports schools by setting up new, or strengthening existing, Asian language learning programmes. Funding is allocated to schools or groups of schools, with particular emphasis on those that establish language learning pathways from primary through to secondary. The fund encourages greater collaboration amongst schools in partnership with external Asian language and cultural organisations. Funding for these programmes are limited and it is expected that they become self-sustaining.
16. A key difference between how the ALLiS programme is planned and administered is that the participating schools, or groups of schools, are expected to work collaboratively with external Asian language and cultural organisations, the Te Reo Tuatahi Trust don't work with iwi when implementing te reo Māori programmes in schools.

Doc 5



Briefing Note: Meeting with Te Wānanga Whare Tāpere o Takitimu on Thursday 7 December 2017

| | | | |
|---|---|---------------------|--|
| To: | Hon Chris Hipkins, Minister of Education Hon Kelvin Davis, Associate Minister of Education | | |
| Date: | 6 December 2017 | Priority: | High |
| Security Level: | In Confidence | METIS No: | 1095600 |
| Drafter: | Roy Sye Director of Education for Hawkes Bay Tairāwhiti | DDI: |  |
| Key Contact: | Katrina Casey Deputy Secretary Sector Enablement & Support | DDI: | |
| Messaging seen by Communications team: | No | Round Robin: | No |

s 9(2)(a) OIA

Summary

- You have accepted an invitation from Minister Whaitiri to meet with Te Wānanga Whare Tāpere o Takitimu to discuss a proposal to relocate the Wānanga to the Ministry's new Bennett Road site. This site has been purchased for the kura and kōhanga.
- The Wānanga are seeking Ministry funding to undertake construction at the new site. This was turned down by the previous Minister.
- If a decision of the previous Minister to not pay to relocate and rebuild was reversed, this would incur additional costs of \$4-6 million which the Ministry is not funded for.
- Te Wānanga Whare Tāpere o Takitimu consists of four entities, which includes a Kura, Private Training Establishment (the Wānanga - PTE), a Kōhanga Reo and a private company.

The Ministry of Education seeks funding to establish state schools and Kura. The Wānanga as a Private Tertiary Provider must meet their own property costs and the Crown has never funded these. We previously advised the Wānanga that it could consider co-location, with the agreement of the Kura, but would have to cover its own costs.



s 9(2)(b)(ii) OIA

- The site designation process for Bennett Road is underway and will come under formal judicial consideration as soon as a hearing date is notified (meaning it cannot be subject to public discussion elsewhere than the designation process).
- Any changes to the plans for Bennett Road will halt this process and significantly delay the planned relocation of Te Kura Kaupapa Māori o Te Wānanga Whare Tāpere o Takitimu.
- We recommend no commitments be made to the Wānanga that would interfere with plans for Te Kura Kaupapa Māori o Te Wānanga Whare Tāpere o Takitimu and current Resource Management Act processes.



Katrina Casey
Deputy Secretary
Sector Enablement & Support

6/12/2017

RELEASED UNDER THE OFFICIAL INFORMATION ACT

Background

- 1 The original Te Wānanga Whare Tāpere o Takitimu (School of Learning) was established in 1983, becoming a Private Training Establishment (PTE) in 1991.
- 2 Te Wānanga Whare Tāpere o Takitimu has evolved into a provider of multi-level education comprising four entities, all currently co-located on the same site - 706 Albert Street, Hastings.
- 3 The four entities are:
 - Te Wānanga Whare Tāpere o Takitimu (a Private Training Establishment – the Wānanga), with a total of 87 enrolments in 2016, not all of whom would be full time students;
 - Kahurangi New Zealand Māori Dance Company (a private company that employs Wānanga graduates and which is physically located within the Wānanga premises);
 - Te Kōhanga Reo o Te Wānanga Whare Tāpere o Takitimu (the kōhanga), established in 1991 and which is licensed for 36 places; and,
 - Te Kura Kaupapa Māori (TKKM) o Te Wānanga Whare Tāpere o Takitimu (the wharekura), established in 1996 as the first Kura Kaupapa Māori in Hawkes Bay. In 2016, the wharekura was approved to offer education for Year 9-13 students in year level increments, allowing for the enrolment of Year 13 students in 2019. The July 2017 actual roll was 111 students.
- 4 The collective group refers to itself as Te Wānanga Whare Tāpere o Takitimu.
- 5 The unique feature of Te Wānanga Whare Tāpere o Takitimu is its shared curriculum that focuses on Māori Performing Arts.
- 6 The new site was originally to have been on Ministry owned land on Arataki Road in Havelock North. However, last year this site was deemed unsuitable for education purposes and is now in the disposal process.

Te Wānanga Whare Tāpere o Takitimu's proposal

- 7 Te Wānanga Whare Tāpere o Takitimu is seeking to locate all four entities to the new site on Bennett Road together, as whānau, and maintain what it promotes as a seamless education pathway from birth to the age of 21 on the new site.
- 8 Te Wānanga Whare Tāpere o Takitimu proposes that the Crown should fund the Wānanga's relocation and building costs, as well as those that have already been approved for the purchase of a new site and construction of suitable accommodation for the Kōhanga and the Wharekura.
- 9 Te Wānanga Whare Tāpere o Takitimu claims that its four entities embody the Ministry's Kāhui Ako | Communities of Learning approach and that it has exemplified this since 1996.

Implications of the proposal

- 10 The School Property Programme Business Case secured [REDACTED] via Budget 2015 for the provision of new infrastructure for TKKM o Te Wānanga Whare Tapere o Takitimu. This funding also allows for the relocation and provision of facilities for the associated Kōhanga Reo.
- 11 The costs were predicated on the use of the Ministry owned Arataki site, which is now being disposed of. Costs for the build at the new Bennett Road site should be close to the costs calculated for the Arataki site.
- 12 In July 2017 we advised Te Wānanga Whare Tāpere o Takitimu that a Master Plan would be developed to allow for the possible co-location of the Wānanga on the understanding that this would need to be agreed with the Kura, and that relocation and build costs would be the responsibility of the Wānanga (as is the case for all private tertiary providers).
- 13 There is no legal impediment to the Wānanga being on the Crown-owned site so long as appropriate agreements between the Wharekura and the Wānanga, and between the Wānanga and the Ministry, are in place. The Wānanga have been advised that co-location would involve a "peppercorn" lease arrangement.
- 14 Approved funding makes no provision for facilities for the Wānanga. The services provided by the Wānanga do not fall within the compulsory part of the sector that the Ministry funds and manages.
- 15 In the tertiary education sector, funding is administered by the Tertiary Education Commission (TEC). However, the TEC only provides operating funding for tertiary education organisations, and does not provide property funding.
- 16 It is important to be clear that the approved funding makes no provision for facilities for the Wānanga. The services provided by the Wānanga do not fall within the compulsory part of the sector that the Ministry funds and manages. Any application by the Wānanga for assistance with developing facilities of their own would be better directed towards the Tertiary Education Commission (TEC). We have discussed this possibility with TEC staff.
- 17 Ministry staff have made it clear that costs arising from the relocation of the Wānanga and the Dance Company would be their own responsibility. The Dance Company expects to continue being based within the Wānanga facilities, and will not require separate facilities of its own.
- 18 The Ministry would not normally acquire land or buildings for a Kōhanga Reo or PTE but where it owns land and buildings with the ability to 'fit' such an entity in, the Ministry can consider doing so.
- 19 If, however, the Ministry cannot master plan the site (including allowance for the future relocation of the Wānanga) to our and the wharekura's satisfaction, the Ministry would not normally contemplate expanding the site to provide space for the Wānanga, but the Wānanga would be free to acquire land in its own right and at its own cost in proximity to the wharekura.

The Bennett Road site

- 20 The Ministry purchased the Bennett Road site for the purpose of relocating Te Kura Kaupapa Māori o Te Wānanga Whare Tāpere o Takitimu. We are also supporting the co-location of Te Kōhanga Reo o Te Wānanga Whare Tāpere o Takitimu.
- 21 The new site was originally to have been on Ministry-owned land on Arataki Road in Havelock North. Last year the Arataki site was deemed unsuitable for education purposes and is now in the Crown land disposal process.
- 22 A new site for the Kura and Kōhanga has been purchased at Bennett Road.
- 23 We lodged the education designation application for the site on 8 September this year and are awaiting a hearing date, which we expect to be scheduled for 7-9 February 2018. As soon as this is confirmed the process will be covered by sub judice rules and cannot be subject to public discussion elsewhere. Subject to an appeal to the Environment Court, the designation is expected to be confirmed in June 2018.
- 24 Following the hearing in February 2018, design work for the Kura would get underway in March. Assuming the designation is confirmed, we would then tender for construction services with a view to getting works underway in November. This would give us an anticipated completion date of October 2019.

§ 9(2)(b)(ii) OIA

Additional Costs if the Crown Covers Relocation Costs for the Wānanga

- 25 Apart from the [REDACTED] already approved for the relocation of the wharekura and kōhanga, and the provision of appropriate accommodation for both, the Ministry estimates an additional \$4m - \$6m would be required if the Crown was to pay for accommodating the Wānanga on a new site.
- 26 This estimate is based on costs associated with the construction of the Auckland Performing Arts Centre on the Western Springs College site.

Te Wānanga Whare Tāpere o Takitimu as a Kāhui Ako-like Student Pathway

- 27 While the Ministry understands and supports Te Wānanga Whare Tāpere o Takitimu's ambitions to provide a student pathway from kōhanga reo to wānanga, the Ministry does not support its claim to embody the Ministry's Kāhui Ako | Communities of Learning approach, although there is no reason why that claim could not be justified in the future. For example:
- while it is likely that a high percentage of the kōhanga students progress to the wharekura, at least until 2020, Wharekura students cannot progress directly to the Wānanga;
 - the Kāhui Ako 'approach' anticipates significantly wider participation in a Kāhui Ako than the four entities comprising Wānanga Whare Tāpere o Takitimu; and,

- a wānanga curriculum confined solely to Māori Performing Arts could offer a credible pathway for a small number of students but does not do so for most. The present narrow curriculum at the Wānanga also does not address the current focus encouraging access to STEM (Science, Technology, Engineering and Mathematics) programmes.

28 So, while Te Wānanga Whare Tāpere o Takitimu can point to a shared focus across its four component entities, much further development and expansion would be required before it can claim to represent a 'Kāhui Ako approach'.

Crown Funding for Wānanga and Tertiary Institutions

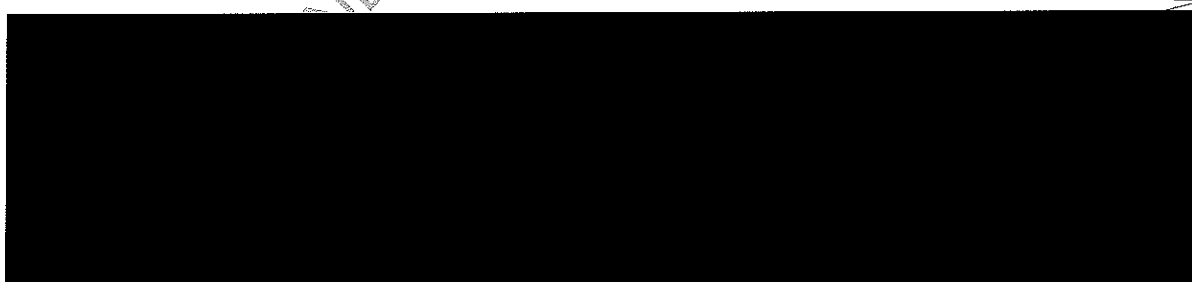
29 Although, 'wānanga' can refer to a type of public tertiary education institution (TEI) established by the Crown, Te Wānanga Whare Tāpere o Takitimu is a private training establishment (as there is no restriction on use of the term wānanga under the Education Act).

30 A number of private training establishments (PTEs) describe themselves as wānanga. The TEC provides operating funding for a number of these, on a bulk funded basis, according to the number of tertiary student places they deliver, within an overall allocation calculated by the TEC. These providers are generally funded from the Student Achievement Component (tuition funding) and Youth Guarantee funds.

31 In terms of committing Crown funds to relocate the Wānanga to the new site, the Government has never provided capital funding for PTEs. Since, 2008, the Government's policy has been for public tertiary education institutions to fund capital works from their balance sheets, and not to provide capital funding allocations. The only exceptions to this policy have been for Canterbury based institutions recovering from the Christchurch earthquakes.

32 The Public Works Act may also preclude support for it. Whether or not a PTE such as the Wānanga can be established on Crown land is determined under the Public Works Act and it is unclear if PTEs meet the criteria under the Act for approval.

s 9(2)(b)(ii) OIA



34 The last NZQA Report of External Evaluation and Review (EER) report, dated 16 December 2014, raised concerns regarding the Wānanga. At a high level, the report states that NZQA was not confident in the Wānanga's educational performance or in its capability in terms of self-assessment.

35 At the time, NZQA recommended that Te Wānanga Whare Tāpere o Takitimu:

- work with haste to implement the actions identified in the self-review to strengthen its management of delivery, assessment, moderation and support for students to provide an environment for success;
- continue to monitor the pastoral care of students;

- collate and analyse information such as graduate destinations to input back into the programmes;
 - ensure process documentation, including staff appraisal, professional development, internal and external moderations are consistently completed; and,
 - continue to monitor that there is a consolidated and comprehensive effort by all involved to drive improvement.
- 36 In 2014, the TEC gave notice to the Wānanga that it intended to cease funding for 2015. However, after a review, TEC in part funded the Wānanga some Student Achievement Component (SAC) funding¹.
- 37 TEC's decision was based on the Wānanga's failure to meet performance indicators. The Wānanga's course completion rates were below the TEC's 70% benchmark and 15% qualification completion rate. The TEC also had concerns about the fact that fewer students enrolled than for whom funding was provided (therefore requiring the Wānanga to refund the TEC), and about repeated late submission and resubmissions of data since 2010.
- 38 It should be noted that the age range of students at the Wānanga Whare Tāpere o Takitimu ranges from 16 years up to 55+ years of age.

s 9(2)(b)(ii) OIA

Risks

- 39 Approval of this request, particularly if the proposal expects the Ministry to fund the relocation of the Wānanga, would set a precedent and lead to similar requests from other Kura, Schools and PTEs to co-locate on Ministry owned sites at the Ministry's expense. We would need to seek advice through Treasury and from legislation before a decision, commitment or intent to make this commitment, is established.

40



Conclusion

- 41 The Ministry of Education funds the relocation and establishment of state schools and in some cases looks to support co-location of ECE and Kohanga.
- 42 Te Wānanga Whare Tāpere o Takitimu is a private tertiary provider and there is no provision for the Ministry to fund either the relocation or establishment of the provider at Bennett Road.
- 43 Consideration of the request for the Ministry to do so could set a precedent and lead to similar requests from other PTEs to co-locate on Ministry of Education owned sites at the Ministry's or Crown's expense.

¹ SAC funding is the Government's contribution to the direct costs of teaching, learning and other costs driven by student numbers. The Tertiary Education Commission (TEC) determines the amount of SAC funding a Tertiary Education Organisation (TEO) receives through Investment Plans.

44 We would need to consider legislation and seek advice through Treasury before we could provide you with further detailed advice.

45



There are also risks associated with locating a tertiary provider with students aged 16 years up to 55+ years of age on a school site.

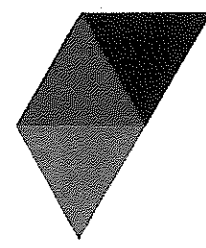
46 Even if the Wānanga can move to the Bennett Road site, and accepts responsibility for any costs involved, the inclusion of a tertiary component on the new site would mean halting the current land designation process, which is close to entering a formal judicial process.

47 Note that extensive public consultation was undertaken for the current designation process, with more than 90 submissions received. A number of submitters indicated they wish to be heard and are awaiting that opportunity.

48 Halting this process will significantly delay plans for relocating Te Kura Kaupapa Māori o Te Wānanga Whare Tāpere o Takitimu and could be damaging to the reputation of the Minister and Ministry.

49 We recommend no commitments be made to the Wānanga that would interfere with plans for Te Kura Kaupapa Māori o Te Wānanga Whare Tāpere o Takitimu and current Resource Management Act processes.

Doc 6




Briefing Note: Priorities for Māori education - Response to the Prime Minister's request

| | | | |
|--|-------------------------------------|--------------|-------------------------------------|
| To: | Hon Kelvin Davis | | |
| Date: | 08/12/2017 | Priority: | Low / Medium / High |
| Security Level: | In Confidence | METIS No: | 1096252 |
| Drafter: | Heather Maletino | DDI: | [REDACTED] |
| Key contact and number: | Sarah Asher [REDACTED] | Round robin: | Yes / No § 9(2)(a) OIA |
| Messaging seen by Communications team: | Yes / No § 9(2)(a) OIA | | |

Summary

- You received a letter from Rt Hon Jacinda Ardern on 24 November requesting a three year set of priorities for each of your portfolios to be considered as part of an overall Government priority list. This briefing provides you with a list of your key Māori education priorities as reflected in your delegation letter from the Minister of Education:
 - Responsiveness to children and young people (Māori education);
 - Māori medium education;
 - Te Reo Māori in Education;
 - Ka Hikitia (Māori Education Strategy);
 - Whānau, hapū and iwi;
 - Post-Treaty Settlements – Education;
 - Ngārimu VC and 28th (Māori) Battalion Memorial Scholarship Fund Board; and
 - Relationships with iwi and iwi organisations.
- These priorities will be considered by the Minister of Education as part of the Education portfolio priorities. Rt Hon Jacinda Ardern has requested a response by 15 December 2017.

Ministry of Education officials are available to meet with you if you wish to discuss the information provided in this briefing note.


Damian Edwards
Associate Deputy Secretary
Education System Policy

8/12/17

Priorities for Māori education

1. Your priorities for Māori education are outlined in your Letter of Delegation from the Minister of Education. These include the following:

- *Responsiveness to children and young people (Māori Education):* Strengthen the capability of the education system to respond to the identity, language and culture of children and young people to raise educational achievement;
- *Māori medium education:* Strengthen and grow the Māori medium educational pathway;
- *Te Reo Māori in Education:* Grow the quality and quantity of Te Reo Māori in the education system;
- *Ka Hikitia (Māori Education Strategy):* Review and refresh Ka Hikitia;
- *Whānau, hapū and iwi:* Integrate Māori families and whānau, hapū and iwi with the education system;
- *Post-Treaty Settlements – Education:* Respond to Waitangi Tribunal claims relating to education;
- *Ngārimu VC and 28th (Māori) Battalion Memorial Scholarship Fund Board:* Take up responsibility for the functions of the Chairperson of the Board; and
- *Relationships with iwi and iwi organisations:* Lead the relationship with iwi and their organisations.

Next steps

2. Attached for your consideration is a draft response to Hon Chris Hipkins outlining your key Māori education priorities as part of the Education portfolio (see Annex one). The Minister of Education will consider the priorities across the Education portfolio before responding to Rt Hon Jacinda Ardern's request.
3. Ministry officials are available to meet with you if you wish to discuss the information provided in this briefing note.

Annex one: Response to Hon Chris Hipkins

Dear Hon Chris Hipkins,

On 24 November, Rt Hon Jacinda Ardern requested information on my portfolio priorities. Given my role as Associate Minister of Education (Māori Education) with portfolio responsibilities, I am sending you my priorities for Māori education as part of the Education portfolio for your consideration.

I want to make sure our system reflects the identity, language and culture of our Māori children and young people through the following priorities:

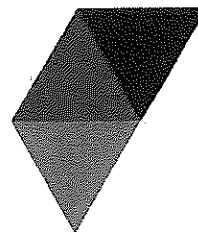
- *Responsiveness to children and young people (Māori Education):* Strengthen the capability of the education system to respond to the identity, language and culture of children and young people to raise educational achievement
- *Māori medium education:* Strengthen and grow the Māori medium educational pathway
- *Te Reo Māori in Education:* Grow the quality and quantity of Te Reo Māori in the education system
- *Ka Hikitia (Māori Education Strategy):* Review and refresh Ka Hikitia
- *Whānau, hapū and iwi:* Integrate Māori families and whānau, hapū and iwi with the education system
- *Post-Treaty Settlements – Education:* Respond to Waitangi Tribunal claims relating to education
- *Ngārimu VC and 28th (Māori) Battalion Memorial Scholarship Fund Board:* Take up responsibility for the functions of the Chairperson of the Board
- *Relationships with iwi and iwi organisations:* Lead the relationship with iwi and their organisations.

If you wish to discuss these priorities further, please contact my office.

Regards,

Hon Kelvin Davis

Doc ①



Briefing Note: Communications to support the release of the Hangarau Matihiko curriculum content

| | | | | |
|-------------------------|--------------------|--------------|------------|---------------|
| To: | Hon Kelvin Davis | | | s 9(2)(a) OIA |
| Date: | 8 December 2017 | Priority: | High | |
| Security Level: | In Confidence | METIS No: | [REDACTED] | |
| Drafter: | Skye Kimura-Paul | DDI: | 04 | |
| Key contact and number: | Kiritina Johnstone | Round robin: | No | |

s 9(2)(a) OIA

Summary

1. This briefing note provides you with an overview of the communications developed to support the release of the new Digital Technologies and Hangarau Matihiko curriculum
2. Hon Chris Hipkins has approved the Gazette notice to update the Technology Learning Area and Wāhanga Ako Hangarau in our National Curriculum for the 8th December, this will be supported with the announcement that the new Digital Technologies and Hangarau Matihiko curriculum content is available to view.
3. We have provided supporting key messaging for the release of the Hangarau Matihiko curriculum content along with the enclosed Media Release in Te Reo Māori and English that was provided to Minister Hipkins' office on the 6th of December.


Ellen MacGregor Reid

Deputy Secretary

Early Learning Student Achievement

8/12/2017

Specific Key Messages to support the release of the Hangarau Matihiko curriculum

- Te Marautanga o Aotearoa needs to reflect that the world has changed, and to reflect that we now understand that ākonga need to have greater capabilities in Hangarau Matihiko. It's our responsibility to ensure Te Marautanga o Aotearoa is responsive, relevant and evolves to meet the needs of ākonga.
- The overarching concepts and practices in the Hangarau curriculum reinforce the critical importance of understanding the past to inform future practice that benefits people and the environment. The Hangarau Matihiko curriculum content strives to connect traditional Māori practices and knowledge with the skills and capabilities students need to confidently live in the digital world.
- The ICT industry faces significant challenges recruiting people with the right skills to drive digital innovation and strengthen New Zealand's potential for economic growth. We need to increase the number of ākonga leaving kura with these valuable skills that will provide more career options and employment opportunities. If ākonga in Māori Medium choose a career in the ICT industry then we will see an increase in the number of bilingual speakers in the workforce.

Hangarau Matihiko Curriculum Key Messages

- The Hangarau Wāhanga Ako in Te Marautanga o Aotearoa has now been revised to include Hangarau Matihiko, which has two sets of progressions (tupuranga). The tupuranga are named Te Whakaaro Rorohiko and Te Tangata me Te Rorohiko. These integrate the essential elements of te reo Māori me ōna tikanga, computational thinking, digital citizenship and designing digital outcomes.
- Tupuranga (progress outcomes) are clear and discrete descriptors of the significant steps ākonga take as they progress. This is a new approach for Māori medium.
- A package of support for different levels of readiness will be rolled out for teachers and kaitiaki to build their capability and confidence in teaching the new curriculum from 2018. Other Curriculum supports such as exemplars and lesson plans can be accessed through the Hangarau Matihiko curriculum content support website: technology.tki.org.nz and hangaraumatihiko.tki.org.nz

Released 8 December 2017

Ngā marautanga hangarau matihiko hou mā ngā kura

Kua puta te kōrero a te Minita Mātauranga, a Chris Hipkins, i tēnei rā ka whakaurua ngā ihirangi marautanga hou mō Digital Technologies me te Hangarau Matihiko i roto i te *New Zealand Curriculum* me *Te Marautanga o Aotearoa*.

"Ko tāku e whai nei hei Minita Mātauranga ko te whakarite i te oranga anamata o tō tātou pūnaha mātauranga. Ko te tikanga nei, me panoni i te āhua e mahia ai ngā mahi kia noho tonu i mua i ngā hangarau panoni," te kī a Minita Hipkins.

"Mā ngā ihirangi marautanga matihiko ka noho tātou hei kaiārahi ā-ao mō te mātauranga, me te whakatutuki i ngā hiahia o te ao matihiko, tere hurihuri hoki, me te aha ka takatū ā tātou ākongā ki te uru ki te hunga mahi ā tō rātou putanga atu.

"Ka mōhio te hunga rangatahi ki ngā āhua e mahi ai ngā hangarau matihiko, ka whakawhanake i ngā tino pūkenga whakaaroaro me te ako i ngā kaiakatanga matua pēnei i te mahi tahi, te whakawhitiwhiti kōrero, te hīraurau hopanga, te aweko matatika, aweko haumaruru anō hoki.

"Ko tā ngā ihirangi marautanga Hangarau Matihiko he tūhono i ngā ritenga Māori tuku iho me te māia ki te ao matihiko. Ka whakapakari ngā ariā Hangarau i te hira o te aweko ki ngā mahi o mua hei whakarato mōhiotanga ki ngā mahi ā muri atu mā ngā tāngata me te taio.

"E whai ana te tukunga o ngā ihirangi nei i te wā whakawhitiwhiti whakaaro ki ngā kaiako, kura, mātua me ngā whānau. I roto i ngā tau e rua e tū mai nei ka haere tonu ā matou mahi me te rāngai hei whakarite kia whiwhi i te tautoko e hiahia ana rātou kia mōhio ki ngā ihirangi, me te whakatinana. Mā ngā urupare e pā ana ki te whakatinanatanga e āhei i matou te whakatikatika wāhanga ina hiahiatia.

"E tautoko ana Te Tāhuhu o te Mātauranga i ngā kura ki te whakapakari i ngā kaha o ngā kaiako, kia taea ai te whakarato ki ā rātou ākongā i ngā pūkenga e hiahiatia ana kia puta te ihu, te mahi hoki me ngā mātua me ngā whānau kia tino pai rawa ka taea te hōtaka hangarau matihiko mā ā rātou ākongā.

Ko te tūmanako, kua kōmitimitia e ngā kura ngā ihirangi marautanga Digital Technologies me te Hangarau Matihiko ā te 2020, ā, ka whakaakona mai i te Tau 1 ki te Tau 10, me te kōwhiringa ki te whakawhāiti i ngā akoranga hangarau matihiko i ngā Tau 11-13.

E wātea ana ngā ihirangi marautanga Digital Technologies me te Hangarau Matihiko hou i - technology.tki.org.nz me te hangaraumatihiko.tki.org.nz

Ka horaina he mōkī tautoko mā ngā kaiako hei whakapakari i te kaha me te māia ki te whakaako i taua marautanga ā te tau 2018. Kitea he kōrero anō mō ēnei kōkiritanga ki konei - education.govt.nz/digitech

New digital technologies for schools and kura

Education Minister Chris Hipkins today announced new Digital Technologies & Hangarau Matihiko curriculum content is being included in *The New Zealand Curriculum* and *Te Marautanga o Aotearoa*.

"One of my goals as Education Minister is to make sure we are future-proofing our education system. This means we need to change the way we do things to keep ahead of changing technologies," Mr Hipkins said.

"The digital curriculum content positions us as global leaders in education, meeting the needs of a digital and fast-paced world and making sure our students will be job-ready when they graduate.

"Young people will learn how digital technologies work and will develop critical thinking skills and learn key competencies such as collaboration, communication, problem solving, and ethical and safety awareness.

"The Hangarau Matihiko curriculum content connects traditional Māori practices and knowledge with digital confidence. The Hangarau concepts reinforce the importance of understanding the past to inform future practice for people and the environment."

The release of the content follows a consultation period with teachers, kaiako, schools and kura, parents and whānau. Over the next two year period we will continue to work with the sector to ensure they receive the support they need to understand and implement the content. Feedback on the implementation will enable us to make any adjustments required.

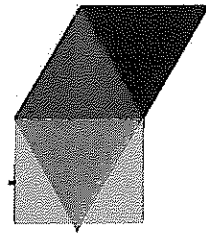
The Ministry is supporting schools and kura to build their staff capability, so they can support their learners with the skills needed to succeed, and work with parents and whānau to develop the best fit for their students.

Schools and kura are expected to integrate the Digital Technologies & Hangarau Matihiko curriculum content by 2020. It will be taught from Years 1-10, with the option to specialise from Years 11-13.

The new Digital Technologies & Hangarau Matihiko curriculum content is available from - technology.tki.org.nz and hangaraumatihiko.tki.org.nz

be clearly identified, their probability assessed, and ways they might be managed identified.

Doc 8



Briefing Note: Te Ahu o te Reo Māori and Te Kawa Matakura

| | | | |
|--|---|--------------|------------|
| To: | Hon Kelvin Davis, Associate Minister of Education | | |
| Cc: | Hon Chris Hipkins, Minister of Education | | |
| Date: | 18 January 2018 | Priority: | Medium |
| Security Level: | Budget Sensitive | METIS No: | 1101623 |
| Drafter: | Ngāhuia Foreman | DDI: | [REDACTED] |
| Key Contact: | Kiritina Johnstone | DDI: | |
| Messaging seen by Communications team: | No | Round Robin: | No |

s 9(2)(a) OIA

Purpose of Report

The purpose of this paper is for you to:

- **Note** that we have developed two programmes to support the Government's commitment to te reo Māori in education - *Te Ahu o te Reo Māori* and *Te Kawa Matakura*.
- **Note** that we are preparing Budget bids for each programme to be consider as part of Budget 2018.
- **Discuss** with Ministry officials and provide direction to ensure we meet the Government expectations of each programme.

Summary

- In response to the Government's commitments on te reo Māori in education, we have developed the following programmes for your consideration:
 - *Te Ahu o te Reo Māori* – designed to lift the overall capability across the education system for delivering quality te reo Māori provision.
 - *Te Kawa Matakura* – focused on developing excellent Māori advocates and leaders by providing an extension course to iwi endorsed Year 11-13 students, who exhibit a strong interest and excellence in te ao Māori.

- These new programmes require funding for design, development and implementation. We would like to discuss with you the design and direction of each programme, as we prepare to submit Budget bids for consideration in Budget 2018.

Pauline Cleaver

Pauline Cleaver
Acting Deputy Secretary
Early Learning Student Achievement

18/1/18

RELEASED UNDER THE OFFICIAL INFORMATION ACT

Background

Te Ahu o te Reo Māori

1. Te Ahu o te Reo Māori is a package that will enable the Government to deliver on their commitment to reach the following targets by 2025:
 - a. Every child during early learning, primary school, and intermediate school has te reo Māori integrated into their learning
 - b. Every student at high school, once at the point they become able to choose their own subjects, has the opportunity to choose te reo Māori as a subject
 - c. Ensure that all early childhood, primary school, and intermediate school teachers are provided with an opportunity to undertake lessons in te reo Māori
 - d. Provide dedicated scholarships to increase the number of te reo Māori teachers and ensure that te reo Māori is available as an option in all secondary schools.
2. It is envisioned that by 2025 every child has te reo Māori integrated into their learning and secondary students have the ability to learn te reo Māori.
3. This package has been developed to meet the Government's focus to lifting the overall capability across the system for using and delivering quality te reo Māori. It will cover both Māori and English medium, early learning through to secondary. We recognised that this will require the following to occur:
 - a. A full review of the Policy levers and mechanisms, and strengthen where required (including what barriers are in place that limit the uptake of teachers learning and integrating te reo Māori in classrooms)
 - b. Review, set and give effect to accountability measures (focusing on workforce and system measures)
 - c. Develop and collect appropriate data/measures across the system, and
 - d. Design, develop and implement resources and programmes that support teachers, leaders and providers.
4. To ensure the Government can meet its immediate commitments we have proposed a phased approach. This will allow a gradual acceleration of activity and ongoing evaluation and monitoring against targets.
5. \$14 million was pledged over four years to provide for the initial phase with a further commitment to review to ensure the 2025 target is met. We have made an effort to stay close to this allocation while also ensuring the package is achievable and provides a solid platform to build on with the second package to follow (possibly Budget 19). We have costed a scaled up option of the initial package that you may wish to consider.
6. The initial package includes the following initiatives:
 - a. Te reo Māori courses for teachers
 - b. Online Māori language hub
 - c. Teacher guides and resources
 - d. Pilot for teacher networks.
7. We will work alongside education sector agencies, Te Taura Whiri i te Reo Māori, Te Puni Kōkiri and Te Mātāwai to inform and support the ongoing research, development, implementation and evaluation of Te Ahu o te Reo Māori initiatives.

Te Kawa Matakura

8. Te Kawa Matakura is based on the notion of 'Te iti mata tuhi māreikura' – Developing excellent Māori advocates and leaders. It will target Year 11-13 students who exhibit a strong interest and excellence in te ao Māori. Students will be endorsed by iwi leaders, to attend an extension course that will build on Māori bodies of knowledge

that will support them to become strong models of Māori excellence, strong humble leaders for their iwi, and ambassadors for Aotearoa.

9. This opportunity speaks directly to the following Government commitments:
 - a. pilot the establishment of traditional Wānanga Māori to provide an opportunity for Māori to succeed as Māori through traditional models of learning such as those steeped in karakia, whakapapa, whaikōrero, history and esoteric knowledge that was once usual practice.
 - b. investigate the establishment of a unique Wānanga Tohu Mātauranga qualification at secondary school level to better reflect increasing opportunities for Māori to succeed as Māori.
10. The funding will provide for the development and implementation of a national education framework. The framework can be localised alongside iwi and will be supported by a tertiary level qualification that recognises the level of skill and learning these students will undertake.
11. The development of Te Kawa Matakura will see the setup of possibly three working groups, while an Advisory group will also be appointed to oversee the development, implementation, reporting and ongoing management of Te Kawa Matakura.
12. We will work alongside NZQA, Te Taura Whiri i te Reo Māori, Te Puni Kōkiri and Te Mātāwai to inform the development and implementation of Te Kawa Matakura.

Annexes

- | | |
|----------|---|
| Annex 1: | Te Ahu o te Reo Māori – Draft Budget Bid Template |
| Annex 2: | Appendix 1 - Te Ahu o te Reo Māori - Budget breakdown |
| Annex 3: | Appendix 2 - Te Ahu o te Reo Māori - Strategic Map |
| Annex 4: | Te Kawa Matakura – Draft Budget Bid Template |
| Annex 5: | Appendix 1 - Te Kawa Matakura – Implementation Overview |

Template 1: Manifesto Initiative Template

Section 1: Overview and Context

| | |
|--------------------------|--|
| Vote | Education |
| Responsible Minister | Hon Kelvin Davis |
| Initiative title | <i>Te Ahu o te Reo Māori</i> |
| Initiative description | This funding will provide for a programme designed to lift the overall capability across the system for delivering quality te reo Māori provision. |
| Workstream | Manifesto/Cost pressure |
| Responsible Vote Analyst | [Please provide your name and extension number] |

1.1 EXECUTIVE SUMMARY

A. Short summary of the proposed initiative and expected outcomes.

Te Ahu o te Reo Māori is a package that will enable the Government to deliver on their commitment to reach the following targets by 2025:

- Every child during ECE, primary school, and intermediate school has Te Reo Māori integrated into their learning
- Every student at high school, once at the point they become able to choose their own subjects, has the opportunity to choose Te Reo Māori as a subject
- Ensure that all early childhood, primary school, and intermediate school teachers are provided with an opportunity to undertake lessons in Te Reo Māori
- Provide dedicated scholarships to increase the number of Te Reo Māori teachers and ensure that Te Reo Māori is available as an option in all secondary schools.

It is envisioned that by 2025 every child has Te Reo Māori integrated into their learning and secondary students have the ability to learn Te Reo Māori.

\$14 million was pledged over four years to provide for the initial phase with a further commitment to review to ensure the 2025 target is met. We have made an effort to stay close to this allocation while also ensuring the package is do-able and provides a solid platform to build on with the second package to follow.

This package will require working alongside education sector agencies, Te Taura Whiri i te Reo Māori, Te Puni Kōkiri and Te Mātāwai to inform and support the ongoing research, development, implementation and evaluation of *Te Ahu o te Reo Māori* initiatives.

| Funding Sought (\$m) | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 & outyears | TOTAL |
|----------------------|---------|---------|---------|---------|--------------------|--------|
| Operating | 0.600 | 3.115 | 4.020 | 3.970 | 3.190 | 14.895 |
| Capital | - | - | - | - | - | - |

Budget Sensitive

| VA Recommendation | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 & outyears | TOTAL |
|-------------------|---------|---------|---------|---------|--------------------|-------|
| Operating | - | - | - | - | - | - |
| Capital | - | - | - | - | - | - |

| | |
|-----------------------------|---|
| Vote Analyst Recommendation | <p>Three components required: See <i>Vote Analyst Assessment Guidance</i>.</p> <p>1. [Support in full/Partial support and Scale/Defer]</p> <p>2. [Please provide a two sentence summary to explain your recommendation above].</p> <p>This will be entered into CFISnet and used in the supporting comment next to initiative assessments in advice to Ministers</p> <p>3. [Provide a succinct overall assessment which outlines the key judgements which support your two sentence summary (above)].</p> <p>This will be used in the Treasury moderation process and package development stages.</p> |
|-----------------------------|---|

| 1.2 CONTEXT | |
|---|-----------------|
| A. Has the Initiative been stated in Labour's Fiscal Plan, Coalition agreement, or Confidence and Supply Agreement? | Y |
| B. Has the Initiative been jointly developed with other agencies? | N |
| C. Have you attached the supporting Better Business Case, Regulatory Impact Assessment, etc. (if applicable)? | N |
| G. If required, please provide additional information to support your answers above. | See attachments |

Section 2: Problem / Opportunity & Strategic Alignment

2.1 PROBLEM DEFINITION OR OPPORTUNITY

A. Describe the problem or opportunity that this initiative seeks to address.

The Government has committed to creating more opportunities for all New Zealanders to learn te reo Māori and shift towards making te reo Māori an integral part of all students' education by 2025. As a Treaty Partner, the Government also has an obligation to protect and promote te reo Māori as a taonga guaranteed under the Treaty of Waitangi.

This funding is being sought through Budget 18 to support the Government priority of ensuring education. In collaboration with other agencies, provides opportunities to learn te reo Māori across the system. It will support a range of initiatives to accelerate the uptake and quality te reo Māori teaching and learning across the early learning and primary school education system.

To create the conditions for this to occur, alongside other stakeholders, we will need to:

- Increase the value of te reo Māori
- Increase knowledge and skill (including proficiency) of the te reo Māori community, and
- Increase intergenerational transmission of te reo Māori.

The education system has a clear role to play to realise these targets, and this is evident through the Ministry's Four Year Plan, Ka Hikitia, Tau Mai Te Reo and Whakapūmauitia, Papakōwhaitia, Tau ana (see attached for strategic map).

This programme will lift the overall capability across the system for delivering quality te reo Māori by ensuring teachers have the tools and support required to confidently teach and integrate te reo Māori into all learning environments.

To create the conditions to teach and integrate te reo Māori within all learning environments, we must undertake the following:

- A full review of the Policy levers and mechanisms, and strengthen where required (including what barriers are in place that limit the uptake of teachers learning and integrating te reo Māori in classrooms)
- Review, set and give effect to workforce and system accountability measures (including the Ministry and wider education sector)
- Develop and collect appropriate data/measures across the system, and
- Design, develop and implement resources and programmes that support teachers, leaders and providers.

As of 2017, there were just over 185,000 students across schooling learning te reo Māori at a minimum of Māori Immersion level 5 (approximately 23% of all learners). In 2015, there was an additional 178,000 children within early learning where te reo Māori was integrated into their learning (approximately 90% of all enrolments), this figures decrease to 27% of enrolments if the immersion level is increased to include a minimum of 20%.

There are currently 48% of all schools (primary through to secondary) that provide an opportunity for their students to engage in te reo Māori provision for up to 3 hours per week. In comparison to this, there is only 18% of schools providing a minimum of 3 hours per week and above, which is a significant drop in the overall number of students who can access te reo Māori to support the achievement of bilingual outcomes.

Since 2000, the number of schools providing te reo Māori for up to 12 hours or above has increased marginally from 45.7%. We now have the opportunity to accelerate this uptake further and ensure all children and young people have access to a minimum level of te reo Māori.

B. What inputs will the preferred option buy and why?

There are a number of different initiatives proposed within this programme, including:

| | |
|--|--|
| Te reo Māori courses for teachers | Provide opportunities for teachers to partake in te reo Māori courses that cater to all learning styles and capability levels (including the language proficiency and confidence of individual teachers). The funding will allow for the facilitation of an intensive immersion course that will allow up to 600 teachers to attend annually. |
| Online Māori language hub | Provide an online platform that supports the education workforce to lift their language proficiency. The funding will allow for the development of a site to host all teaching and learning materials and provide a platform for tailored communications. |
| Teacher guides and resources | The development of teaching and learning guides for teachers to support the delivery of te reo Māori in the classroom and across various early learning services. |
| Pilot for teacher networks | Provide an avenue for the natural grouping of te reo Māori teachers and those aspiring to be te reo Māori teachers, to come together, share best practice and extend their own Māori language capability. |

To support the administration, co-design (alongside agencies and the Māori community), implementation and ongoing evaluation of Te Ahu o te Reo Māori, we will require a specialised team of 7 EFTs.

Alongside each initiative we will also run communication campaigns to ensure the whole sector including whānau are kept informed of all opportunities.

Within the Government commitment, a financial package of \$14m was indicated. On further investigation, we have identified areas where activity is already occurring and therefore be met within baselines. We have indicated this where possible and do not include these figures in the funding sought.

(refer to attachments)

Budget Sensitive

C. What options were considered to achieve the Government's manifesto commitment and why did you choose your preferred option?

This package has been developed to meet the Government's focus on lifting the overall capability across the system for using and delivering quality te reo Māori. We recognised immediately that this would require the following to occur:

- A full review of the Policy levers and mechanisms, and strengthen where required (including what barriers are in place that limit the uptake of teachers learning and integrating te reo Māori in classrooms)
- Review, set and give effect to accountability measures (focusing on workforce and system measures)
- Develop and collect appropriate data/measures across the system, and
- Design, develop and implement resources and programmes that support teachers, leaders and providers.

To ensure the Government can meet its immediate commitments we have proposed a phased approach. This will allow a gradual acceleration of activity and ongoing evaluation and monitoring against targets.

Phase one (Budget 18), is a package of initiatives that we have evidence will support the lift in uptake and commitment from teachers. This includes some initiatives that we could have funded within baselines but over a longer period of time, which would not allow us to meet the accelerated expectations of the Government. There are also initiatives within this package that are new and therefore can not be funded within baselines. Although accelerated, this presents an achievable package of initiative that provides a solid platform to build on while we continue to work on the mechanisms to achieve the 2025 targets.

Phase two (possibly Budget 19), a package to support the policy shifts, accountability measures and build on and further accelerate phase one initiative based on initial evaluations. This will also allow time to co-develop a package alongside the education and te reo Māori sectors which is vital to the success of the overall programme. We also anticipate Cabinet approval may be required for components of phase two (e.g. setting of official targets, expectations or if legislation is required to be updated etc)

Phase three, evaluation and monitoring of programme.

VOTE ANALYST COMMENT

Has the problem or opportunity been clarified and does it support the prioritisation of this manifesto initiative?

Has the agency clearly outlined what the initiative will be buying, for who (if applicable), and what it is intended to achieve?

What is the cost to deliver this proposal and is it comparable to other 'like' costs? Has the agency provided detail on the different components making up these costs?

Is clear information provided on the alternative options and counterfactual?

If you do not have sufficient information, please follow up with your agency as these are key ingredients for the package development and bilateral advice.

| 2.2 FUNDING IMPLICATIONS | |
|---|--|
| <p>A. Provide option(s) for scaling, phasing and this initiative. Builds on information provided in section 2.1.B of this template.</p> | <p>Within the package there are a number of options to scale up or down depending on the readiness of the education system and of Government priorities. These options have been indicated where possible.</p> <p>(refer to attachments)</p> <p>The programme has been developed to work together and all initiatives are critical to the success and achievement of the overall goal, for all learners to have access to quality te reo Māori provision.</p> |
| <p>B. Outline how the costs compare to those outlined in Labour's Fiscal Plan (if applicable)?</p> | <p>We had minimal guidance as to the makeup of the \$14m package. However we have made an effort to ensure we stay within a reasonable threshold of \$14m.</p> |
| <p>C. Describe the implications on service delivery and risks/trade-offs for each of the scaled, phased or deferred scenarios section 2.2.A.</p> | <p>There is the ability to scale down and phase the delivery of teacher guides and supporting resources however this would affect the reach and uptake of the overall programme. This can also be said with the other initiatives across the programme.</p> <p>Scaling the initiatives up also need to consider the impact on te reo Māori providers. The preferred package takes into account the requirement to balanced business as usual with an acceleration package.</p> <p>The pool of service providers that we can access is restricted to a small group. This package will stimulate the growth of this pool to ensure we have the providers required to support the increase in demand from the education sector.</p> |

| VOTE ANALYST COMMENT |
|--|
| <p>Have credible choices and implications been set out? Is it clear how costings differ from Labour's Fiscal Plan? If this initiative is prioritised down or scaled to fit within the draft package, do you have sufficient information to make these judgements? At a minimum, can you provide to Ministers:</p> <ul style="list-style-type: none"> • What are the most valuable components? • What is the do-minimum/point at which no worth doing? • What are the risks or impacts of scaling? • An understanding of why this needs to be funded for 2018/19? <p><i>The development of the Budget package will require trade-offs and prioritisation across initiatives. Advice to Ministers will need to set these choices (and the risks/consequences) out.</i></p> |

Section 3: Value for Money and Impacts

3.1 EXPECTED IMPACTS

A. What are the costs and benefits of this Initiative compared to the counterfactual?

Learners and their whānau:

- Increase in learning environments that consider the identity, language and culture (ILC) of their children and young people, and therefore more Māori succeeding as Māori.
- Increase of learners being exposed to a higher level of Māori language (quality and proficiency)

Teachers and educators:

- Increase the number of teachers with a base level of Māori language capability
- Increase the level of confidence of te reo Māori teachers
- Increase the proficiency of te reo Māori teachers
- Minimise the time of teachers to locate te reo Māori resources
- Increase the opportunities for teachers to access quality te reo Māori courses

Education Leaders, Principals and governing bodies:

- Increased clarity of expectation for te reo Māori
- Better access to information to support the provision of te reo Māori

Te Reo Māori education providers:

- Increased opportunities to grow services
- Increased opportunities to be innovative
- Increased opportunities to specialise
- Increased competition across the market

Education sector agencies:

- Increase opportunities to collaborate
- Minimises duplication of effort
- Clear communication
- Clear accountability

Te Reo Māori sector agencies, Maihi Karauna/Maihi Māori:

- Increase opportunities to collaborate
- Minimises duplication of effort
- Clear communication
- Clear accountability

General New Zealand:

- Broader appreciation for and valuing of te reo Māori
- Lift in expectation of using and learning te reo Māori

The counterfactual is the status quo. Without an accelerated programme:

Learners and their whānau:

- A marginal increase in learning environments that consider the ILC of their children and young people, and therefore a negative impact on Māori succeeding as Māori.
- Variability in the exposed to Māori language (quality and proficiency)

Teachers and educators:

- High demand on the time of teachers to locate te reo Māori resources
- High variability of resources available
- Lack of communication as to the availability of te reo Māori course
- Lack of communication regarding the benefits of teaching/learning te reo Māori

Education Leaders, Principals and governing bodies:

- Lack of accountability measures, responsibilities or guidance regarding te reo Māori provision

Te Reo Māori education providers:

- Ad hoc and often short term security
- Poor communications regarding future demands

Education sector agencies:

- Minimal collaboration
- Duplication of effort
- Communication often reliant on individual relationships

Te Reo Māori sector agencies, Maihi Karauna/Maihi Māori:

- Communication between agencies and education slowing strengthening due to Maihi Karauna

General New Zealand:

- Language is not heard or seen in everyday environments
- Lack of appreciation and value of the language and how it contributes to establishing a bilingual, bicultural view of New Zealand

VOTE ANALYST COMMENT

[Please rate this initiative on a scale from 0-5 to reflect Value for money. Please explain your rating and provide a short comment on the quality of the cost-benefit analysis and the reliability of the inputs. See section 3.2.2 of the September guidance.]

Has a compelling counterfactual been provided? Or if not, have the risks and implications been made clear?

The prompts above should be completed at a minimum by the agency to ensure a consistent assessment across initiatives.

3.2 ASSUMPTIONS AND UNDERLYING EVIDENCE

A. Outline the assumptions underpinning the impacts described above.

As business as usual, we have conducted a number of stocktakes and held discussions with the sector to understand the needs and requirements we currently have across the sector regarding the delivery of te reo Māori provision. This has informed the phase one package, in particular the demand for teaching guides and te reo Māori course.

We have only requested funding for the facilitation of one new immersion te reo Māori course, however we have identified a number of avenues to provide teachers with access to courses. This includes working within current baselines to prioritise the allocation of 10wk sabbaticals towards te reo Māori teachers, and providing communication regarding the availability of iwi/tertiary and community led courses.

We also understand that teachers are spending large amounts of their own time researching and developing appropriate (fresh) material for use in the classroom. The development of a searchable website that can host all te reo Māori resources and communication is critical to this programme. We are currently seeking funding to build the initial site (TKI is not a useable platform) and ongoing costs will be sought within baselines.

We have not included teacher release time for the course we intend to facilitate. This is due to the assumption that this course will run during the mid-term breaks. This has been designed to have little impact on the delivery on the classroom and also support the teachers valuing the course through their commitment to attend in their own time. As it is intended the courses will be run regionally over a 5 day period and with attendance rates of up to 200 participants, schools will struggle to find appropriate relievers if the course was to be held during the term.

All initiatives will be made available across early learning and schooling through to Yr 8 in Phase 1 with considering of expanding it further in future phases.

The demand for te reo Māori courses and resources will grow. The Ministry and education sector agencies will need to ensure the level of resourcing (including staff) is considered appropriately. We also need to ensure we uphold our responsibility to partner with Māori when working within this space.

B. What evidence supports the assumptions and impacts?

Refer to above

VOTE ANALYST COMMENT

Provide an assessment of the assumptions and judgements related to the expected returns. Are these clearly stated and reasonable and appropriate given the proposal's intended outcomes?

Does the evidence (qualitative and/or quantitative) provide reasonable certainty and confidence? Why/why not?

3.3 SENSITIVITY ANALYSIS

A. Provide examples or scenarios to show how impacts change with

We expect changes to occur as part of phase two of this programme.

Budget Sensitive

different assumptions or policy settings.

VOTE ANALYST COMMENT

Has the agency completed sensitivity analysis which steps through the impact of different elements on the Initiative?

This type of information will be critical when outlining choices and impacts/risks associated with trade-offs as the draft package is developed and advice is provided to Finance Ministers.

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Section 4: Implementation, Risk Management and Evaluation

4.1 IMPLEMENTATION

| | |
|--|---|
| A. How will this initiative be delivered? | This is still to be confirmed however initial timelines have been included as part of costings (refer to attachment). |
| B. Description of engagement with other agencies impacted by this initiative (if applicable). | This package will require working alongside education sector agencies, Te Taura Whiri i te Reo Māori, Te Puni Kōkiri and Te Mātāwai to inform and support the ongoing research, development, implementation and evaluation of Te Ahu o te Reo Māori initiatives. |
| C. How does this initiative relate to current activity undertaken by your agency and/or by others across the State Sector? | <p>We currently have a budget of approximately \$2m for the development of Māori language resources annually. We were allocated an additional \$1.9m through Budget 17 to support the development of localised resources.</p> <p>The acceleration required to deliver on the level of resources to support the Government commitment far outweighs what we can currently fund within baselines.</p> <p>We have relationships across the sector but there is no official work programme for te reo Māori. This programme would work towards achieving this. It will also ensure the education sector has a united front and effort to work towards both the Maihi Māori and Maihi Karauna obligations.</p> |

| Risk Description | Impact or Consequences | Likelihood | Severity | Overall Risk | Mitigation / Controls |
|--|--|------------|----------|--------------|--|
| [Please complete based on section 6.6 of the September Guidance] | [Please complete based on section 6.6 of the September Guidance] | | | | [Please complete based on section 6.6 of the September Guidance] |

VOTE ANALYST COMMENT

The Implementation assessment will form a critical piece for the advice on the manifesto initiatives. In particular aspects such as the ability of the Government to ramp up for delivery, agency and market capacity and risks to the delivery need to be considered.

Please provide a brief comment on the agency's capability to deliver the initiative and ensure that the expected outcomes are achieved.

Has your agency set out the potential barriers or roadblocks expected in implementing the initiative and whether a plan exists to mitigate these? (This could include, for example, limited supply in the market for resources required to deliver the initiative, access to the target population/self-selection issues, and/or ability of agency to contract with providers)

[Please rate this initiative red, amber or green according to your assessment of risks associated with the delivery of this initiative. Consider the size of the proposal relative to the agency's activity, any cross agency impacts, and impacts to front-line service delivery.]

4.2 LEGISLATIVE AND REGULATORY IMPLICATIONS

| | |
|---|---|
| A. Please detail any legislative implications and whether the | The initial package will fit within current requirements. |
|---|---|

Budget Sensitive

Regulatory Impact Assessment (RIA)
requirements apply.

VOTE ANALYST COMMENT

[Provide an assessment of the regulatory impacts of this proposal in consultation with the Regulatory Quality team.]

4.3 PERFORMANCE MONITORING AND EVALUATION

| | |
|--|---|
| A. Performance measures/indicators. | Each Initiative will require performance indicators which are get to be determined. |
| B. Outline how the implementation and performance of the Initiative will be regularly monitored. | There are evaluation costs built into each of the Initiatives. Phase two and three will also look at all aspects of Māori language in education to monitor progress. |
| C. Describe the method proposed to evaluate the impact of the initiative [if appropriate]. | Each initiative will require an evaluation, the evaluation approach and detail will be confirmed as we develop each initiative. |

VOTE ANALYST COMMENT

Please provide a brief comment on the proposed performance monitoring and evaluation. A key aspect will be how success can be measured and the impact on the Government's objectives.

Is there a clear and quality plan for how the success of the initiative will be measured and at which points or milestones?

Evaluation Plan

This template must be completed as supporting information for manifesto initiatives.

Evaluation Plan

How will you evaluate (after the programme has been rolled out) what the effect of the programme was, particularly on the impacts listed in Section 3?¹

Evaluation Approach:

It is intended that all initiative will have evaluations as indicated. The evaluation approach and detail will be confirmed as we develop initiatives.

Funding of evaluation

- *How will you fund the evaluation and how much do you expect it to cost (including design of evaluation, collection of data, analysing the results, writing up findings and publishing results?)*

Completion dates, publication, and dissemination of findings to key stakeholders

- *When will you complete your evaluation by? When will you release your results publicly? Will you update this process, e.g., initial evaluation, long term follow-up, replication etc.?*

¹ More information on this impact evaluation plan is available in the September 2017 Budget Guidance Section 4.

Budget Sensitive

| Funding sought per project (\$m) | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/2022 & onwards | TOTAL |
|----------------------------------|--------------|--------------|--------------|--------------|---------------------|---------------|
| Programme Staff | | | | | | |
| Departmental | | 0.750 | 0.800 | 0.900 | 0.900 | 3.350 |
| Facilitation | | 0.800 | 1.240 | 1.240 | 1.240 | 4.520 |
| Allowances | | 0.100 | 0.200 | 0.200 | 0.200 | 0.700 |
| Communication | | 0.100 | 0.150 | 0.150 | 0.150 | 0.550 |
| Evaluations | | 0.100 | 0.200 | 0.200 | 0.200 | 0.700 |
| Initial setup | | 0.500 | | | | 0.500 |
| Online te reo Māori bus | | | | | | |
| Evaluations | | | 0.050 | | 0.050 | 0.100 |
| Ongoing and Communication | | | 0.200 | 0.200 | 0.200 | 0.600 |
| Allowances | | 0.050 | 0.100 | 0.050 | | 0.200 |
| Evaluations | | | | 0.100 | | 0.100 |
| Setup and communication | 0.200 | 0.200 | 0.200 | 0.100 | | 0.700 |
| Grant | | 0.015 | 0.050 | 0.015 | | 0.080 |
| Stocktake | 0.200 | | | | | 0.200 |
| Communication | 0.200 | 0.100 | 0.100 | 0.100 | 0.100 | 0.600 |
| Evaluations | | | 0.050 | | 0.050 | 0.100 |
| Development | | 0.500 | 1.000 | 1.000 | 0.400 | 2.900 |
| TOTAL | 1.100 | 3.015 | 3.350 | 2.550 | 2.950 | 12.965 |

This should become absorbed into the Kāhui Ako operating costs if successful

3 kura reo ea year to max 200 teachers

Scaled up version

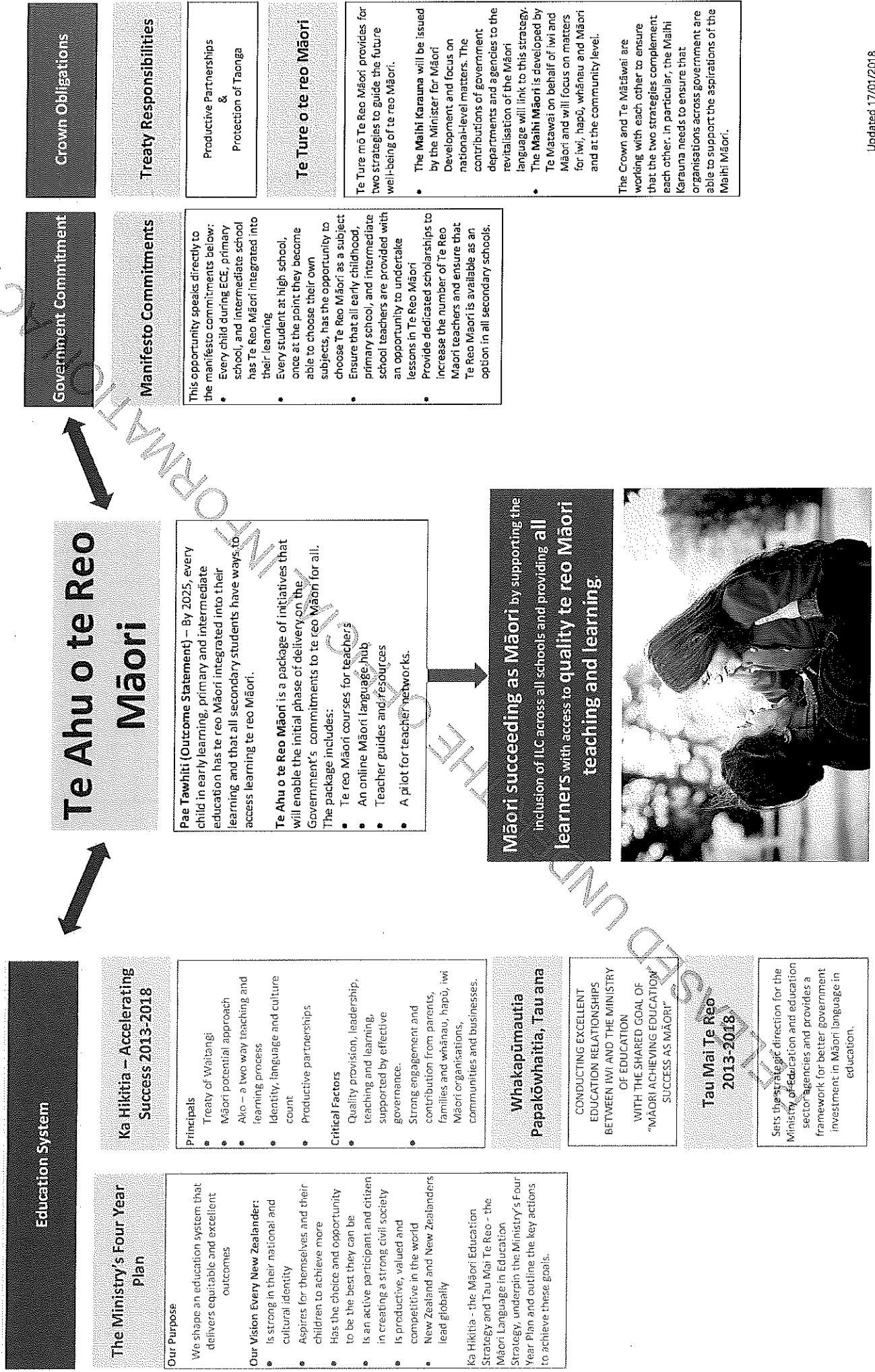
| Funding sought per project (\$m) | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/2022 & onwards | TOTAL |
|----------------------------------|--------------|--------------|--------------|--------------|---------------------|---------------|
| Programme Staff | | | | | | |
| Departmental | | 0.750 | 0.800 | 0.900 | 0.900 | 3.350 |
| Facilitation | | 1.600 | 2.480 | 2.480 | 2.480 | 9.040 |
| Allowances | | 0.200 | 0.400 | 0.400 | 0.400 | 1.400 |
| Communication | | 0.200 | 0.300 | 0.300 | 0.300 | 1.100 |
| Evaluations | | 0.100 | 0.200 | 0.200 | 0.200 | 0.700 |
| Initial setup | | 0.500 | | | | 0.500 |
| Online te reo Māori bus | | | | | | |
| Evaluations | | | 0.050 | | 0.050 | 0.100 |
| Ongoing and communications | | | 0.200 | 0.200 | 0.200 | 0.600 |
| Allowances | | 0.050 | 0.100 | 0.100 | 0.100 | 0.350 |
| Evaluations | | | 0.050 | 0.050 | 0.050 | 0.150 |
| Setup and communication | 0.200 | 0.200 | 0.200 | 0.200 | 0.200 | 1.000 |
| Grant | | 0.015 | 0.050 | 0.010 | 0.010 | 0.085 |
| Facilitation | 0.100 | 0.300 | 0.500 | 0.500 | 0.500 | 1.900 |
| Communication | | 0.200 | 0.300 | 0.300 | 0.300 | 1.100 |
| Appearance Fees etc | | | 0.100 | 0.200 | 0.200 | 0.500 |
| Stocktake | 0.200 | | | | | 0.200 |
| Communication | 0.200 | 0.100 | 0.100 | 0.100 | 0.100 | 0.600 |
| Evaluations | | | 0.050 | | 0.050 | 0.100 |
| Development | | 0.500 | 1.000 | 1.000 | 0.400 | 2.900 |
| TOTAL | 1.100 | 3.015 | 3.350 | 2.550 | 2.950 | 12.965 |

Pilot continues and remains fully supported until 2025

5 kura reo ea year to max 200 teachers = 1200 teachers

Start with a MME tester to ensure logistics, comms and pitch are aimed correctly. Then 1 per year focussed at both MME and EMI. Some fees can be charged of providers that are wanting to sell things - but not all

Strategy Alignment (Whakapapa)



Template 1: Manifesto Initiative Template

This template seeks a high-level summary of the Budget 2018 manifesto initiatives.

Your Vote Analyst will complete their assessment in the grey fields. Supporting information must be provided to your Vote Analyst. Please use the descriptions provided as a guide for what information is expected in each of the boxes below.

Contact your Vote Analyst in the first instance with any queries.

Section 1: Overview and Context

| | |
|--------------------------|--|
| Vote | [Must match CFISnet entry] |
| Responsible Minister | [Must match CFISnet entry] |
| Initiative title | Te Kawa Matakura |
| Initiative description | This funding will fulfil Government commitments to develop a programme and qualification for secondary students who exhibit excellence in te ao Māori. |
| Workstream | Manifesto/Cost pressure |
| Responsible Vote Analyst | [Please provide your name and extension number] |

1.1 EXECUTIVE SUMMARY

A. Short summary of the proposed initiative and expected outcomes.

Te Kawa Matakura is the name of a proposed programme based on the notion of 'Te Ihi mata tuhi māreikura' – Developing excellent Māori advocates and leaders. It will target Year 11-13 students who exhibit a strong interest and excellence in te ao Māori. Students will be endorsed by iwi leaders, to attend an extension course that will build on Māori bodies of knowledge that will support them to become strong models of Māori excellence, strong humble leaders for their iwi, and ambassadors for Aotearoa.

This opportunity speaks directly to the following Government commitments:

- pilot the establishment of traditional Wānanga Māori to provide an opportunity for Māori to succeed as Māori through traditional models of learning such as those steeped in karakia, whakapapa, whaikōrero, history and esoteric knowledge that was once usual practice.
- Investigate the establishment of a unique Wānanga Tohu Mātauranga qualification at secondary school level to better reflect increasing opportunities for Māori to succeed as Māori.

The funding will provide for the development and implementation of a national education framework. The framework can be localised alongside iwi and will be supported by a tertiary level qualification that recognises the level of skill and learning these students will undertake. It will also provide for the establishment of an Advisory Group and the EFTs required to facilitate the development, implementation, reporting and ongoing management of Te Kawa Matakura.

This is a new initiative. We will work alongside NZQA, Te Taura Whiri i te Reo Māori, Te Puni Kōkiri and Te Mātawai to inform the development and implementation of Te Kawa Matakura.

| Funding Sought (\$m) | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 & outyears | TOTAL |
|----------------------|---------|---------|---------|---------|--------------------|--------|
| Operating | 0.700 | 2.500 | 4.155 | 5.655 | 5.700 | 18.710 |

Budget Sensitive

| | | | | | | |
|----------------------|---|---|---|---|---|---|
| Capital ¹ | - | - | - | - | - | - |
|----------------------|---|---|---|---|---|---|

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¹ The first 10 years of capital investment is counted against the capital allowance. Additional FY columns are to be added to funding table above to reflect the full capital costs of an initiative.

Budget Sensitive

| A Recommendation | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 & outyears | TOTAL |
|------------------|---------|---------|---------|---------|--------------------|-------|
| Operating | - | - | - | - | - | - |
| Capital | - | - | - | - | - | - |

| | |
|------------------------------------|--|
| Vote Analyst Recommendation | <p>Three components required: See Vote Analyst Assessment Guidance.</p> <ol style="list-style-type: none"> 1. [Support in full/Partial support and Scale/Defer] 2. [Please provide a two sentence summary to explain your recommendation above]. This will be entered into CFISnet and used in the supporting comment next to initiative assessments in advice to Ministers 3. [Provide a succinct overall assessment which outlines the key judgements which support your two sentence summary (above)]. This will be used in the Treasury moderation process and package development stages. |
|------------------------------------|--|

1.2 CONTEXT

| | |
|--|-----|
| A. Has the Initiative been stated in Labour's Fiscal Plan, Coalition agreement, or Confidence and Supply Agreement? | Yes |
| B. Has the Initiative been jointly developed with other agencies? | No |
| C. Have you attached the supporting Better Business Case, Regulatory Impact Assessment, etc. (if applicable)? | No |
| G. If required, please provide additional information to support your answers above. Q: What level of qualification will these students exit with? A: Each participant will attain an in-depth level of mātauranga Māori and a high level of Māori language proficiency. Through this initiative, based on the Māori knowledge and language component, these students would gain post-graduate level credits/qualification. The depth of knowledge that is expected of these students for te reo Māori will exceed Bachelor level Māori language courses currently available with tertiary providers. This will still need to be worked through alongside NZQA to ensure the qualification is recognised by other education providers and is reflective of the NZQF. Q: Why is this needed? A: Students that have the potential and drive to become Māori advocates and leaders cannot currently access the depth of knowledge required to do so in today's education system, and only sporadically across the community. Equity is required of the education system to provide students the opportunity to achieve excellence in te ao Māori. This initiative will directly contribute to the active protection of te reo Māori me ōnā tikanga as a taonga, improved partnerships between the Crown and Māori, and an increase in the number of Māori language and knowledge experts. Q: Why should the Ministry be doing it? Can't wānanga and iwi do it without Government intervention? A: The Ministry has a responsibility as a Crown agent to contribute to the revitalisation and growth of the Māori language as a taonga. The education system has begun to show positive steps towards supporting the revitalisation of the language, however a more deliberate effort must be implemented to grow, strengthen and ensure its survival. | |

The Ministry is providing the platform for Te Kawa Matakura to occur. Te Kawa Matakura cannot occur without the support and collaboration of iwi/hapū and an education facilitator such as wānanga. To varying levels, similar programmes have been implemented in some isolated areas. However to ensure national access and to have students recognised with an appropriate level qualification, the Ministry needs to enable this to occur. Through Te Kawa Matakura Government has the ability to deliberately support the acquisition of the higher levels of language required to ensure Māori language vitality as well as in-depth access to Māori bodies of knowledge.

Q: What's different from school?

A: The table below are assumptions on what we would assume a 'kura graduate' is expected to achieve in comparison to a graduate of Te Kawa Matakura:

| | Kura Graduate | Wānanga Graduate extension |
|-----------------------|---|---|
| Te Tohu | University Entrance/NCEA L2+ | Bachelor Level qualification and post graduate level te reo Māori recognition |
| Te Ira Tangata | Be culturally grounded rangatahi who has a sense of responsibility of self, whānau, iwi and the community | Kia rangatira te tu – role model for younger rangatahi, hūmarie |
| Te Reo me ōna Tikanga | Be fluent in both te reo Māori, te reo Pākehā and (possibly) other languages | Te kōunga o te reo Māori – Has a clear succession plan to earning and contributing to the positions that utilise higher levels of Māori knowledge |
| Āhuatanga Ako | Achieve their set goals and aspirations for kura and have a clear pathway beyond kura | Has a clear succession plan to earning the position of kaikōrero/kaikaranga |
| Nga Iwi | Be connected with own whakapapa and respectful of others | Has the ability to make connections across whakapapa (marae, hapū, iwi) |
| Te Ao | Be global, independent thinkers who have a love of learning | Has an appreciation for the culture and knowledge of others, and looks to strengthen connections |
| Nga Uara | Understand and practice aroha, manaaki, tino rangatiratanga and kaitiakitanga | Is able to support and role model to others how this is done in practice |

Q: Who and how will students be selected?

A: Student applications will be endorsed by iwi with a commitment to ongoing support. Final participants will be identified by the Advisory Group with recommendations to the Minister for final decision. The advisory group would also provide confirmation that the group of selected students meets the national criteria set by the wānanga and provide guidance if issues arise. Key considerations will include:

- the students te reo Māori proficiency/apptitude,
- the students well-being/resiliency, and
- ongoing active whānau, hapū and iwi support.

Q: How will we support students through wānanga and kura?

A: The well-being of students is a critical factor for the working groups to consider throughout the development of this programme. We will need to ensure there are also well-being measures used to inform an ongoing evaluation of the programme. However, it is also envisioned that the selection process through the endorsement and ongoing active support of whānau, hapū and iwi of their uri (descendants) will ensure each student is fully supported by a multi-layered support network.

Through the selection process students and whānau will also be made aware of the commitment required of them.

Q: How will the ongoing structure be sustainable post pilot?

A: This is a new initiative. We are seeking ongoing funding to ensure the initiative has adequate funding to operate, evaluate and improve as demand grows.

Q: Why is it a 3yr programme?

A: Te Kawa Matakura students will continue to be enrolled in and attending secondary school. Te Kawa Matakura is intended to be a part time course that will complement their schooling education. This is a life-long journey, although this course finishes at the end of 3 years and when the students transition out of school, it is only the beginning of their pathway towards becoming models of Māori excellence, strong humble leaders for their iwi, and ambassadors for Aotearoa.

The length of the course aligns well with the requirements of a Bachelor qualification.

Q: What will be in place for students post-wānanga?

A: Graduates of Te Kawa Matakura will receive a qualification that will enable them to enter into the workforce and also provides them with the opportunity to leverage their qualification to explore other areas of tertiary study. Graduates will also be able to practise and share their knowledge within the wider whānau, community and iwi.

Q: Will students be eligible to receive the free tertiary study if they complete this programme and are there any hidden implications for students accessing further tertiary education in the future?

A: As we are yet to understand the level of qualification this programme will provide for students it is unclear as to the impact this may have on new and existing policies. This will however be a point of discussion for the working groups as the programme is developed.

Section 2: Problem / Opportunity & Strategic Alignment

2.1 PROBLEM DEFINITION OR OPPORTUNITY

A. Describe the problem or opportunity that this initiative seeks to address.

This initiative provides an opportunity for the Government to strengthen its commitment to the Treaty of Waitangi, productive partnerships with Māori and the revitalisation of te reo Māori.

The desired outcome of this programme will be to provide students with an avenue to build on bodies of knowledge that will support them to become models of Māori excellence, strong humble leaders for their iwi, and ambassadors for Aotearoa *te iti mata tuhi māreikura*.

It also provides an opportunity to maximise the investment in te reo Māori by leveraging off the complimentary activities across agencies. For example, the Ministry has a key role to play as part of both the Maihi Māori and Maihi Karauna. This programme provides a way to not only support students to achieve educational success as Māori, but also provide the opportunity for iwi and hapū to strengthen their intergenerational transmission of te reo Māori.

The current revitalisation efforts for te reo Māori within education currently focus predominantly on increasing the 'value' of te reo Māori and increase the number of students learning te reo Māori. This is not a wasted effort, however for a language to survive, there needs to be sufficient depth of knowledge. It is through this pool of knowledge that innovation and relevance to the current and ever evolving world occurs.

This programme will provide a platform that increases the number of te reo Māori learners that have the depth of knowledge to eventually contribute to the pool of 'expert' knowledge.

Note: Across government, we do not have sufficient data to measure the 'reo Māori ability' of learners or the 'level of knowledge' they acquire. Therefore it is not possible to forecast the extent of the impact prior to the development of the programme and subsequent qualification. Measure of impact will need to be included as part of the development and ongoing evaluation of the programme.

B. What inputs will the preferred option buy and why?

This funding is intended to purchase the following:

- Development costs (now-Dec 2018):
 - Ministry staffing resources to coordinate the development of the programme, ongoing evaluation and to provide secretariat support to working groups and an advisory group - 1.0FTE Programme Manager, 2.0FTE Programme Advisors
 - Operating costs for the facilitation of working/advisory groups (e.g. travel, venue costs etc)
 - Support the development of a national framework to implement the wānanga in conjunction with a provider.

| | |
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| | <ul style="list-style-type: none"> ○ Support the development of a national qualification that aligns to the NZQF (facilitated by NZQA) – this is likely to continue through 2019. • Implementation costs (Aug 2018 – ongoing): <ul style="list-style-type: none"> ○ The facilitation of wānanga across up to 9 regions for 20-30 students ○ Ministry staffing resources to support the ongoing evaluation of the programme and secretariat support for the advisory group - 1.0FTE Programme Manager, 2.0FTE Programme Advisors ○ Development of an online tool to support the students, tutors and other relevant parties (e.g. iwi/hapū, evaluators, whānau etc) |
| <p>C. What options were considered to achieve the Government's manifesto commitment and why did you choose your preferred option?</p> | <p>Option A: One national group intake of up to 10 female and 10 male secondary students, from across Aotearoa, to attend week long national wānanga throughout the year for 3 years.</p> <ul style="list-style-type: none"> • Pro's: <ul style="list-style-type: none"> ○ There is an avenue for students to deepen their knowledge of te ao Māori. ○ This initiative supports Māori succeeding as Māori in education. • Con's: <ul style="list-style-type: none"> ○ There is the risk of the programme becoming only for the elite. ○ The risk of controversy is high, with regards to who is selected and from where. ○ A national course would not be tailored to incorporate the iwi/hapū centric knowledge that the learners would require to ensure clear succession for iwi/hapū needed ○ Iwi centric reo and knowledge would not be shared freely given that iwi of some students may not be involved in the process or programme. ○ Financial costs will be high due to travel. Travel may also impact on schooling, wellbeing and whānau commitments ○ Limited to no opportunity for iwi partnership. <p>Option B: Open attendance for all Yr11-13 Māori language students (from both Māori and English medium) to attend regular regional wānanga over a 3 year period.</p> <ul style="list-style-type: none"> • Pro's: <ul style="list-style-type: none"> ○ There is an avenue for students to deepen their knowledge of te ao Māori. ○ This initiative supports Māori succeeding as Māori in education. ○ A regional course can be tailored to incorporate the iwi and hapū centric knowledge that students would require to support intergenerational transmission and potential succession planning for iwi and hapū. • Con's: <ul style="list-style-type: none"> ○ Open attendance will cause issues around support and endorsement of students by iwi. Given this programme is focused on developing pae and karanga capable future leaders, iwi need to |

Budget Sensitive

be involved. They need to know which students are selected, and endorse and support them through the programme.

- Sharing the depth of knowledge required for this course could be jeopardised depending on student numbers and class size.
- Ministry involvement will be high to support the establishment, implementation and evaluation of 9 or more regional wānanga occurring at the same time. The spacing of implementation may vary
- Risk of quantity affecting quality, which might also result in light iwi involvement and engagement.

Option C (preferred option): Iwi/hapū select and endorse Yr11-13 Māori language students to attend regular regional wānanga over a 3 year period.

- Pro's:

- There is an avenue for students to deepen their knowledge of te ao Māori.
 - This initiative supports Māori succeeding as Māori in education.
 - The regional course can be tailored to incorporate the iwi and hapū centric knowledge and active iwi leadership that students would require to support intergenerational transmission and succession planning for iwi and hapū. Being present in the area of interest and learning
 - Controlled classroom numbers and iwi endorsed students in attendance.
 - The Ministry will further promote the relationships with mana whenua (local iwi and hapū) to enhance whānau contribution to raising achievement for and with Māori learners in their region.
- Con's:
- Ministry involvement will be high to support the establishment, implementation and evaluation of up to 9 regional wānanga occurring at the same time.

VOTE ANALYST COMMENT

Has the problem or opportunity been clarified and does it support the prioritisation of this manifesto initiative?

Has the agency clearly outlined what the initiative will be buying, for who (if applicable), and what it is intended to achieve?

What is the cost to deliver this proposal and is it comparable to other 'like' costs? Has the agency provided detail on the different components making up these costs?

Is clear information provided on the alternative options and counterfactual?

If you do not have sufficient information, please follow up with your agency as these are key ingredients for the package development and bilateral advice.

| 2.2 FUNDING IMPLICATIONS | |
|---|--|
| <p>A. Provide option(s) for scaling, phasing and this initiative. Builds on information provided in section 2.1.B of this template.</p> | <p>We can scale back and cap the number of intakes to 6 rather than 9 groups over a 3 year period but this will dramatically reduce the number of students over the three year period and negatively impact on the future pool of Māori language and knowledge experts.</p> |
| <p>B. Outline how the costs compare to those outlined in Labour's Fiscal Plan (if applicable)?</p> | <p>There wasn't a set cost in the manifesto associated with this initiative and supporting commitments. However, a key source of information to support the cost estimates for this initiative was drawn from the stocktake of Māori language in education activity 2010/2011.</p> |
| <p>C. Describe the implications on service delivery and risks/trade-offs for each of the scaled, phased or deferred scenarios section 2.2.A.</p> | <p>As we are working in isolation to develop this bid, there are a number of potential risks that may or may not come to fruition. The risks include:</p> <ul style="list-style-type: none"> • Willingness of wānanga to share their intellectual property (IP) and also, a willingness of iwi/hapū to share IP. Strong communication and Māori buy-in is vital to the success of the programme. • Student well-being will be of the highest importance and monitored. The students are of secondary school age (15-18 years old) and still attending school. Providers will be conscious of the potential stress this initiative may have on the students, especially in addition to NCEA, whānau/iwi expectations, growth and other social/sporting commitments. |

| VOTE ANALYST COMMENT |
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| <p>Have credible choices and implications been set out? Is it clear how costings differ from Labour's Fiscal Plan? If this initiative is prioritised down or scaled to fit within the draft package, do you have sufficient information to make these judgements? At a minimum, can you provide to Ministers:</p> <ul style="list-style-type: none"> • What are the most valuable components? • What is the do-minimum/point at which no worth doing? • What are the risks or impacts of scaling? • An understanding of why this needs to be funded for 2018/19? <p><i>The development of the Budget package will require trade-offs and prioritisation across initiatives. Advice to Ministers will need to set these choices (and the risks/consequences) out.</i></p> |

Section 3: Value for Money and Impacts

3.1 EXPECTED IMPACTS

A. What are the costs and benefits of this initiative compared to the counterfactual?

Te Kawa Matakura provides opportunities to:

- establish Crown Māori relationships that deliberately invest in the next generation of ambassadors for Aotearoa New Zealand.
- support identity, language and culture as critical, but not exclusive, ingredients for the success of all learners.
- support iwi in the post settlement phase
- develop and celebrate our national identity, while at the same time protect the distinctiveness of mātauranga Māori, increasing whānau, hapū and iwi cohesion, and contributing to economic opportunities for all.
- emphasise the power of collaboration and the value of working closely with iwi and Māori organisations to invest in strong Māori leaders for iwi through the education system.
- recognise the importance of iwi and Māori participation, contribution and partnership to the revitalisation of te reo Māori through the education system.
- Increase promotion of intergenerational transmission

The table below are assumptions on what a 'kura graduate' is expected to achieve in comparison to a graduate of Te Kawa Matakura:

| | Kura Graduate | Wānanga Graduate extension |
|-----------------------|---|---|
| Te Tohu | University Entrance/NCEAL2+ | Bachelor Level qualification and post graduate level te reo Māori recognition |
| Te Ira Tangata | Be culturally grounded rangatahi who has a sense of responsibility of self, whānau, iwi and the community | Kia rangatira te tū – role model for younger rangatahi, hūmarie |
| Te Reo me ōna Tikanga | Be fluent in both te reo Māori, te reo Pākehā and (possibly) other languages | Te kōunga o te reo Māori - Has a clear succession plan to earning and contributing to the positions that utilise higher levels of Māori knowledge |
| Āhuatanga Ako | Achieve their set goals and aspirations for kura and have a clear pathway beyond kura | Has a clear succession plan to earning the position of kaikōrero/kaikaranga |
| Ngā Iwi | Be connected with own whakapapa and respectful of others | Has the ability to make connections across whakapapa (marae, hapū, iwi) |
| Te Ao | Be global, independent thinkers who have a love of learning | Has an appreciation for the culture and knowledge of others, and looks to strengthen connections |
| Ngā Uara | Understand and practice aroha, manaaki, tino rangatiratanga and kaitiakitanga | Is able to support and role model to others how this is done in practice |

VOTE ANALYST COMMENT

(Please rate this initiative on a scale from 0-5 to reflect Value for money. Please explain your rating and provide a short comment on the quality of the cost-benefit analysis and the reliability of the inputs. See section 3.2.2 of the September guidance.)

Has a compelling counterfactual been provided? Or if not, have the risks and implications been made clear?

The prompts above should be completed at a minimum by the agency to ensure a consistent assessment across initiatives.

3.2 ASSUMPTIONS AND UNDERLYING EVIDENCE

A. Outline the assumptions underpinning the impacts described above.

Refer to sections 3.1 and 2.1.

B. What evidence supports the assumptions and impacts?

The Ministry and education sector agencies have obligations, as Crown agencies, to actively protect the Māori language as a taonga, guaranteed under the Treaty of Waitangi. The Ministry and education sector agencies play a critical role in supporting Māori language acquisition and revitalisation in early learning, primary, secondary and tertiary education sectors.

The starting point of our Māori Education Strategy, *Ka Hikitia – Accelerating Success 2013-2018*, and Māori language in Education Strategy, *Tau Mai Te Reo*, is that all learners should be able to access high quality Māori language in education and be given every opportunity to enjoy educational success as Māori.

At the heart of these strategies is the acknowledgement to iwi, they play a central role in encouraging the use of Māori language in homes, on marae, in communities and most importantly with whānau. The Ministry's role, as stewards of the education system, is to work with iwi to create the conditions for success of Māori medium and Māori language education pathways for all learners.

The Ministry seeks to work with iwi in a way that builds trust and strong relationships. The Ministry's way of working is described in *Whakapūmautia, Papakōwhaitia, Tau ana – Grasp, Embrace and Realise*. The Ministry of Education supports iwi to work where they can take stock of education in their tribal area and the experiences of their learners in the education system, and develop strategic goals, priorities and actions. The Ministry also works with iwi to look at how their identity, language and culture might be used to strengthen provision of education for uri (descendants) and for Māori learners in their region.

Some iwi are actively looking to revitalise and invest in Māori language in education. Common iwi organised activities include:

- kura reo (intensive immersion language courses for speakers at all levels)
- beginner level reo classes
- rangatahi-focused reo initiatives
- support for whānau to build their reo
- higher level courses for more fluent speakers to help fulfil roles on the paepae.

Iwi and Māori led activities are necessary for the reinvigoration of speaker communities, which are critical for Māori language revitalisation. Te Kawa Matakura provides the opportunity to fulfil those activities within one programme, supported by the Government and lead by iwi and wānanga.

Refer to 2.2.C for further assumptions and evidence.

VOTE ANALYST COMMENT

Provide an assessment of the assumptions and judgements related to the expected returns. Are these clearly stated and reasonable and appropriate given the proposal's intended outcomes?

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Does the evidence (qualitative and/or quantitative) provide reasonable certainty and confidence? Why/why not?

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3.3 SENSITIVITY ANALYSIS

A. Provide examples or scenarios to show how impacts change with different assumptions or policy settings.

New tertiary policies and changes to the Student Allowance may impact on the initiative. We will not know the full extent of the impact on students or the initiative yet. However, we will take this into consideration as we develop the initiative.

VOTE ANALYST COMMENT

Has the agency completed sensitivity analysis which steps through the impact of different elements on the initiative?

This type of information will be critical when outlining choices and impacts/risks associated with trade-offs as the draft package is developed and advice is provided to Finance Ministers.

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Section 4: Implementation, Risk Management and Evaluation

4.1 IMPLEMENTATION

A. How will this initiative be delivered?

In summary the new initiative will include:

- A pilot stage: Three groups of students made up of 20 Year 11 students over a 3yr programme. Begins Jan 2019 and ends Dec 2021, including ongoing evaluations.
- Ongoing implementation: Additional groups will happen post evaluations of pilots. Max of 9 groups at any one time. Groups will have a max of 20 students.
- Programme staff: 1x Project manager and 2x Project advisor.
- Advisory group members: Total of 4
- Working groups: There will be 3 groups focused on the selection process, schooling and framework development. There are a total of 6 members in each working group.

The regions in which the initiative will begin are likely to align with the pilot regions for Te Rāngai Kāhui Ako ā-Iwi – Waikato, Gisborne, Bay of Plenty/Wairariki and Te Taitokerau.

We will work with schools, iwi and the community to establish wānanga that will support and enable Year 11-13 students to gain a deeper understanding of te reo and mātauranga Māori.

Key to this programme:

- Where possible, teaching experts will be sourced from the community (regionally/iwi based) to enable localised knowledge. Local experts will lead the students through topics such as whākapapa, karakia, local iwi/hapū/marae/whānau histories etc. This will extend students intellectual, emotional, and cultural intelligence.
- It will be complimentary to kura, not in place of kura.
- We expect that it will sit on the NZQF at a level 7 and above (sits outside of NCEA). The intention is that the programme will run for 3 years by which students should graduate with a minimum of a bachelor level qualification and a post graduate level te reo Māori recognition.
- Recognition of prior learning should also be considered where students are transferring from kura directly into tertiary education without completing the full course (although not completing the entire wānanga should be discouraged).
- There are no associated costs to the student.
- It will be focused toward proficient speakers of te reo Māori (inclusive of students from both Māori and English medium education).
- Iwi/hapū must sponsor students to partake.
- Expectation of students, whānau and kura will be made clear from the onset and ongoing.
- Adequate time for evaluation of pilot required before the first round of wānanga.
- There is flexibility in the wānanga framework to allow individualisation of student pathway and iwi/regional aspirations.
- Wānanga programmes must also include consideration of career path and/or links to further education.

Budget Sensitive

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| | <ul style="list-style-type: none"> Wānanga will work towards addressing some of the barriers that have hindered the intergenerational transmission of mātauranga in some regions. Iwi/hapū could therefore use the wānanga as an avenue to plan for and address succession demands. |
| B. Description of engagement with other agencies impacted by this initiative (if applicable). | We will work alongside NZQA, Te Taura Whiri i te Reo Māori, Te Puni Kōkiri and Te Mātāwai to inform the development and implementation of Te Kawa Matakura. |
| C. How does this initiative relate to current activity undertaken by your agency and/or by others across the State Sector? | <p>As part of Te Rāngai Kāhui Ako ā-Iwi, an interagency hui occurs every two months for agencies to share what they are doing to support and promote te reo Māori, and in particular through education. This initiative aligns closely to key themes of activity/discussion in the interagency hui, which includes:</p> <ul style="list-style-type: none"> Active protection of the Māori language as a tāonga Increased value of Māori language Increased knowledge and skill (including proficiency) of the Māori language community <ul style="list-style-type: none"> We need more people with at least conversational proficiency to support intergenerational transmission We need more people with high proficiency and knowledge to support Māori language development and corpus Intergenerational transmission <ul style="list-style-type: none"> Increase promotion of intergenerational transmission Increase critical awareness messages to future parents with conversational Māori language proficiency (so they consciously make choices about using or not in the home) Productive partnerships between schools/providers and parents/whānau/iwi/hapū <ul style="list-style-type: none"> Māori language and mātauranga Māori provides a meaningful context for engagement with Māori whānau at governance, leadership and teaching/learning levels. |

| Risk Description | Impact or Consequences | Likelihood | Severity | Overall Risk | Mitigation / Controls |
|-----------------------|---|------------|----------|--------------|---|
| Resourcing | If the funding and staffing resource is not secured through this Budget process, then the development, implementation and outcome of this initiative will be jeopardised. | | | | We will provide sufficient, transparent and evidenced based information to Ministers and through the Budget process to support the consideration and validation of this initiative. |
| Framework development | If the framework doesn't allow for the ability/flexibility of iwi to tailor the programme to meet their iwi-centric mātauranga and reo needs, then the desired outcome of developing paepae and karanga capable future Māori leaders will not be met. | | | | We will allow sufficient time to develop the framework with the right people, which includes iwi reo and mātauranga experts. |

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| Communication | If communication is not clear and concise for all stakeholders then engagement and validity of the initiative will be put at risk and possibly challenged by iwi in the Waitangi Tribunal. | | | | Develop robust communication and stakeholder engagement plans. Provide adequate resource to ensure the coordination and promotion of messages. |
| Relationship management | If the involvement and expectations of schools, whānau and communities in this programme are not clear or set prior to the first intake of students attending the course, then this may limit the support to students and increase the level of stress, concern and confusion of schools, whānau and communities. The relationship of the Ministry and the sector will also become tense. If we don't manage the relationships with students who are not selected, then they may feel aggrieved and in turn impact on their relationship with school. | | | | Develop a robust communication plan. Provide adequate resource to ensure the coordination and promotion of messages. We will need to support kura through new and existing support networks, e.g. regional office, specific communication and regular updates/hui with wānanga/iwi facilitators. Student wellbeing will be a key consideration of the selection process working group. |
| Engagement | If we do not engage early or meaningfully with iwi/hapū, then iwi buy-in will be difficult to achieve, timelines will be stretched and students will not have access to the experts/knowledge required to deliver the programme. | | | | We will set realistic and sufficient timeframes for engagement and co-development to occur. We will also leverage off existing relationships with iwi, while we set up. |
| Delivery | Iwi require adequate resourcing to support the content and delivery of the programme. There needs to be a clear understanding of roles and the source of mātauranga, for | | | | We have provided resources within the proposed costings to support iwi and experts. This will be considered as part of the working group scope. |

Budget Sensitive

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| | example who will deliver the programme. | | | | |
| Ongoing commitment | Some iwi may wish to continue providing the programme and feel aggrieved that they may not be able to continue past the first 3 year intake. | | | | Clear/upfront communication on expectations. |
| | Can wānanga and iwi sustain the delivery of the programme alongside business as usual and other priorities? | | | | This will be considered as part of the working group scope and the evaluation process. |
| Intellectual property | Wānanga may not wish to share or co-develop a framework with other wānanga or iwi. | | | | Clear/upfront communication on expectations. |
| | Who will own the intellectual property, especially the mātauranga Māori content? | | | | And, include legal advice during the development stage. |
| Commercial sensitivity | Wānanga that do not wish to partake in the development or delivery of this initiative may challenge the Government about preferential treatment towards wānanga that do participate. Again, this could be challenged in the Waitangi Tribunal. | | | | Keeping work group clearly defined and roles separate. Advisory Group makes decisions therefore those included in the working groups are not privy to communication sent/info. |
| Kura support | Kura will need to have a clear understanding of what students are learning in order to leverage off what is happening in the classroom and ensure links are made where possible to avoid duplication. | | | | This is to be a consideration as part of the development. The specific curriculum/ kura working group will be tasked with this. |
| Student wellbeing | There is a potential risk that student wellbeing will be impacted and stress levels raised if they are not supported during the programme, the content level is too much, the workload isn't balanced and ultimately, the programme isn't considerate of their age and growth development. | | | | This is to be a consideration as part of the development. The specific curriculum/ kura and selection process working groups will be tasked with this. This is an intensive programme. Potential for |

Budget Sensitive

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| | | | | | additional stress is high. The age of these students will affect their wellbeing physically and mentally. |
| Qualification | If this programme doesn't compliment their schooling education and expectations such as NCEA, then this will impact on the achievement of the qualification associated with this programme. | | | | This programme will need to be designed to ensure students effectively achieve/maintain both kura and this qualification. |
| Time | If students are unable to have sufficient time to meet the deliverables of this programme and school life then this will impact negatively on their learning, wellbeing and achievement. | | | | This risk will be a key consideration for all working groups as the programme is to be developed. |

VOTE ANALYST COMMENT

The Implementation assessment will form a critical piece for the advice on the manifesto initiatives. In particular aspects such as the ability of the Government to ramp up for delivery, agency and market capacity and risks to the delivery need to be considered.

Please provide a brief comment on the agency's capability to deliver the initiative and ensure that the expected outcomes are achieved.

Has your agency set out the potential barriers or roadblocks expected in implementing the initiative and whether a plan exists to mitigate these? (This could include, for example, limited supply in the market for resources required to deliver the initiative, access to the target population/self-selection issues, and/or ability of agency to contract with providers)

[Please rate this initiative red, amber or green according to your assessment of risks associated with the delivery of this initiative. Consider the size of the proposal relative to the agency's activity, any cross agency impacts, and impacts to front-line service delivery.]

4.2 LEGISLATIVE AND REGULATORY IMPLICATIONS

A. Please detail any legislative implications and whether the Regulatory Impact Assessment (RIA) requirements apply.

N/A

VOTE ANALYST COMMENT

[Provide an assessment of the regulatory impacts of this proposal in consultation with the Regulatory Quality team.]

4.3 PERFORMANCE MONITORING AND EVALUATION

A. Performance measures/indicators.

Refer to section 4.1. We will build the performance measures and indicators as we develop the initiative.

B. Outline how the implementation and performance of the

It is intended that annual evaluations of the initiative are undertaken to check in and improve the initiative/content as appropriate. The costs have been factored into the overall costs.

4.3 PERFORMANCE MONITORING AND EVALUATION

| | |
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| Initiative will be regularly monitored. | |
| C. Describe the method proposed to evaluate the impact of the initiative [if appropriate]. | The evaluation approach and detail will be confirmed as we develop the initiative. |

VOTE ANALYST COMMENT

Please provide a brief comment on the proposed performance monitoring and evaluation. A key aspect will be how success can be measured and the impact on the Government's objectives.

Is there a clear and quality plan for how the success of the initiative will be measured and at which points or milestones?

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Evaluation Plan

This template must be completed as supporting information for manifesto initiatives.

Evaluation Plan

How will you evaluate (after the programme has been rolled out) what the effect of the programme was, particularly on the impacts listed in Section 3?²

It is intended that annual evaluations of the initiative are undertaken to check in and improve the initiative/content as appropriate. The evaluation approach and detail will be confirmed as we develop the initiative. However, some of the key evaluation considerations will include:

- Student wellbeing - The students are of secondary school age (15-18 years old) and still attending school. Providers will be conscious of the potential stress this initiative may have on the students, especially in addition to NCEA, whānau/iwi expectations, growth and other social/sporting commitments
- Programme content and delivery
- Māori language proficiency
- Iwi involvement and support.

Refer to Appendix 1 for more detail.

Funding of evaluation

The costs have been factored into the overall costs.

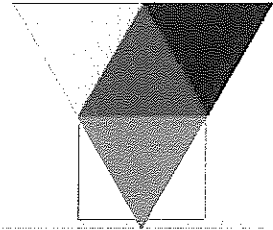
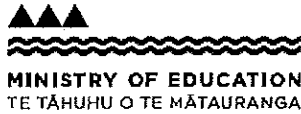
Completion dates, publication, and dissemination of findings to key stakeholders

It is intended that annual evaluations of the initiative are undertaken to check in and improve the initiative/content as appropriate. The evaluation approach and detail will be confirmed as we develop the initiative.

² More information on this impact evaluation plan is available in the September 2017 Budget Guidance Section 4.

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|------------------------------|--|---|--|---|--|---|--|---|--|---|--|
| Implementation Plan | | | | | | | | | | | |
| Confirm qualifications setup | | Pilot one: Region/wi A, Year 11 students, 20pax | | Pilot two: Region/wi B, Year 11 students, 20pax | | Pilot three: Region/wi C, Year 11 students, 20pax | | Group one: Region/wi A, Year 11 students, 20pax | | Group two: Region/wi B, Year 11 students, 20pax | |
| | | EVALUATION | | | | | | EVALUATION | | | |
| | | | | | | | | Group three: Region/wi C, Year 11 students, 20pax | | | |
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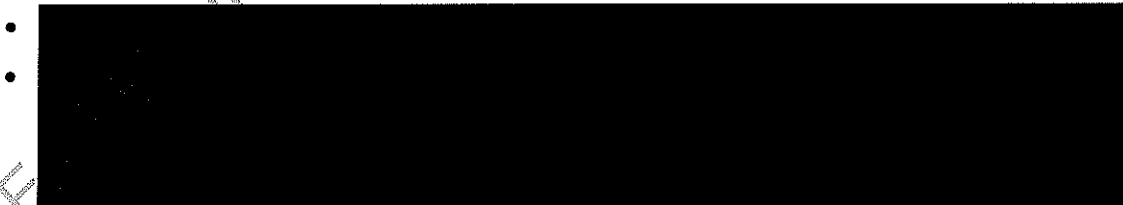


Briefing Note: Māori medium education provision

| | | | |
|--|------------------------------|--------------|-----------------------|
| To: | Hon. Chris Hipkins | | |
| Date: | 23 January, 2018 | Priority: | Medium |
| Security Level: | In Confidence | METIS No: | 1100993 s 9(2)(a) OIA |
| Drafter: | Sarah Asher | DDI: | [REDACTED] |
| Key contact and number: | Dr Wayne Ngata [REDACTED] | Round robin: | Yes / No |
| Messaging seen by Communications team: | NA s 9(2)(a) OIA | | |

Summary

- Māori medium education is where the curriculum is delivered in and through the Māori language. Māori medium education that embeds Māori identity, language and culture in the teaching and learning, governance and leadership delivers exceptional outcomes for students.
- Government policy and investment supports the provision of Māori medium education through strategic priorities, teaching and curriculum support, whānau and iwi engagement, and Te Rāngai Kāhui Ako ā-lwi.
- The Government's current investment in new schooling is focussed in areas of high population growth. The demand for kura is higher in areas with high Māori language speaking populations. The majority of these areas are not within high population growth areas, hence it is difficult to secure funding for new kura.



s 9(2)(f)(iv) OIA, s 9(2)(j) OIA

Dr Wayne Ngata
Raukura
Te Ao Māori

23/01/2018

Māori Medium Education – System Background

1. Māori medium education is where the curriculum is delivered in and through the Māori language. Māori medium education that embeds Māori identity, language and culture in the teaching and learning, governance and leadership delivers exceptional outcomes for students.
2. The types of Māori language provision in the education system differ depending on setting. These differences are summarised in the table below.

| Type of Māori language provision | Settings | Description |
|--|---|--|
| Māori medium education | Early learning education | Licensed services where Māori language is spoken for at least 51 percent of the time. |
| | Dedicated Māori medium settings (schools) | Kōhanga Reo, Kura Aho Matua (s155), Kura ā-Iwi (s156) and other settings where over 90 percent of the students are learning in and through the Māori language 51 percent or more of the time. |
| | Mixed medium settings (schools) | Schools that have some students learning in and through the Māori language 51 percent or more of the time, while other students are in English medium education. For example, Māori immersion (rūmaki) or bilingual units/classes. |
| Māori language in English medium education | English medium settings | Students are learning Māori language as language subject, or taught curriculum subjects in te reo Māori for up to 50 percent of the time. |
| Māori language participation | Tertiary | Māori language provision at tertiary level is dependent on the provider, course and qualification. Currently Māori language participation in the tertiary sector is measured by the number of students enrolled in a Māori language course of more than 0.2 equivalent full time students (EFTS) per year. |

Participation - Māori medium education and Māori language education

3. In 2015, 10,239 children were enrolled in licensed Māori Medium **early learning education services**.
4. Over 12,000 primary and secondary students attend **dedicated Māori medium settings**. This represents 1.6% of the schooling population. Participation in Māori medium education has experienced steady growth overtime, with a 34 percent increase in student numbers from 2012 to 2017. Despite this growth, only a small portion of these Māori remain in kura for the duration of their schooling journey. Contributing factors to this is the inconsistent access to quality Māori medium pathways, low students retention, and a critical shortage of high quality Māori medium teachers. Furthermore these factors are highly variable by region.
5. Just over 7,000 primary and secondary students attend **mixed medium setting**. This counts for 0.9 percent of the schooling population. Since 2012, there has been a minor decrease in participation of 0.8 percent.
6. The number of **tertiary** students studying Te Reo Māori at Diploma, Bachelors and Post-Graduate level has been relatively constant over the past eight years at approximately

¹ This is the most recent early learning data available. The early learning education participation data comes from the annual Early Childhood Education (ECE) census. The Ministry had some data quality issues with the census and the 2016 plus 2017 data has been delayed but is currently being processed.

2,000 equivalent full-time student (EFTS). Approximately two-thirds of these students were studying for Certificates and Diplomas at levels 5-7, with almost all of the remaining one-third undertaking Bachelor's Degrees.

7. The table below provides an overview of the number of dedicated and mixed medium kura and schools, along with the number of students within each of those settings, in 2017.

| Kura Type | | No. of Māori medium kura | No. of MME Students |
|---|------------------------------------|--------------------------|---------------------|
| Dedicated Māori medium education settings | Kura Kaupapa Māori (Section 155) | 73 | 7521 |
| | Designated Character (Section 156) | 27 | 3233 |
| | Other Schools | 25 | 1656 |
| Mixed medium settings | | 152 | 7028 |
| Total | | 277 | 19438 |

Māori medium education delivers exceptional outcomes

8. For those that choose Māori medium education, the pathway delivers excellent outcomes. This is demonstrated by NCEA achievement of Māori students in Māori medium which is consistently on par with all in the school population and significantly higher (15 to 20 percentage points) than for Māori in English medium. Research also confirms that even children and young people presenting traditional 'risk' factors achieve at levels comparable to other children and young people in Māori medium education.²

Policy and investment towards provision of Māori medium education and kura

Government Strategies

9. The Government's strategies to address educational achievement for Māori, including the Māori medium system:
- Ka Hikitia*, which sets out the importance of addressing educational achievement for Māori;
 - Tau Mai Te Reo*, the Māori Language in education strategy, through which Māori language is acknowledged as the foundation of Māori culture and identity; and
 - Whakapūmautia, Papakōwhaitia, Tau ana*, the strategy for conducting excellent education relationships between iwi and the Ministry of Education.
10. These strategies enable access to high quality Māori language in education, so that Māori children and young people are given every opportunity to enjoy educational success as Māori. These strategies provide context to our requirement to provide Māori language in education where it is requested by whānau (in accordance with the Education Act 1989).

Māori Medium Pathways

11. Despite the high performance of Māori medium education, access to and capacity of Māori medium pathways varies by region. For example, whānau have access to full (0-18 years) Māori medium pathways in regions where there are high concentrations of Māori medium kura, such as Auckland, Waikato and Bay of Plenty/Waiariki. In contrast,

² Traditional 'risk' factors include socio-economic background, attendance, gender, Youth and Family notifications.

where there are low concentrations of Māori medium kura, access to Māori medium pathways is limited, such as in Nelson/Marlborough/West Coast, and Otago/Southland.

12. To support sustainable Māori medium education pathways the Ministry established *Te Rāngai Kāhui Ako ā-Iwi*. It is a framework to recognise the diversity of Māori medium education provision across regions and iwi.
13. The framework recognises that, as kaitiaki of Māori language, iwi are critical links to enhancing whānau success in education.
14. This explicit recognition has informed the partnership approach with iwi to develop regional action plans to lift retention, increase participation and strengthen Māori medium education pathways. The Ministry is currently working with iwi in four education regions. Work with the remaining six education regions will begin in 2018.

Māori Language in Education teacher workforce and curriculum support

15. The Ministry currently offers a number of dedicated *TeachNZ* scholarships for Māori language teachers to support proactive recruitment. This has had limited impact to date as demonstrated by the persistent shortage of high quality Māori language teachers.
16. Māori language curriculum resources provide equitable opportunities for children and young people in Māori language education. *Te Aho Ngarahu* is a new initiative that will support development of localised Māori language curriculum sources. *Te Aho Ngarahu* was established in Budget 2017. Funding was invested to accelerate the design and delivery of Māori language in education curriculum resources for students, teachers and Communities of Learning | Kāhui Ako across Māori and English medium settings.

Investment in Māori medium education

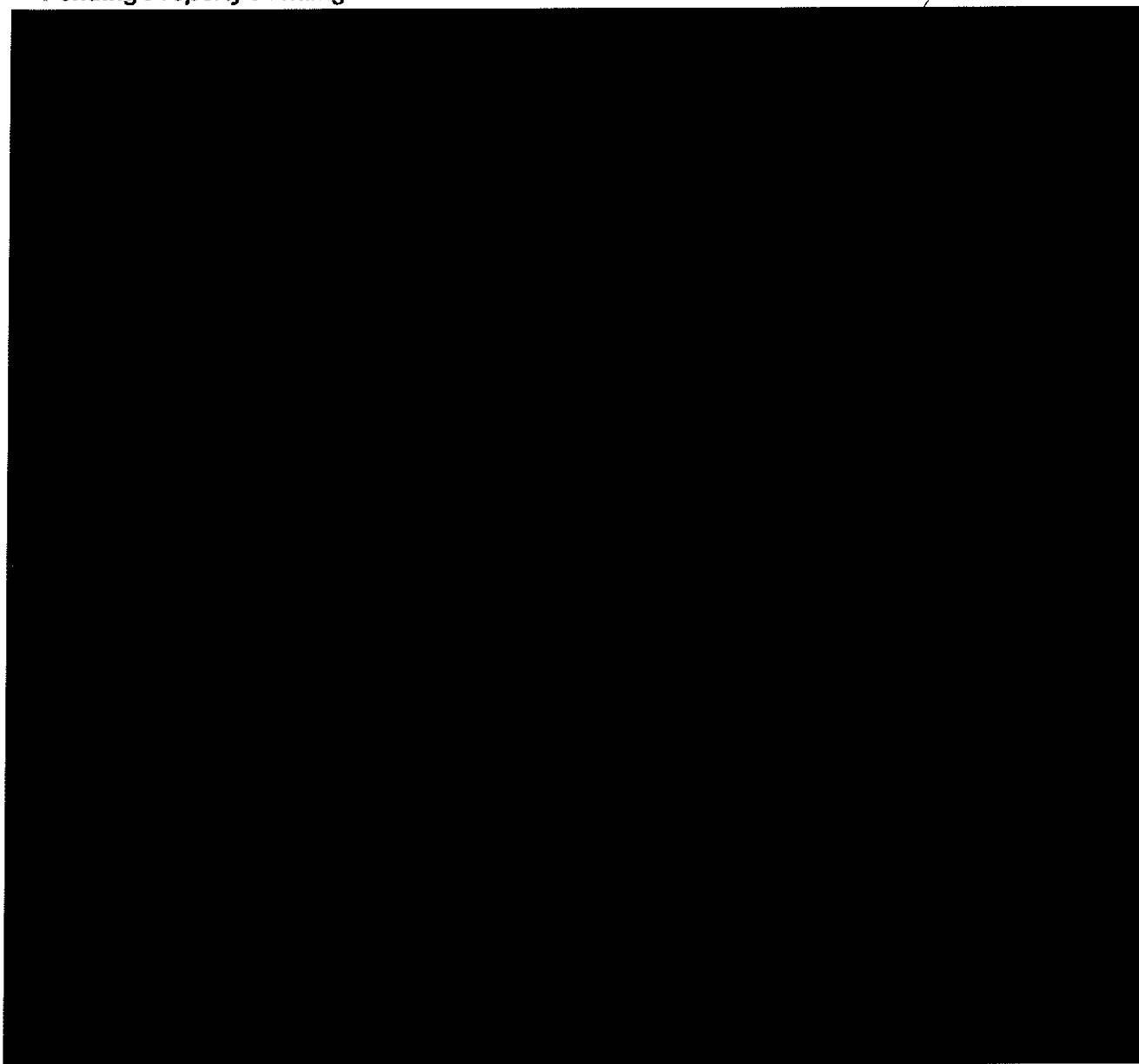
17. The Government currently invests in a range of Māori medium specific provisions, however it is difficult to isolate all investment as:
 - much of the targeted investment supports wider Māori language education and/or cultural outcomes; and
 - there are a number of mixed medium settings where investment supports both Māori and English medium education.
18. This year the Ministry will undertake a Māori Education stocktake (including Māori Language in Education). The stocktake will provide a more accurate picture of spending on Māori education activities.

Property funding and establishment

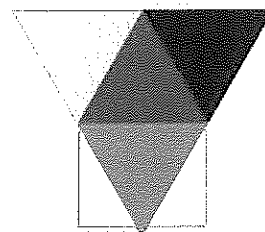
Government Priorities for Investment in New Schools

19. The Government invests significantly in schooling property to ensure schools can offer quality education and meet the increasing demand in areas of high population growth. The demand for kura is higher in areas with high Māori language speaking populations. However, the majority of these areas are not within high population growth areas, so it is difficult to secure funding for new kura (Annex 1 provides an outline of the establishment process).
20. Where property funding has not been secured and/or establishment has not been approved, some kura whānau have worked with established kura to form 'satellite' classes (Annex 2 provides a list of kura currently in the establishment process). Most kura whānau would see this as an interim measure for providing a dedicated Māori medium education setting for learners and, in practice, sets up a 'kura tuakana/kura teina' relationship.

Pending Property Funding



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Annex 1: Establishment process for Kura

Current Process for Establishment

The current process to establish a new kura is the same as the process for establishing state schools. This process involves:

- Application development – the whānau and community (kura whānau) who wish to establish the kura develop an application to establish a new kura in consultation with the Ministry of Education;
- Property funding sourced – where the application is supported by the Ministry, property funding is sourced through the budget process;
- Ministerial consideration – where property funding is secured, the Minister of education considers the application and either approves or declines the application for establishment;
- Establishment initiated – where applications are approved, an establishment Board of Trustees is appointed, and establishment funding is provided to the kura. Strategic direction, policy, property and staffing requirements are addressed prior to the Education Review Office (ERO) undertaking a readiness review of the kura;
- School opens – when the kura is deemed ready to open, it can then accept enrolments and begin operating. Following the opening, the school will also hold elections for its board of Trustees.

Recent Changes in Establishment Process

The Ministry's process for establishment of kura has changed in recent years. The key differences are summarised as follows:

- Previously, approval for establishment was considered prior to confirming property funding. This meant that kura could be recognised as a school and receive operational funding before property funding was secured; and
- New kura would previously have been established as a 'kura teina' to an established kura (the 'kura tuakana'). 'Kura teina' could be established and the 'kura tuakana' would provide strategic and operational guidance and support for a period of time. Funding and resources for the 'kura teina' would be provided to and managed by the 'kura tuakana'.

Annex 2: Kura in various stages of the establishment process

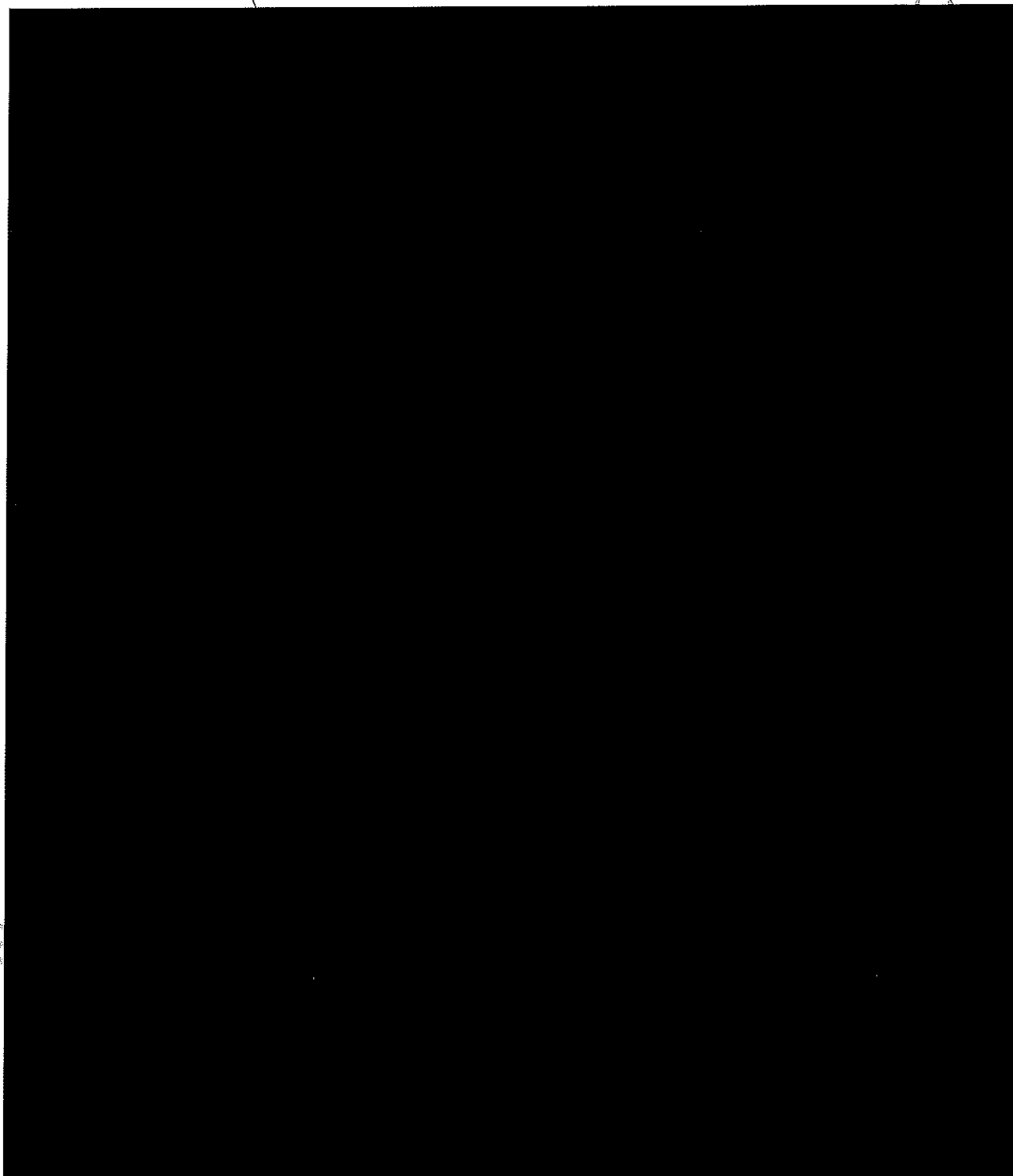
There are a number of kura at different stages of the establishment process. The table below provides an overview of these kura, their status and next steps.

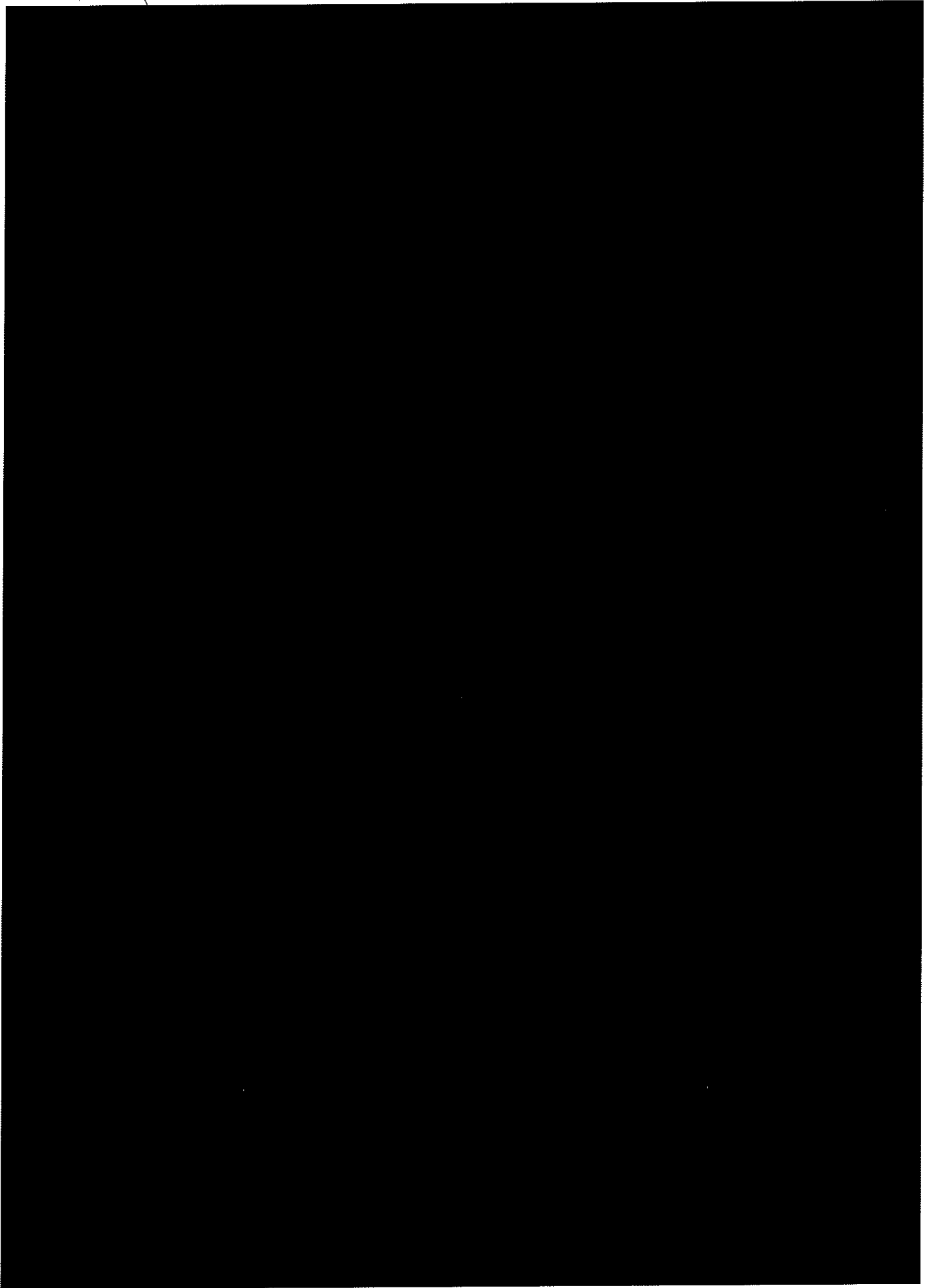
| Kura | Status | Next Steps |
|--------------------------|--|---|
| Te Pā Wānanga (Blenheim) | There is no Māori medium kura in Marlborough and limited Māori medium provision in English medium schools. There is a growing number of Māori medium early childhood | Continue working with community and whānau to |

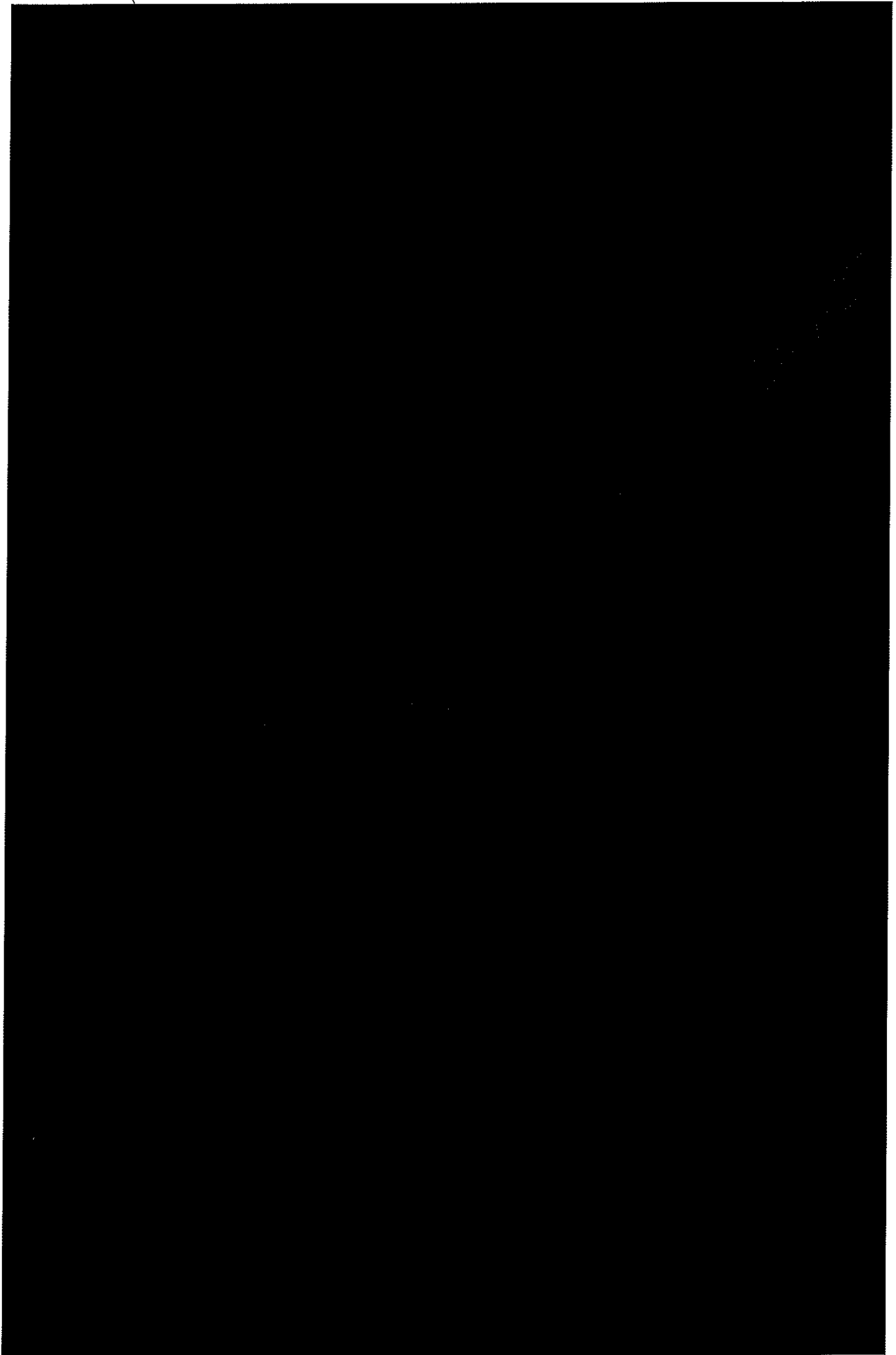
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| | learners. The Omaka Marae general manager approached the Ministry in 2016 about the establishment of a Year 1-8 Kura ā iwi at Omaka Marae. This led to discussion about the option of Māori medium education being offered at the marae as a satellite of Renwick School. Funding was secured in Budget 2017 for two classrooms to be established at Omaka marae. They were unable to find a suitable teacher for the unit and therefore have not been able to open it for the beginning of the 2018 year. | establish satellite bilingual unit at Omaka marae. |
| Muaupoko (Levin) | Muaupoko tribal authority have met with local office to express an interest in establishing a new kura. Previously, there had been a kura teina (Te Kura o ngā Waipupu o Punahau) operating as a satellite to Te Kura Kaupapa Māori o Te Rito in Otaki. This was established in 2001 and subsequently closed in 2006 due to a range of factors impacting on educational viability. | Ministry will continue to work with kura whānau in relation to the establishment process. |
| Te Kura o Kukupa (Levin) | Ngāti Tūkorohē Trust contacted the Ministry to discuss establishing a kura. They have approached Te Kura ā Iwi o Whakatupuranga Rua Mano to explore the option of a satellite as an interim arrangement while they work through the establishment process. | Ministry will meet with Ngāti Tūkorohē Trust to look at demand, supply, pathways etc. |
| Ngāti Toa Rangatira (Porirua) | Ngāti Toa Rangatira has contacted the Ministry to discuss establishing a kura. | Ministry will meet with Ngāti Toa Rangatira in relation to the establishment process. |
| Cheltenham/Te Kauwhata (Feilding) | Kura not formally established. Application for establishment has previously been declined. It now has satellite arrangement with Te Kura ā Iwi o Whakatupuranga Rua Mano. Feilding students are taught at the closed Cheltenham School site. | Ministry will continue to work with kura whānau in relation to the establishment process. |
| Te Wharekura o Ngāti Rongomai (Rotorua) | Kura not formally established. It has a satellite arrangement with Te Wharekura o Kaōkaoroa o Patetere in Putaruru. The kura has been waiting for a suitable permanent site since 2007/08. There have been discussions as to whether the kura should be established before the site is purchased. Unsuccessful budget bids for funding were submitted in Budgets 2016 and 2017. | Budget bid to be submitted for Budget 2018. |
| Te Kura Kaupapa Māori o Te Kura Kokiri (Tauranga) | The kura was established in 2006 after a period of satellite enrolment. The kura operates from the closed Welcome Bay site. The kura has previously declined sites presented by the Ministry. Site evaluation funding has been approved. The Ministry is seeking agreement from kura on the preferred geographical area for the kura's future permanent location. | Permanent location to be agreed. |
| Te Kura o Te Whānau-ā-Apanui (East Cape) | Kura was opened in 2016 after the closing of 3 smaller schools. It occupies one of the closed school sites and funding has been allocated for designing its permanent facilities. | Permanent facilities to be designed and built. |
| Te Kura Kaupapa Māori o Horouta Wānanga (Gisborne) | Kura was opened in 2016. The kura is located in temporary facilities on the former Gisborne Hostel site in Gisborne which have been modified for use. Another hostel building is about to be converted into an open learning area to cater for growth – this space will be available for use in 2018. Currently researching site options for the relocation of the kura. The kura's preferred site options have significant property challenges. | The Ministry intends to convene a workshop with the kura to discuss next steps. Further due diligence is required to determine a |

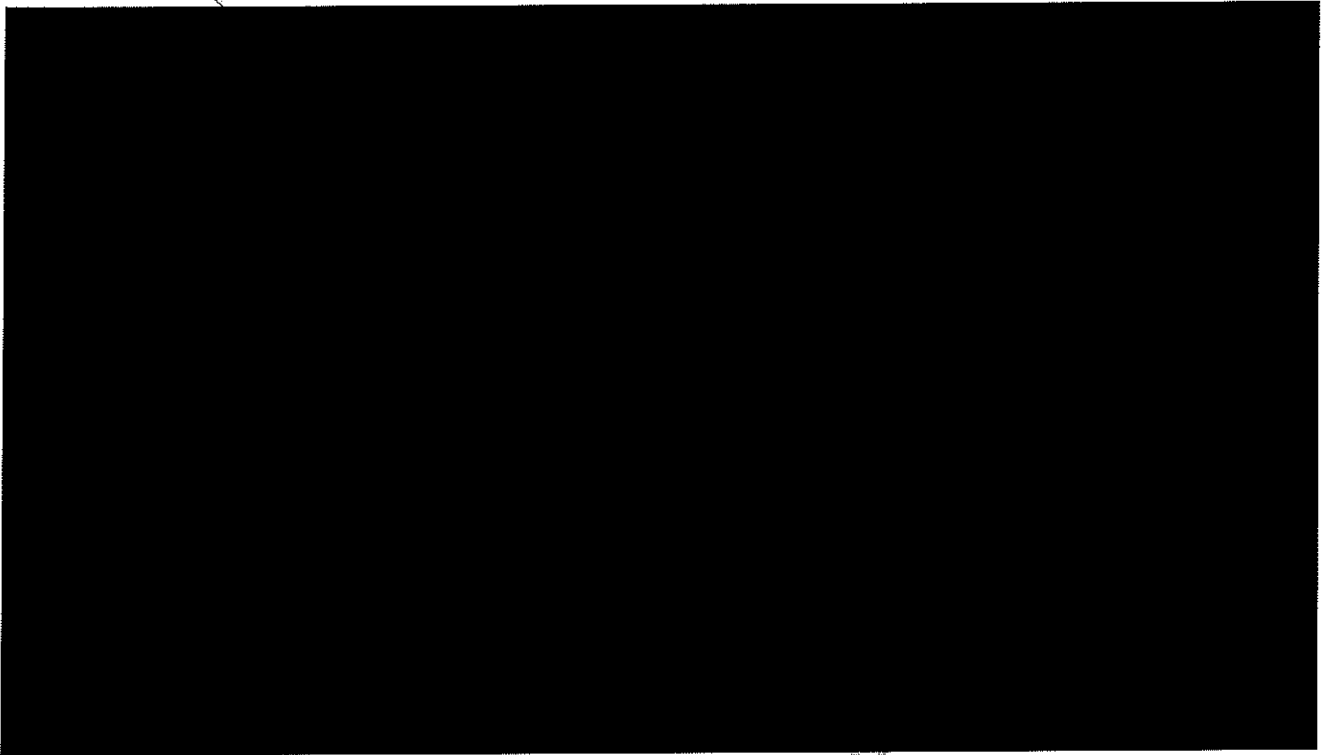
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