



# Briefing to the Incoming Hautū Te Mahau Te Tai Whenua | Deputy Secretary (Central)

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# Briefing for Hautū Te Mahau | Te Tai Whenua – Deputy Secretary (Central)

## Section 1 – Introduction to Te Mahau

This briefing note is divided into two parts. The first section covers information for the specific regional Hautū whilst the second part consists of information from regional offices in Te Mahau | Te Tai Whenua.

This briefing should be read in conjunction with the Ministry overview information as that contains key information about Te Tāhuhu o te Mātauranga.

## Introduction of new Hautū | Deputy Secretary groups for Te Mahau

Three new Hautū | Deputy Secretaries position have been established for Te Mahau. These positions are:

- Hautū Te Mahau | Te Tai Raro (North) Isabel Evans
- Hautū Te Mahau | Te Tai Whenua (Central) Jocelyn Mikaere
- Hautū Te Mahau | Te Tai Runga (South) Nancy Bell

## Te pūtake me te kawenga | Purpose and role of the Te Mahau frontline groups

The three Te Mahau frontline Hautū (Deputy Secretaries) will collectively provide leadership and integrated services to the sector and others. This includes our current services, such as learning support and education advice and regulation functions for schools and early learning services. Over time they will build new strengths in curriculum and other services signalled in the Government's response to the Tomorrows' Schools review, for example, early learning, network planning.

The frontline groups will develop and harness existing relationships with communities at the regional and local level through the Directors of Education, including deep relationships with iwi and hapū. Directors of Education have the lead role and relationship with early learning, kōhanga, school and kura, and this means they will be across all services we provide at a local level. They will also collectively strengthen relationships with our diverse communities that support Māori, Pacific peoples, disabled ākonga and/or ākonga with learning support needs, and ākonga from disadvantaged backgrounds.

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The frontline groups will hold the day-to-day regulatory functions, for example early learning licensing. They will have support of the regulatory roles located in other groups in Te Tāhuhu including the national regulatory roles in Te Pae Aronui | Operations & Integration and the regulatory stewardship in Te Puna Kaupapahere | Policy.

The three Te Mahau frontline groups are represented at the leadership level of decision making for Te Tāhuhu, and their Deputy Secretaries will sit on the leadership team.

## Portfolios for Te Mahau Hautū | Deputy Secretaries

Each of the three Te Mahau frontline Hautū | Deputy Secretary positions will hold at least one National Portfolio to complement their frontline role with a national leadership role in joining up services of our organisation across a key priority delivery area. In the first instance the National Portfolios will be Pacific Education, Learning Support and Early Learning (0-8 years old). There may also be a National Portfolio Secondary-Tertiary. These are areas that require many parts of our organisation to work together to deliver quality, integrated, frontline services.

This approach means that Ministers have access to a Hautū | Deputy Secretary that can speak to the end-to-end delivery of each portfolio. Te Mahau frontline groups consist of the existing Regional Office teams from Sector Enablement and Support (SE&S) and the new roles established as part of Te Mahau.

### Te Mahau

Te Mahau is a new frontline / delivery leadership structure that sits within Te Tāhuhu. It is intended to provide greater support to the education sector and others so they can deliver inclusive education that meets the needs of ākonga and whānau.

#### Groups in Te Mahau

Te Mahau consists of:

- Te Poutāhū – Curriculum Centre
- Te Pae Aronui – Operations & Integration and
- Three new Hautū | Deputy Secretary positions based in the regions.

#### Te Poutāhū – Curriculum Centre (sits within Te Mahau)

- Te Poutāhū leads strengthened and inclusive curriculum leadership, expertise and partnering for the New Zealand Curriculum, Te Marautanga o Aotearoa and Te Whāriki, as well as providing resources for quality teaching. Te Poutāhū brings together curriculum, teaching expertise and evidence for the development, support and review of inclusive curricula, assessment and NCEA with strengths across te reo Māori, mātauranga Māori, disability, learning support and culturally relevant content.
- Hautū Te Poutāhū | Deputy Secretary – Curriculum Centre is Ellen MacGregor-Reid.

#### Te Pae Aronui – Operations & Integration (sits within Te Mahau)

- Te Pae Aronui leads the provision of central services to Te Mahau and education organisations. Te Pae Aronui uses its information, insights and service design functions in tandem to help Te Mahau frontline groups to deliver today and design services for tomorrow. It provides nationally consistent service design, practice guidance and systems to support the frontline's focus on flexible and responsive services.
  - This group is made up from – SE&S NO, PICI and EDK
- Hautū Te Pae Aronui | Deputy Secretary - Operations & Integration is Sean Teddy.

## Offices and Directors in each rohe

The following lists names the office in each rohe and who the Directors are.

### Te Mahau | Te Tai Raro (North)

#### Offices

Te Tai Tokerau  
Tāmaki Makaurau (Area One) South, East and Central  
Tāmaki Makaurau (Area Two) South West, North and West

#### Director

Hira Gage  
Deidre Alderson  
Tanya Harvey

### Te Mahau | Te Tai Whenua (Central)

#### Offices

Waikato  
Bay of Plenty, Waiariki  
Hawkes Bay, Tairāwhiti  
Taranaki, Whanganui, Manawatū

#### Director

Marcus Freke  
Ezra Schuster  
Daniel Murfitt  
Marlene Clarkson

### Te Mahau | Te Tai Runga (South)

#### Offices

Wellington  
Nelson, Marlborough, West Coast  
Canterbury, Chatham Islands  
Otago, Southland

#### Director

Roy Sye  
Andrea Williams  
Coralanne Child  
Julie Anderson

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# Map of Regional Offices



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## Budget

The financial year runs from 1 July to 30 June as opposed to the calendar or school year.

The following tables show the amount appropriated for offices in each Hautū | Deputy Secretary for the 2021/22 financial year.

Regions have departmental and non-departmental budgets. Departmental budgets, for the most part, cover regional office costs, while the non-departmental budget is distributed to and supports the local sector.

The 'Other' costs include items such as Network and Enrolment management, at risk provider intervention, early childhood participation, student achievement services, Kahui Ako and improving student engagement.

### Budget for Te Mahau | Te Tai Whenau (Central)

Region	Departmental			Non-Departmental		
	Learning Support	Other	Combined	Learning Support	Other	Combined
Waikato	\$21,585,450	\$6,568,285	\$28,153,735	\$687,192	\$5,783,485	\$6,470,677
Bay of Plenty-Waiariki	\$21,645,612	\$4,779,245	\$26,424,857	\$550,484	\$5,045,372	\$5,595,856
Hawkes Bay-Tairāwhiti	\$13,009,301	\$4,897,074	\$17,906,375	\$363,396	\$4,538,817	\$4,902,213
Taranaki-Whanganui-Manawatu	\$19,813,288	\$4,219,106	\$24,032,395	\$543,326	\$3,974,987	\$4,518,313

### Delegations and Statutory provisions

The new Hautū | Deputy Secretary positions within Te Mahau have the same delegations as other Hautū | Deputy Secretary positions in the Ministry. Currently all regional material such as Briefing Notes, School Interventions etc are signed off by the Hautū | Deputy Secretary for Te Pae Aronui. A conversation between regional Hautū and the Te Pae Aronui Hautū needs to take place to discuss:

- how regions and Te Pae Aronui will interact with material for Ministers' offices and
- how the sign off process will work between National office and the regional Hautū.

In the interim it has been agreed that the current processes will continue.

## Overview of other groups in Te Tāhuhu

Te Tāhuhu contains the enabling functions for Te Mahau. The following is a list of the groups, what their purpose is and who the Hautū | Deputy Secretary is (if known).

### **Te Tuarongo (Maori Education)**

- Te Tuarongo focuses on lifting our organisation's capability at the kāwanatanga – tino rangatiratanga interface to give practical effect to te Tiriti o Waitangi. Te Tuarongo navigates te ao karauna and te ao Māori so Te Tāhuhu creates space for Māori to exercise tino rangatiratanga, supports our kāwanatanga responsibility and builds the organisation's capability to deliver Ka Hikitia – Ka Hāpaitia.
- Hautū Te Tuarongo | Deputy Secretary Te Tuarongo is Daryn Bean.

### **Te Puna Ohumahi Mātauranga | Education Workforce**

- The Deputy Secretary – Education Workforce leads the sector workforce employment relations and leads the relationship with Education Payroll Limited and holds responsibility for bargaining. Education Workforce develops and has an implementation overview responsibility for the education workforce strategy.
- Hautū Ohumahi Mātauranga | Deputy Secretary Education Workforce is Anna Welanyk.

### **Te Puna Hanganga, Matihiko | Infrastructure and Digital**

- The Deputy Secretary – Infrastructure & Digital leads inclusive, accessible and integrated national, digital and physical infrastructure and transport services to the education system.
- Hautū Hanganga, Matihiko | Deputy Secretary Infrastructure & Digital is Scotty Evans.

### **Te Puna Kaupapahere | Policy**

- The Deputy Secretary – Policy is responsible for leading whole of system, end to end policy integration covering early learning, compulsory schooling, and tertiary including Māori medium, te reo Māori, Pacific and Learning Support. Policy provides integrated policy advice to Ministers and holds the regulatory stewardship function across the Ministry's regulatory systems.
- Hautū Kaupapahere | Deputy Secretary Policy is Andy Jackson.

### **Te Puna Rangatōpū | Corporate**

- The Deputy Secretary – Corporate is responsible for leading the delivery of Ministry-wide essential statutory and corporate functions (excluding corporate IT) that enable the organisation to operate effectively and fulfil its statutory obligations.
- Hautū Rangatōpū | Deputy Secretary Corporate is Zoe Griffiths.

### **Te Tari o te Tumu Whakare mō te Mātauranga | Office of the Secretary for Education**

- Office of the Secretary for Education supports the Secretary and act as a central point for the ongoing change programme so that further changes align to intent and maintain momentum.
- Hautū Te Tari o te Tumu Whakare mō te Mātauranga | Office of the Secretary for Education Deputy Secretary is currently vacant.

## How the regional offices can support Hautū | Deputy Secretaries in Te Mahau

The regional office is responsible for supporting you in carrying out your functions and serving the aims and objectives you set.

We support you by:

- providing you with strategic, performance and implementation advice, and the information and resources you need to make decisions ensuring our advice is clear and practical, supported by strong, evidence-informed analysis
- ensuring our advice considers the full range of matters, including strategic choices, operational implications, costs, and stakeholder views and concerns
- joining up and offering informed advice from across teams and external agencies
- providing other services to support you in your responsibilities, including Ministerial correspondence, Parliamentary questions, Official Information Act requests and media support.

The Ministry operates under a “no-surprises” principle. This means we will keep you well-informed of matters of significance within your responsibilities in a reciprocal arrangement.

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## Section 2 - Regional Offices in Te Mahau | Te Tai Whenua (Central)

Waikato

Bay of Plenty – Waiariki

Hawkes Bay – Tairāwhiti

Taranaki-Whanganui – Manawatu

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# Briefing to the Incoming Hautū Te Mahau Te Tai Whenua Deputy Secretary (Central)

Regional office: Waikato

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# Welcome to your new role

**This is the Waikato regional office Briefing to Incoming Deputy Secretary, Te Tai Whenua (BIDS). It is intended to support you to undertake your role and responsibilities as Deputy Secretary.**

It sets out the role and purpose of the Ministry, what we do and how we work, and how we can support you in your role.

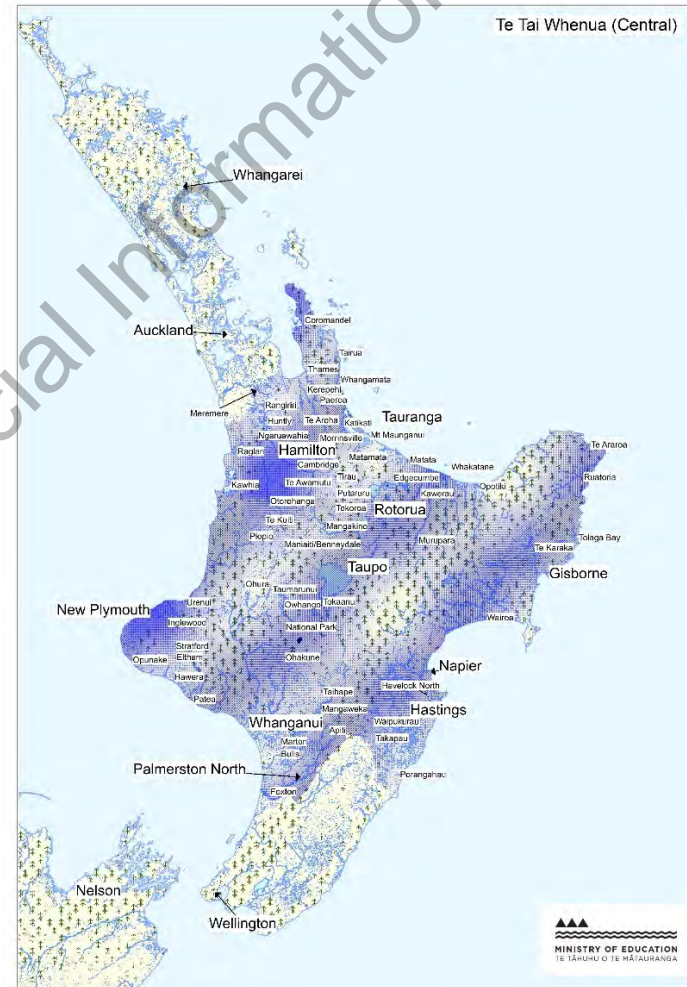
This BIDS also sets out the education context, and essential information about the substantial funding administered by the Ministry.

Welcome Jocelyn, we look forward to working with you. We are here to support you and help deliver your priorities and goals.

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# Te Tai Whenua | Central Region

Te Tai Whenua covers the four regions: Waikato, Bay of Plenty/Wairariki, Hawke's Bay and Taranaki/Whanganui/Manawatu



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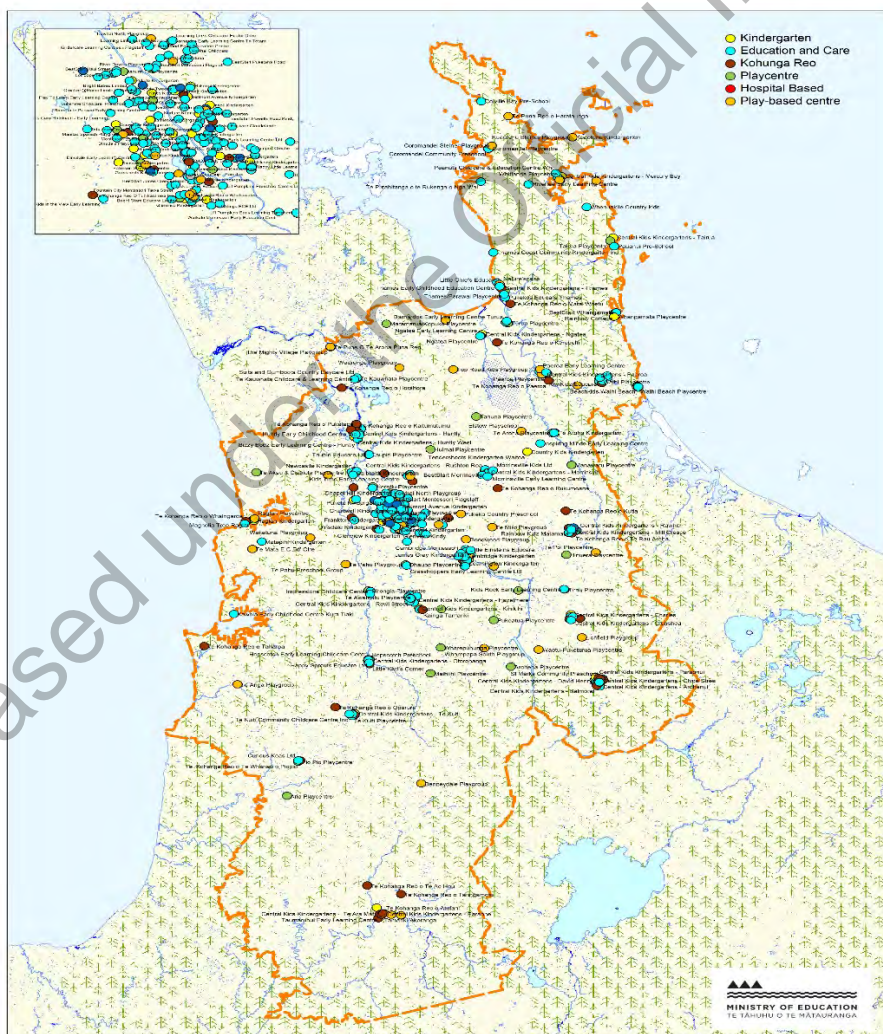
## Regional Overview

Analysis shows that our region continues to have high levels of inequality and disadvantage impacting on ECE and Schools/Kura - this leads to variability in the quality of educational delivery. With a wide geographic and socio-economic spread there is a need to increasingly tailor approaches to working with rural, urban and isolated communities. It is also important to acknowledge the fast-growing Māori population, requiring a stronger culturally responsive lens across all of our work.

In our rohe, we have:

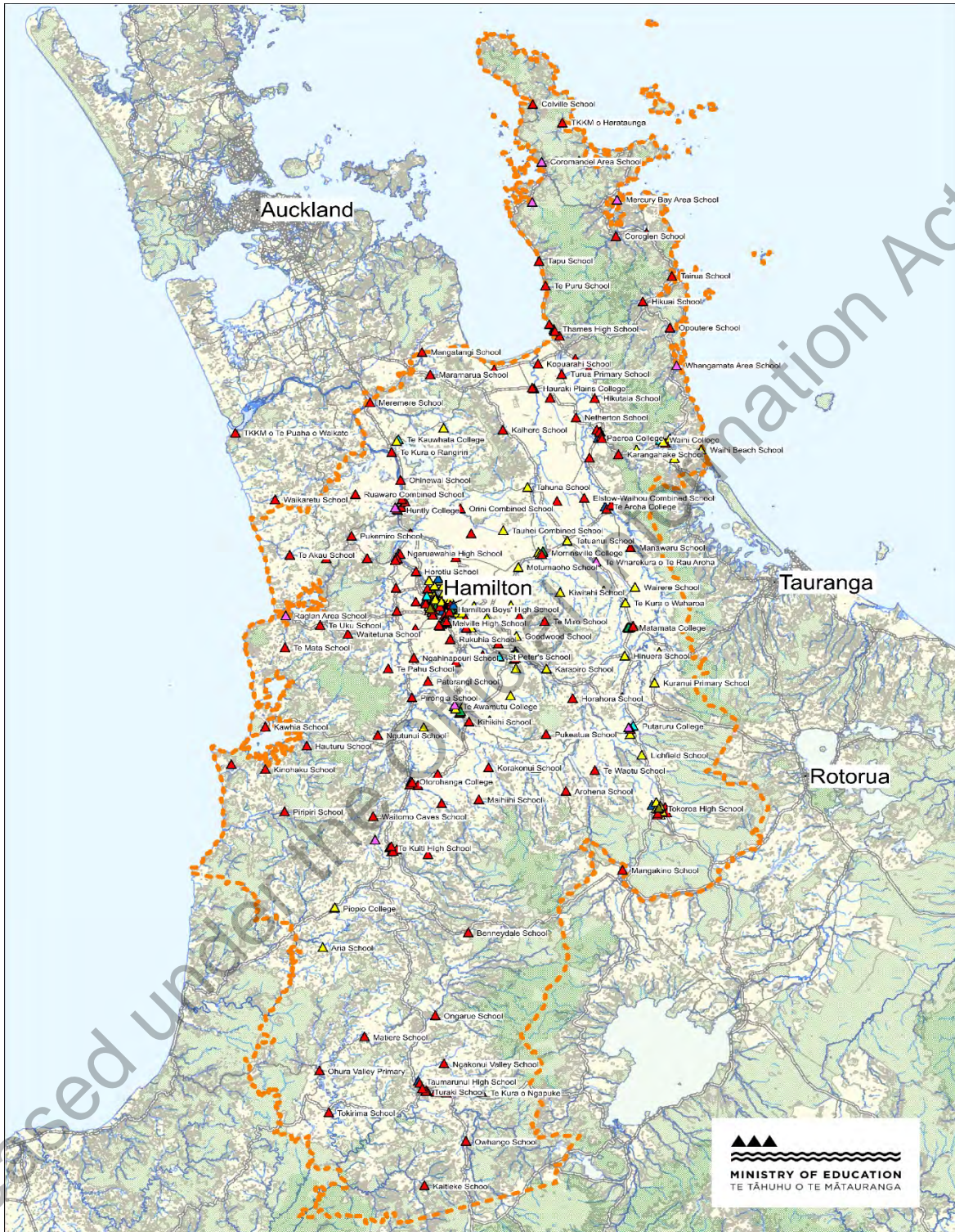
- 281 schools,
- 518 early learning services and certificated Playgroups made up of
  - 275 Education and Care
  - 59 Kindergartens
  - 29 Home based
  - 50 Playcentres
  - 50 Te Kōhanga Reo
  - 55 playgroups
- 81,954 students
- 6,152 teachers and
- 18,883 children attending early learning in our region.

## Early Learning | Ngā Kohanga Reo





# Schooling



## How the regional office teams can support you

The regional office teams are responsible for supporting you in carrying out your Deputy Secretary functions and serving the aims and objectives you set.

We support you by:

- providing you with strategic, performance and implementation advice, and the information and resources you need to make decisions ensuring our advice is clear and practical, supported by strong, evidence-informed analysis
- ensuring our advice considers the full range of matters, including strategic choices, operational implications, costs, and stakeholder views and concerns
- joining up and offering informed advice from across teams and external agencies
- providing other services to support you in your Director responsibilities, including Ministerial correspondence, Parliamentary questions, Official Information Act requests and media support.

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## Who we are and what we do

Marcus Freke | Director of Education, Waikato

9(2)(a)

Colleen Kiely | Executive Assistant

9(2)(a)

**Portfolios:** Organising and running the Director's life. Reviewer, advisor and rottweiler for the Director. Active part of the Ministerial Team and a number of work programmes/streams.

Alison Harold | Manager Education

9(2)(a)

**Portfolios:** Network, Education Advisors, Governance, Pacific Education, Home Schooling  
**Geographic Area:** Central Hamilton/South East  
**Direct Reports:** 14

Grace Marsh | Strategic Advisor Māori

9(2)(a)

**Portfolios:** Iwi engagement and funding, supporting internal capability around Te Ao Māori

Jaydene Kana | Business Support Manager

9(2)(a)



**Portfolios:** Business Continuity, Facilities, Finance, Fleet, Health and Safety, Human Resources, Information Technology, Payroll for ESW's, Travel and Triaging Visitors/Enquiries  
**Geographic Area:** All leased offices, sites and storage facilities in the Waikato Region  
**Direct Reports:** 11

**Jean Paterson | Manager Education**  
9(2)(a)

**Portfolios:** Secondary Transitions including employers and tertiary, Curriculum Leads co-ordination, Kāhui Ako; Pathways Support, Integrated Safety Response (ISR), Multi-Agency Collaborative Network (MACN), 9(2)(f)(iv) and Leadership Network (LN) facilitator.  
**Geographic Area:** South West (Melville to south of Taumarunui and out to west coast).  
**Direct Reports:** 9

**Louanna Garmonsway | Strategic Advisor Māori**  
9(2)(a)

**Portfolios:** Iwi engagement and funding, supporting internal capability around Te Ao Māori

**Matthew Henderson | Principal Advisor**  
9(2)(a)

**Portfolios:** Strategic Advice, Business Planning, Risk Management, Complaints, Ministerials, Emergency Management

**Mere Lawson-Nuri | Manager Education**  
9(2)(a)

9(2)(a)

**Portfolios:** Early Childhood Education including the māori medium services. Early Learning Professional Development allocation.  
**Geographic Area:** North East (Hauraki, Coromandel peninsula and Te Aroha)  
**Direct Reports:** 11

**Paul Mitchell | Manager Learning Support**

9(2)(a)

**Portfolios:** Learning Support  
**Direct Reports:** 9

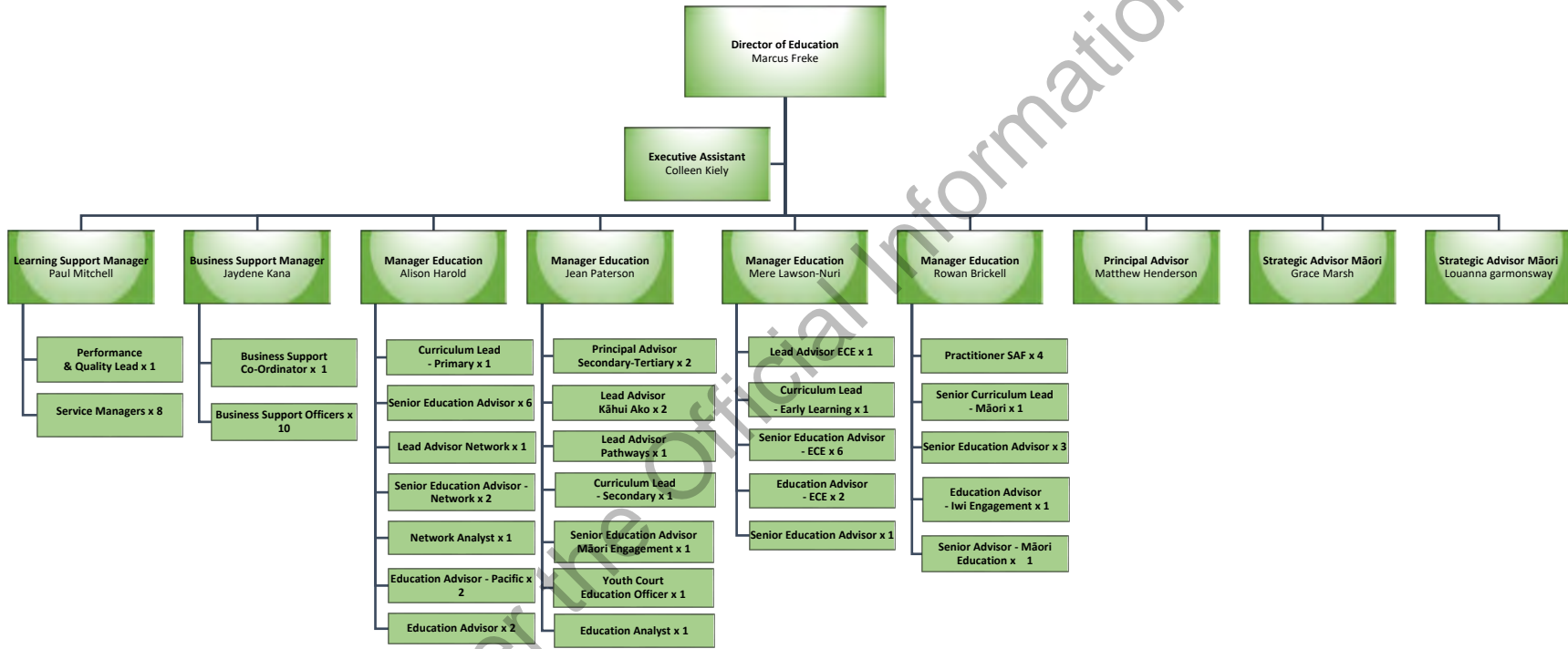
**9(2)(a) Rowan Brickell | Manager Education**

9(2)(a)

**Portfolios:** Māori Medium and Te Reo Māori in schooling, School Improvement Framework, Te Ao Māori Strategy - Racial Equity, NCEA, Student Achievement Function Practitioners (SAF), Regionally Allocated PLD, Staff PLD  
**Geographic Area:** North West  
**Direct reports:** 10

The Waikato Leadership Team meet every second Monday from 1pm – 3pm. At these hui the leadership of Property, Capital Works Minor and Major, and Intensive Wrap Around are also invited to attend.

# Waikato Organisational Chart



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## Waikato Regional Office

There are ten regional offices across the country. Our region, Waikato has 4 offices, one located in Hamilton and 3 smaller satellite offices in Thames, Taumarunui, and Tokoroa .

We have a number of teams across the offices, they include:

1. The **School/Kura, Network team** led by Alison Harold, Manager Education. This team ensures that education providers have the resources and support they need to deliver services to students. We provide services that support the governance, management and operation of education providers, monitor and intervene in providers that are at risk in relation to financial viability, student achievement and participation. The Network team oversees the network to ensure effective utilisation of all schools and advises on the provision of roll growth classrooms and new schools using a combination of demographic data and roll data.
2. The **School/Kura, Student Function Practitioners (SAF) and Māori Medium** team led by Rowan Brickell, Manager Education. This team ensures that education providers have the resources and support they need to deliver services to students in Māori medium settings. We provide services that support the governance, management and operation of education providers, monitor and intervene in providers that are at risk in relation to financial viability, student achievement and participation and also provide specialist services in accelerating student achievement in total immersion (dedicated settings), dual medium (mixed medium settings) and te reo Māori in English medium settings inclusive of cultural capability. There are targeted strategies for te reo Māori in all settings and all staff work across the Waikato region and provide advice to colleagues and Managers in Māori medium education.
3. The **Early Learning** led by Mere Lawson-Nuri, Manager Education. This team administers a range of legislative and regulatory controls, provides information and support to the community about education options, determines and delivers funding and other resources and ensures that education providers have the resources and support they need to deliver services to learners.
4. The **Pathways, Kāhui Ako, and Secondary Transitions** teams are led by Jean Paterson and collectively are Team Kākāriki. The Lead Advisers Kāhui Ako are change managers who facilitate and lead our regional engagement with and support for Waikato Kāhui Ako. The Principal Advisers Secondary Transitions (PASTs), work with secondary schools, tertiary providers, and employers focused on supporting transition pathways including for employment and industry with several key community and stakeholder engagement activities now part of their regular mahi. The Pathways Team provides individual student and whānau support for learners whose pathway has been disrupted including through exclusion, disengagement, youth justice and Alternative Education.
5. The **Learning Support team** led by Paul Mitchell, Manager Learning Support. This team delivers specialist support services, funding and other resources and targeted intervention education services to children and young people with learning and development needs.
6. The **Strategic Advisors Māori** (manage iwi, hāpū and whānau relationships with a strong focus on Māori outcomes leveraging off Ka Hikitia, Tau Mai te Reo and Whakapūmautia, Papakōwhaitia, Tau Ana.

7. The **Business Support team** led by Jaydene Kana, Business Support Manager. This team supports the day to day running of the offices and sites in the Waikato Region and they also provide administrative support to all staff across the Waikato region.
8. The **Education Infrastructure Service (EIS) team** led by Gary Anaru, Regional Infrastructure Manager. This team works to manage, upgrade and improve the existing property portfolio in Waikato.
9. We also have a number of staff who are based in our offices but who report directly to national office. These roles include school finance advisors, capital works, resourcing, free and healthy school lunch programme, transport and auditors.

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# Education and Network

## Executive Summary

- The team is sector facing and covers all work-streams to do with primary and secondary kura and schools as well as the transition into further education, employment or training. This includes student achievement, governance, curriculum, attendance and engagement, exclusions, network etc and all matters related to these.

## What's on top

- Attendance and Engagement
- [NELP](#)
- ['Ka Hikitia - Accelerating Success](#)
- [Tau Mai Te Reo](#)
- Te Ao Māori internal capability strategy
- Aotearoa/NZ Histories
- Charters for 2022
- [NCEA changes](#)
- [Action Plan for Pacific Education](#)
- Implementing the [Learning Support Delivery Model](#)

## Education Advisors Schooling

Education Advisors each have a portfolio of schools in a geographic area and are frequently viewed as relationship managers being the primary point of contact for most workstreams, brokering support where necessary. They are required to manage all work related to the operation of the school as a whole. Key areas of focus include:

- Planning and reporting
- Student achievement
- Governance including statutory interventions
- Placement of excluded students

## Curriculum Leads

Curriculum Lead positions are providing frontline assistance to schools, kura, early learning services and ngā kōhanga reo. Here in the Waikato we have four curriculum lead positions currently. Two curriculum leads have begun in these new roles in the last couple of months: our lead with focus on Māori medium and our lead with focus on secondary. Appointments to the two remaining positions which focus on early learning and primary sectors begin in October.

Our curriculum leads are available to connect with kura, to support kaiako to create local curriculum and marau ā-kura that is right for today and tomorrow.

Curriculum Leads:

- Broker support for Kaiako to develop high-quality local curriculum and marau ā-kura with a focus on wellbeing
- Build collaborative networks within communities and actively share local practices
- Make relevant connections for curriculum design
- Unpack newly developed curriculum resources, rauemi and guidelines
- Create feedback loops from schools, kura, early learning services and ngā kōhanga reo to curriculum teams in national office.

We are beginning to develop our initial approach to engagement and connecting with the sector to develop a workplan framework.

## Regional Analysts

We have two dedicated analysts supporting the region with specialisms in general education and network.

The Regional Analyst roles provide a basis for using data to inform and effect change, to guide our service delivery and decision making. The network specialist provides support to network development and strategy while the education specialist helps to determine which schools need support, and they enable us to put a regional focus on the data and information held by the Ministry.

The Education Analyst can provide a regional overview as well as area and individual school profiles on student participation, engagement and achievement data and knowing which schools work in which Kāhui Ako. This data supports Managers Education, Education Advisors and Student Achievement Facilitators to inform their work with schools and communities.

Examples of current key areas of work:

- Tracking and monitoring statistics monthly for key deliverables which are reported to national office through Directors reports.
- Developing dashboard style profile reports for 5 – 6 key communities. (South Waikato/Huntly-Ngaruawahia/Taumarunui/Te Kuiti/Otorohanga/North West Hamilton).

## Challenges

- 
- 
- 

9(2)(g)(i)

## Across Agency Activity

- 9(2)(f)(iv)
- Women's refuge and learners in our ELS and schools/kura
- Liaison with relevant city and district councils to inform network planning e.g. Hamilton to Auckland corridor, Hamilton city growth areas
- Kainga Ora – collaboration regarding redevelopment of housing and the impact on schooling

## Network

The network team's function is to ensure that we are making the best possible use of the entire network of schools whilst still enabling students to attend their local school. Priority areas of growth have been identified in the National Education Network Plan where the main mechanisms for managing this are through the development and implementation of enrolment schemes, roll growth classrooms or new schools. Workstreams include:

- Enrolment scheme development with schools
- Roll growth classrooms
- New schools – Cambridge West and Te Kauwhata due to open 2024, additional sites required for Peacocke, Rotokauri, Ruakura, Rototuna

- Māori Medium strategy
- Learning Support strategy
- Southwest Hamilton restructure
- Strategic planning to 2050

## People and Capability

- We are currently in the process of appointing to a strategic Lead Advisor Network role to be supported by two Education Advisor Network positions and also have a vacant Education Advisor Schooling position.
- The fixed term PA-ST position was extended to December 2020 in anticipation of the permanent role being made available for recruitment in January 2021. These roles are critical to maintaining and accelerating post- secondary to tertiary work where many of our young people fall out of the system.
- Staff PD has been covered to date by Friday office meetings from 9.40-10.40 to which all are invited but primarily target this team. In addition to this we hold half day training sessions twice a term for the entire office. These have focused on upskilling staff about Te Ao Māori in alignment with the Waikato strategic focus “Māori enjoying education success as Māori” and how we can support schools/kura, learners, their whānau, the wider sector and iwi.



# Pacific Team

## Executive Summary

The Pacific team has a focus on strengthening community engagement with early learning providers and schools to enable all Pacific students to experience success throughout their education journey.

This involves:

- Support Pacific community and their children's educational needs and aspirations ensuring that these are actioned to the benefit of the children
- Work or collaborate across the board within the Ministry to support the students/children in their educational needs
- Collaborate and network with external networks to provide support for Pacific families
- Promote and assist in establishing early learning Pacific centres within the Waikato and ensuring that those in existence are not only supported but maintained
- Assist licensed and certificated centres to be registered ECE programs
- Work alongside the national and local EL groups to ensure that ECEs follow expectations of the Ministry, and supports and services in place or put in place are aligned to Ministerial goals.

To date they have been a part of :

- Supporting the Waikato Pacific EL services (Tokoroa & Hamilton)
- Scoping potential services outside of Hamilton ( Te Kuiti & Huntly)
- Based on the needs of Pacific communities especially in the tech space, collaborated with Pacific providers to provide digital fluency programs which we have done 2 so far at Te Wananga O Aotearoa
- Scheduled NCEA, ECE, and Learning Support workshops with Pacific community (These were scheduled for the end of this month, but postponed at the moment due to Covid and Alert Levels. It is now tentatively scheduled for the last week of October or first week of November depending on when it is safe to hold these workshops)
- Supported Pacific families during the lockdown
- Continue supporting Pacific EL centres

Additional mechanisms for connections include establishing homework centres and allocation of funding to providers through the two funding streams of Pasifika Education Innovation Fund and the Pasifika Education Support Fund.

### Pasifika Education Innovation Fund inclusive of Bilingual and Immersion (PEIF)

**Budget \$186,197.94**

This fund is designed to 'support innovative practices that respond to curriculum and wellbeing needs of Pacific learners' and primarily targets early learning providers and schools.

- There were 14 applications to the Innovation Fund of whom two were fully funded and five were partially funded. The successful applicants included six schools and one early learning provider.
- One community provider applied to the Bilingual and Immersion Fund as a national applicant.
- The Bilingual and Immersion applicant was approved for full funding where five regions (Otago, Auckland, Wellington, Bay of Plenty, and Waikato) contribute to the project.

### Pasifika Education Support Fund (PESF)

**Budget \$424,153.89**

This fund supports projects that 'ensure Pacific learners have improved access to culturally competent support services for attendance and active engagement' and targets community organisations.

- There were nine applications to this fund of whom five were moved to the negotiation phase.
- Three were awarded full funding, and two were approved for partial funding however after the negotiation phase one provider was declined due to not meeting the funding criteria.
- Most contract negotiations have now been concluded with contracts formally signed and entered onto our database.
- We are continuing to work with the remaining applicants to ensure all allocated funds are used.

We were oversubscribed for both funding pools this tranche compared to last year.

## Engagement Schedule for 2021 – 2022 in relation to contract management

July-August

- Negotiation process with providers took place both at the MOE office or at the providers' workplace.
- Some providers took more than one meeting to negotiate their contracts.

September – October

- We will be meeting with some providers for their interim reports especially those whose contract's ending dates are by December.
- Setting up a zoom with all providers to check up on the progress of their initiatives and if they required any help during this difficult time (covid)
- Negotiation with two providers identified by the National office to participate in a research, led by Doctor Lana from Malatest research group.

November – December

- Interim report meetings with providers

March – April 2022

- Visits to providers – how they are progressing? Based on Tranche 1 feedback from providers, it was suggested the Ministry visit them during the implementation of their initiatives.

May – June 2022

- Meeting with providers for their final reports

In the final quarter of 2021, the Pacific team will continue to build new relationships and strengthen existing ones with educational providers. This will include undertaking more visits to Pacific early learning providers, primary and secondary schools within the region and developing stronger partnerships with tertiary providers. Private Training Establishments in the tertiary sector such as South Pacific Institute, NZMA and Vision College will also be targeted. In addition there are scheduled meetings with Pasifika communities putting in place parental engagement plans, from Early Learning to Intermediate level, in order to raise achievement levels, increase awareness of the significance of the role of families in the education of their children and to strengthen links with schools.

# Pathways Team

(inclusive of Kāhui Ako, Secondary Tertiary Transitions and Pathways)

## Executive Summary

Pathways support is a core element of the services provided by the Ministry of Education to ensure all learners have the best and equal opportunities to achieve and aspire in their education.

Our pathways focus covers support to individuals' whose education pathway has been disrupted (**Pathways Team**); through regional communities supporting collaboration and education pathways within **Kāhui Ako** and the development of collective Achievement Challenges, also **Secondary Transitions**.

From the NELP: the *Future of Learning and Work* is supported by our focus to develop seamless pathways from school to work and or tertiary education. Collaborating with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work.

## What's on top

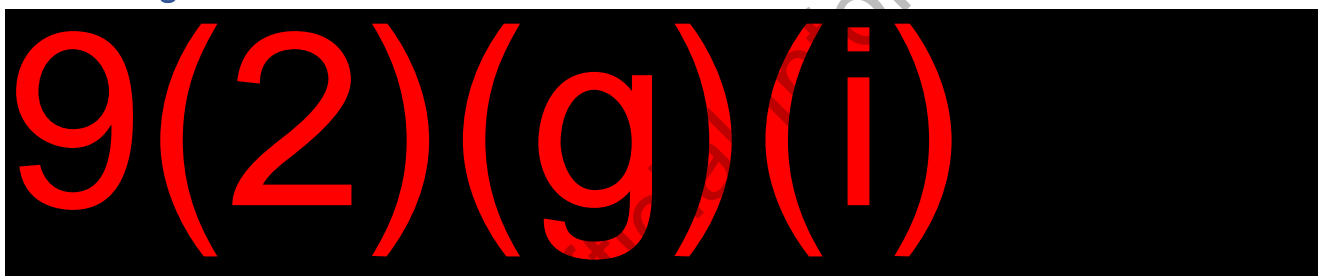
Key priorities, programmes and projects:

### Pathways Team:

- **Attendance Service (AS):** – Review of Attendance Service. We have engaged with iwi, schools and community organisations to ascertain the level of satisfaction with current provision. Schools are satisfied with the service provided by the local providers (CAPS Hauraki in Coromandel-Hauraki, Tokoroa Council of Social Services in South Waikato, Te Kuiti High School in Waitomo and CKC REAP in Taumarunui). There are likely to be changes made in the provision of the attendance service for Hamilton City and the greater Waikato area currently sub-contracted to Te Kōhao Health by the National Urban Māori Authority.
- **Alternative Education (AE):** AE is designed to act as a short-term intervention to support students who have been alienated from other forms of schooling. It aims to re-engage students in a meaningful programme targeted to their individual needs and support them to transition back to mainstream schooling or further education/training. For the 2020/21 financial year there were 141 students enrolled in the 201 Alternative Education places. There are fifteen schools contracted to provide Alternative Education: Coromandel Area School, Forest View High School, Hillcrest High School, Huntly College, Kāwhia School, Matamata College, Melville High School, Mercury Bay Area School, Paeroa College, Raglan Area School, Taumarunui High School, Te Awamutu College, Te Kuiti High School, Te Wharekura o Rakaumangamanga, Waihi College. Managing schools have received additional funding to aid transitions and external providers have received additional support focused on the NCEA changes, mana orite, literacy and numeracy.
- **Exclusions:** As at 15 September 2021, there are 10 excluded students needing a pathway back into education. Between July 2020 and June 2021, we supported 72 excluded students back into education. The percentage of students who have been returned to schooling within 40 calendar days is 53%, below the target of 55% or more. In 2021 we are seeing fewer 5-10 year olds excluded from school. In 2019, 24 5-10 year olds were excluded from school compared to 2 year to date.
- **Stand-downs and Suspensions:** In general, we have little direct engagement in this space, although any conditions set for students who are returned to school are checked for appropriateness (eg. compliance with legislation) and timelines for processes are monitored. We provide guidance and support to schools around interpretation of the guidelines.
- **Interim Response Fund (IRF):** The aim of the fund is to keep students engaged in learning, following significantly challenging behavioural events. We have \$389,590 available for the 2021/2022 financial year.

- **Early Leaving Exemptions:** These are able to be applied for, where appropriate, for students aged 15 and over. We have approved 72 (as at 25 June) early leaving exemptions during the 2020/2021 year.
- **Education Office in the Youth Court:** The Youth Court and Rangatahi Court are serviced by the Education Officer who provides information to the courts and brokers pathways and support for young people in the Youth Justice system.
- **Home Education:** Home education is where parents or legal guardians take responsibility for the education of their children, instead of enrolling them in school. In the Waikato, there are 884 active home educated students. We have approved 154 applications to date in the 2020/2021 year
- **Teen Parent Units:** Teen Parent Units provide wraparound support to pregnant and parenting students by working closely with the affiliated Early Childhood Education Centre as well as community groups and government agencies. There are two Teen Parent Units within the region: Fraser High School and Tokoroa High School.
- **Te Aho o Te Kura Pounamu, Te Kura:** This service provides distance learning opportunities for students who meet entry criteria. Te Kura is often a preferred pathway back into education for students who are Non-Enrolled or excluded from school.

## Challenges



## Cross Agency Activity

- Cross agency work is a key tool for us and occurs regularly with the Attendance Service, Police, Oranga Tamariki, Ministry of Social Development, Health and Youth Justice. This cross agency work is effective in supporting students back into education pathways.
- Integrated Service Response (ISR) for family harm – 2 staff attend weekly intensive case management meetings (ICM) and a further 3 staff (Pathways Hub) are tasked with contacting schools to discuss family harm incidents and available supports
- **9(2)(f)(iv)** [Redacted]
- Principal Advisors Secondary Tertiary represent the Ministry on several regional Labour Market forums.
- Caring for Communities (Governance) and the Waikato Network of Networks (Operations) are two groups that continue to meet monthly to promote cross agency collaboration in response to the effects of Covid-19.

## Waikato Integrated Safety Response (ISR) and Ministry of Education

Back in 2016 we joined with other government agencies in the Waikato (NZ Police, Departments of Justice and Corrections; Oranga Tamariki; ACC, MSD and Kainga Ora (housing) to stand up an operational team to deliver the second of two national pilots in the family harm space. Called the **Integrated Safety Response (ISR)** to family violence, the ISR is a multi-agency work programme designed specifically to tackle the issue of family violence and abuse in New Zealand. Earlier in 2016 the first pilot had begun in Christchurch city.

The ISR is a key initiative that was developed by the Ministerial Group on Family Violence and Sexual Violence Work Programme and aimed to better support family violence victims by improving safety and stopping family violence escalating by intervening and identifying risks earlier.

More information can be found at: [www.police.govt.nz/about-us/programmes-and-initiatives/integrated-safety-response-isr-pilot](http://www.police.govt.nz/about-us/programmes-and-initiatives/integrated-safety-response-isr-pilot)

**Key findings for ISR to date include:**

- The ISR model is effective and makes a positive difference for many families and whānau.
- Māori impacted by violence had an 18% reduction in family violence offence related re-victimisation compared to matched controls from non-ISR sites.
- There is good overall evidence that ISR is responsive to Māori when assessed against a whānau-centred delivery and practice model. This is due to a number of factors, including: effective relationships with whānau, culturally competent staff and responsive funding arrangements.
- ISR represents good value for money. From the onset, each agency locally funded their own resource input.
- There are areas for further improvements, including: improved implementation in rural areas, improved responses for children and youth, and greater efficiencies in managing the increasing volumes of referrals.

In the Waikato the pilot was ‘whole of region’, supporting Hamilton city along with all our rural communities, including the Coromandel Peninsula and down to Te Kuiti in the King Country (Waikato police district). The Waikato was originally chosen ahead of other regions because a successful *Family Safety network* was already under way and involving government agencies and community providers servicing the city, though till then the Ministry of Education had not been directly involved.

We now know that through agencies and working collaboratively together, including sharing information in real time, lives have been saved. We know that children and young people who have witnessed family violence have been able to get the necessary support within a short period of time from professionals and at times within the context of their school – sometimes the only safe space for them.

**The Director of Education Waikato is a member of the Joint Governance Group for ISR and Te Waka Tamariki (previously the Children’s Team).** The governance group is known as the **JLG**. A Manager of Education has since the onset, been a member of the Waikato Operational group, **JOG**. Both of these regional leadership forums now include Iwi and community provider and currently the focus is on the development of a community integrated model.

Ministry staff connect with school principals and guidance counsellors to let them know if their students have been impacted by family harm, this mahi is supported by the Pathways Team. Unfortunately, the prevalence of family harm is such that these discussions take place each day of the school week. In many cases schools are aware of the family dynamics and already have supports in place for the children. In other cases, they are not aware of the home situation and our call encourages consideration of additional support.

Schools have a huge part to play in building strength, stability and resilience in young people. Connecting with the ISR team encourages compassion for tamariki and whānau, empathy and greater understanding of the impact of family harm. It allows schools to reconsider responses to behaviour and promotes positive relationships. We know that educational involvement is one of the most significant protective factors in a young person’s life. Principals have appreciated this timely communication and the knowledge there are other community agencies also working to support the whānau.

For MOE this work results in faster communication, better understanding and stronger connections with schools to place the child at the centre of our mahi.

ISR involves ALL police notifications for family harm, being referred to a daily Safety Assessment Meeting (SAM). Cases deemed to be of high risk of imminent harm are referred to the weekly Intensive Case Management (ICM) meeting. This is a full day hui attended by MOE Lead Advisor Pathways or Service Manager.

### ***Ministry of Education support for Safety Assessment Management (SAM)***

The focus of SAM is primarily on ensuring the safety of the primary victim, and while MOE does not attend, we continue to seek ways in which we can augment our support to young people impacted by family violence. This has led to an enhanced liaison role between MoE and schools and increased reporting of family harm incidents to schools of children associated with low and medium risk cases. Schools are more aware of family violence and appreciative of the calls we make to discuss support for learners. ISR tasks follow up for SAM involves three staff within our Pathways team, who connect directly with school principals.

Discussion of supports that may be considered include information on URF and ISR. While each case is different and requires a unique response, school principals report feeling reassured that agencies are working together to support families and they appreciate being informed so they can better support individual students – often a school will be totally unaware.

### ***Intensive Case Management (ICM)***

An educational screen of all young people associated with a high risk plan is prepared prior to the weekly meeting. At the meeting, the interagency group discusses and plans the appropriate response to the situation. Tasks are allocated at this meeting for further follow up to help make families safer.

Separate to the above mahi, here at MOE we are currently looking at how we might capture longitudinal intel linked to the number of plans we support per week; schools contacted and areas of highest frequency; as well as how we can continue to connect and develop our support to family harm as part of the collaborative and within our learning support delivery model.

## **Kāhui Ako**

Kāhui Ako in the Waikato region continues to be an important focus for the collective impact of education improvement and addressing inequities. Internally we seek opportunities to engage and co-design with the sector in order to utilise a collective and local community approach for impact and improvement. We seek to operationalise national initiatives that come to the region, for example: curriculum refresh, NCEA and previously URF as we regionalise these activities.

### ***Strategic intent of regional mahi***

- Provide support for ongoing Waikato Kāhui Ako development and strategic alignment with national priorities, via connections and collaboration and lead adviser support.
- Kāhui Ako with endorsed Achievement Challenges are supported to progress to effective implementation and monitoring of their detailed action plans.

### ***Operational priorities***

- Facilitate the continued building of partnerships with Iwi and Kāhui Ako
- Continue to be responsive to requests from Kāhui Ako that seek more tailored service provision from the MoE
- Sustain uptake and participation in Kāhui Ako and support targeted involvement of priority communities, schools / kura and early learning services. Promoting and strengthening pathways for learners right through our education system and beyond



- Prioritise Kāhui Ako and target support where it is needed most via evidence through the *Development Maps*
- Support the connection/ implementation of a range of MoE priorities via Kāhui Ako, eg. Better Start Literacy Approach (BSLA), Regionally Allocated Professional Learning & Development (RAPLD).
- Continue to build and maintain strong relationships with all Kāhui Ako particularly at a leadership level, to be able to engage meaningfully in response to specific needs or issues or for new MoE priorities.

#### **Current activities/focuses**

- Supporting Kāhui Ako through the review and refresh process
- Finalisation of Achievement Challenges for Taumarunui and Ngāruawāhia
- Principal Recruitment Allowance (PRA): overseeing the application process and submission to National Office for either approval or decline.

## Secondary Transitions

*Our regional strategic framework for secondary transitions is based on a Secondary Tertiary Employment Framework (STEP).*

#### **2021-2023 Strategic Priorities for Secondary Transitions**

- Connecting education and employment (E2E)
  - o drive greater alignment between policy and operational E2E outcomes
  - o accelerate VET reforms
  - o address career system capacity and capability
- Equity and wellbeing
  - o innovation linked to COVID-19 response
  - o digital inclusion/ pathways
- Early learning and curriculum
  - o improved information and feedback loops
  - o frontline support in schools | kura

#### **2021 Operational priorities for Secondary Transitions**

- Smart Choices: Supporting culture change around vocational education and training and the redesign of curriculum focused on the future of learning and work in English and Māori medium contexts.
- Access & Collaboration: Pathways for all young people to meet current and future workforce opportunities.
- Partnerships: Developing strong rohe specific | local community partnerships that deliver equitable and excellent outcomes for all learners.

#### **Sample of current activities/focuses (including examples) for our Secondary Transitions mahi**

##### **Smart Choices: Reform of Vocational Education and NCEA Review**

The [Reform of Vocational Education \(RoVE\)](#) and [NCEA Review](#) are two of four major transformational reviews within the Education Work Programme. Supporting the design and implementation of these reviews for the Waikato region will continue to be key priorities within the Secondary Transitions work programme moving forward.

eg. Through the Waikato interim Regional Skills Leadership Group (as part of the ROVE changes), Waikato PASTs are working with the Ministry of Primary Industries, Ministry of Business, Innovation and Employment and Waikato Tainui to develop an initiative to support secondary students to consider a broader range of primary industries pathways. The initiative will work to strengthen the relationships between young people and the sector, and in particular, will

focus on bridging the gap between the respective expectations of employers and young people.

- **Access & Collaboration: Te Ara Tohu Pūmanawa Taiohi | Youth Secondary Tertiary Advisory Group (YSTAG).**

Multiple focus groups have been established by Waikato PA-STs to collect and collate significant stakeholder voice to direct and inform targeted mahi; including Careers and Gateway Advisors, Equity (in STEM), and Youth Advisory Groups.

eg. Waikato's Te Ara Tohu Pūmanawa Taiohi | Youth Secondary Tertiary Advisory Group (YSTAG) is a key stakeholder group designed to capture, share and learn from youth voice specific to secondary transitions. The YSTAG is made up of a cross section of 22 secondary and tertiary ākonga aged 15-20 and continues to be critical in informing both regional and national work programmes. The YSTAG is the only other youth voice operating outside of the Minister's YAG.

- **Access & Collaboration: Tertiary Tech Hub+**

A collaborative project using existing tertiary efforts, engaged business community and government agencies to rework and bridge our Waikato (Hamilton) tertiary tech talent pipeline. The expanded access and work-integrated opportunities will be delivered via a shared Tech Hub gateway. The hub gateway will provide diverse, underserved and first-generation students with opportunities to work on professional, paid, short-term assignments/ internships/ apprenticeship etc that pathway to work (or work/study). It also aims to backward map into secondary schools/kura, eg. via STP provision.

- **Partnerships: Waikato Plan – Youth, Training and Employment COVID response trials**

PASTs work extensively with diverse education providers, government agencies/organisations, iwi, community groups/ NGO's, and industry representatives to ensure that secondary schools/ wharekura are equipped with the necessary information to smoothly pathway youth through E2E initiatives and future focussed opportunities. This activity includes gathering high level data detailing opportunities and initiatives for the schooling sector, and co-designing projects and resources based on successful models or specific areas of need.

eg. Through multi-agency collaboration under [The Waikato Plan](#) (Youth, Training and Employment) umbrella, PASTs stood up a series of circuit breaker trials in diverse Waikato communities in direct response to youth dis-engagement due to COVID-19 Level 3 and 4 restrictions. Following the success of two previous circuit breaker trials supported by PASTs (i.e. Ngā Taiatea Wharekura and Paeroa College Alternative Education), funding has now been secured to support a current Pacific NEET's project in Tokoroa. Another project is also being set up with two Tokoroa secondary schools as a Waikato community that was disproportionately COVID impacted.



# Schooling : Māori Medium, English Medium and Iwi

## Executive Summary

The team is sector facing and provides information and advice to all primary and secondary kura in dedicated settings and mixed medium settings as well as the transition into further education, employment or training.

This includes governance, curriculum, attendance and engagement, exclusions, network, te reo Māori etc and all matters related to these. Similar to the Education team, the Education Advisors Māori medium have a specific focus on Māori Medium schooling and supporting Māori outcomes in diverse settings.

The Student Achievement Function Practitioners (SAF) oversee Schooling Improvement processes in English and Māori medium and provide advice and support to Ohu comprised of Education Advisers and manage specialist projects with schools/kura who want to focus on accelerating student achievement. The SAFs also oversee PLD regional allocation, Year 3 and 4 Principal leadership and Te Ara a Taikehu (Leadership with iwi in English medium secondary schools).

The Senior Curriculum Lead for Māori medium is based in the Waikato and provides strategic oversight to the entire sector from 0-18.

The Iwi Advisor works with the Strategic Advisers Māori to support the work of iwi partnerships.

## What's on top

- NCEA NZC and TMOA. This is a large change programme that will be implemented for Level 1 NCEA in 2023, Level 2 2024 and Level 3 2025. We work with an external advisory group to design and implement change and with every secondary school and Wharekura to prepare for the key changes. Two contractors are working with schools and kura to implement the literacy/numeracy and te reo matatini/pangarau changes to the NCEA and provide additional feedback to National Office in a pilot. We have two schools who have agreed to be NCEA hubs also providing feedback to National Office from diverse voices about the implementation of the new changes.
- Additional learning needs (Māori Medium) – there are no screening tools and resources for neuro diverse developed for Māori medium. This is a partnership with Paul Mitchells team and NO to initiate a locally developed response to a gap in provision. We meet each term with Tumuaki from all the kura to hear their concerns and enable any priorities that they may have.
- Te Ao Māori internal capability strategy (Te Ara Whiti – Racial equity/unconscious bias) and internal PLD for staff. Expectation is that all staff complete beyond diversity training and te Tiriti o Waitangi training and associated ongoing activities to build cultural capability in order to deliver better services to the sector we serve. We have two Beyond Diversity coaches (Rowan Brickell and Tiana Griffin) who also lead an equity champions team of staff drawn from across the regional office. In the All Office Staff hui held each month, the PLD team has designated all slots for te ao Māori capability building aligned with Tātai Pou (measurement tool for capability). Facilitation is rotated amongst all the teams to set and organise the Kaupapa.
- Aotearoa/NZ Histories is being piloted to get feedback from diverse voices and is linked to all curriculum work including curriculum refresh, NCEA change programme, records of learning and online repositories.
- Network (provision of advice)
  - Māori Medium strategy
  - Change of class and rūmaki units

- Schooling Strategies for dedicated, mixed medium and te reo/ao Māori in English medium settings are a result of priorities determined by sector leadership that we can enable. Requires innovative thought leadership and pilots/trials to resource through funding, people allocation, changes in policy and advocacy to National office for their voices and needs to be heard and acted upon within our delegation as a Ministry. Eg. Te Ara a Taikehu which is a co-designed iwi/English medium secondary schools leadership programme in critically conscious cultural capability was partially funded by negotiation with additional funds from National office and advocating for iwi as providers in the accredited network.
- Regionally Allocated PLD. The panel that meets every term has prioritised PLD to Māori, Pacific and those with additional learning needs. There is a specific workstream dedicated to Māori medium and iwi representation at the table. There has been a growth in PLD applications for localised curriculum, cultural capability and te reo Māori.

## Challenges

9(2)(g)(i)

### Across Agency Activity

- Iwi collaboration with schools/kura in te reo Māori and cultural responsiveness

### People and Capability

- Recruitment for 1FTE SAF MM will be underway in Term 4, currently being backfilled by a secondment.
- SAF English medium position is being backfilled by a Learning Lead from Secondary-Tertiary team while the incumbent is on secondment as a Strategic Adviser Māori

# Early Learning

## Executive Summary

Education Advisors early learning support the entry and exit of all licensed services and ensure they comply with the Education (Early Childhood Services) Regulations 2008 and applicable Licensing Criteria 2008 (There are 4). Compliance assessment of services are undertaken, this could result in licensing interventions. They manage professional development for the sector, and participation initiatives to increase the participation of non-enrolled tamariki in early learning provision.

Certificated playgroups the Education Advisors support the entry and exit of certificated playgroups and monitor their progress and compliance.

The team comprises of:

Manager Education (ECE Portfolio):	Mere Lawson-Nuri
Lead Adviser ECE:	Gill Brown
Curriculum Lead Adviser ECE:	1 FTE
6 Senior Education Advisers:	Responsible for licensing, SELO, Participation.
3 Education Advisers:	1 is 0.5FTE and responsible for ECE data, these positions support the work of licensing, certification.

## Licensed Early Learning Services

The makeup of licensed early learning provision is as follows.

277	Centre Based Services
59	Kindergartens
29	Homebased services
29	Playcentres
48	Te Kōhanga Reo

Total licensed services: 4

## Certificated Playgroups

There are 55 certificated playgroups.

Certificated playgroups provide informal learning provision for tamariki and whānau, facilitated by parents/whānau and supported by an Education Adviser. Certificated Playgroups operate for no more than four hours on any one day.

## Strengthening Early Learning Opportunities (SELO)

This is the early learning response to providing professional development opportunities to the sector. There are three key programmes.

SELO 1 supporting at risk services.

SELO 2 supporting Identity Language and Culture and Communities

SELO 3 national focus on Leadership māori and pacific

2020-2021 Financial round. Budget of \$858168.00 likely to be an overspend of approx. \$4000.00.

75 SELO panel providers were issued contracts. These were both individual service support reaching 230 services and seminars that well exceeded 300-400 teachers from the sector.

## Participation in Early Learning

Establishing strong early learning foundations is key to building the education pathway.

Participation initiatives that support whanau to access early learning services and promote engagement and regular attendance in quality Early Learning Services are a key aspect of our work.

Prior Participation of children in early learning before they start schools has steadily increased in the last ten years. Participation rates include prior participation and participation intensity as a percentage of children who regularly attend early learning in the six months prior to starting school. Rates are calculated quarterly. Our most recent data alongside a comparison to pre-lockdown and current National rates is as below.

We remain focussed on raising participation for Māori and Pacific children across our region. The table shows that while participation rates have declined overall in our region and in comparison, to national figures in the last year, the most significant decline for our region has been for our priority Māori and Pacific early learners. Our team are currently preparing regional plans to address these challenges.

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Regional participation data % (Source: Education Counts)

	Waikato March 2020	Waikato March 2021	National March 2021	Waikato June 2021	National June 2021
<b>European/Pakeha</b>	98.3	97.5	98.2	97.4	98.2
<b>Māori</b>	94.8	93.3	94.5	93	94.2
<b>Pacific</b>	97.1	93.9	93	94.2	94.2
<b>Asian</b>	97.6	97.2	98.3	97.5	92.5
<b>Other</b>	97.3	99.5	97.1	99.1	98.3
<b>Total</b>	97	96.2	96.8	96.1	96.6

The Early Learning Team is currently managing 13 participation contracts across Engaging Priority Families (EPF) and Targeted Assistance for Participation (TAP) initiatives.

A Home Learning initiative is due to go to market shortly.

# Learning Support Team

## Executive Summary

We deliver specialist support services, funding and other resources and targeted intervention education services, increasingly, across the three tiers of intervention, (universal, targeted and individual), to children and young people with learning and development needs, and also their whānau, and teachers.

### What's on top

1. Learning Support Delivery Model
  - Support for Learning Support Coordinators (LSC) 71 in Waikato.
  - Development of LS Delivery Model in 27 Waikato Communities. This includes the rollout of Te Rito
2. Waitlist management. Very positive progress during 2020 needs to be maintained/enhanced.
3. Improving access and relevance of service for Ngā Kōhanga Reo, kura and wharekura.
4. Learning Support Network Strategy to be developed, this includes special school accommodation strategy.

### Challenges



### Across Agency Activity

- Gateway stakeholders and governance groups
- Integrated Safety Response table
- Children's Team – Te Waka Tamariki
- Enabling Good Lives
- Kauri Centre Hillcrest High, OT and MoE
- High and Complex Needs
- Child Youth Mortality Review Group
- Suicide Prevention and Postvention Group
- OT Panel
- Local Level Agreement – DHB, MoE and other disability providers
- 9(2)(f)(iv)

### People and Capability

- 8 Service Managers each with a geographic service delivery team
- 154 total LS Staff which includes 54 Education Support Workers
- 3 psychologists currently on parental leave – difficult to recruit backfill for these positions

- We also have vacancies for 1 Speech Language Therapist, 1 behaviour specialist. 1 PB4L Practitioner and 2 Physiotherapists. The Physio vacancies are proving particularly difficult to fill.

## Performance and Quality/PB4L Team

### Executive Summary

The team covers a wide range of activities and responsibilities which include but not exclusive to contract management, reporting, practice fidelity, Learning Support professional development, direct service delivery and other supporting activities for the Manager Learning Support and Learning Support Leadership team. We are a regional team.

Provide monthly analysis and reporting in addition to other requests made from the Leadership Team and/or Director.

### What's on top

1. Management and delivery of the Incredible Years (IY) suite of programmes in partnership with Resource Teacher Learning Behaviour (RTLB) and non-government agencies (NGOs). We have national targets to deliver (14 IY Teacher) and (20 IY Parent).
2. Implementation support for PB4L School-wide, involving funding, training, coaching and evaluation across 100 schools.
3. Support the introduction of Huakina Mai to the region.
4. Manage regional access to the Intensive Wraparound Service.
5. Manage process for Youth Justice Educational Assessments for YJ Family Group Conferences
6. Ongoing practice support to Learning Support practitioners across the region including the roll outs of He Pikorua, Journey to Tino Rangtiratanga and other national and regional initiatives.
7. Management of LS professional development system and Confluence page

### Challenges

- 9(2)(g)(i)

### Across Agency Activity

- Incredible Years works closely with other agencies. Performance & Quality Lead manages relationships with Early Intervention Specialist Service Providers and other LS contractors. She also sits on a number of interagency groups on behalf of the Ministry.

### People and Capability

The team includes:

- Performance and Quality Lead: Rowan Jamieson
- Practice and Implementation Advisors (2): Simone McCowatt and Dr Sonja Macfarlane,
- Positive Behaviour for Learning Practitioners (2): Sheryn Hobbs and one vacancy
- PB4L Advisor (1): Rae Blewman
- PB4L Co-ordinator (1x 0.6 FTE): Sylvie Fournier-Burrows
- Service Leads (4 x 0.2 FTE seconded positions): Sarah Murphy (Early Intervention), Lauren Smith (Behaviour), vacancy (Complex Needs) and vacancy (Communication).

# Strategic Advisor Māori Team

## Executive Summary

The Strategic Advisor Māori work to ensure an integrated focus on Māori achievement is delivered, understood and strategies are in place locally. They work with leaders and staff to accelerate Māori achievement. The role provides strategic advice and leadership across the region to help the organisation accelerate Māori educational achievement, seeking equity outcomes and the promotion of Māori identity, language and culture and to support the Director of Education to lead engagements with iwi and Māori stakeholders.

Key priorities include:

- Providing strategic focus and advice to the Director of Education as part of the regional management team to lift the Ministry's performance for and with Māori.
- Support the Ministry's policy, programme and operational functions to accelerate Māori achievement, ensuring Māori needs and aspirations are at the forefront of decision making and operational policy implementation.
- Work within the Community of Learning/Kāhui Ako environment, particularly focused on iwi ability to support achievement challenges and enable Kāhui Ako to deliver to their peers.
- Provide advice to the Director of Education on internal capability and strategies to strengthen this.
- Provide advice on iwi and Māori interests and strategies for managing iwi and Māori relationships to the Director of Education and wider management team.

## Our Iwi and Hāpu

The majority of Iwi reside within the traditional Tainui Waka geographical boundaries. As a notable point of interest, most of our iwi partners overlap with one or more Ministry regions therefore the need for cross regional collaboration is a key factor to achieving the outcomes within this work plan.

Please note that the diagram below shows the Iwi boundaries that exist within and crossover into the Waikato region. This map shows 12/19 of our iwi partners and 1/6 of our hapuu partners. Unfortunately, 7/19 of iwi partners and 5/6 of our hapuu partners are yet to be placed onto the map.

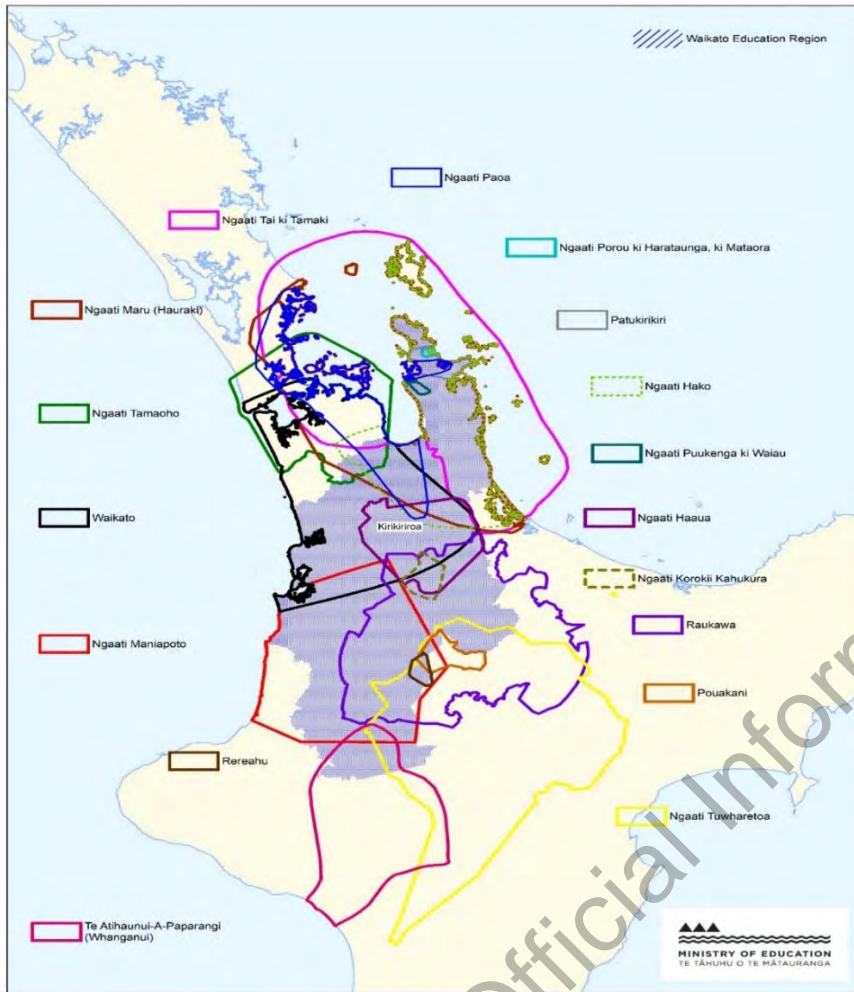
### **Iwi Partners: (19)**

Waikato Tainui, Ngāti Raukawa, Ngāti Maniapoto, Ngaati Hauaa, Ngāti Whanaunga, Ngāti Tūwharetoa, Ngāti Hinerangi, Ngāti Hāua (Taumarunui), Te Patukirikiri, Ngāti Hei, Ngāti Porou ki Hauraki, Ngāti Tamaterā, Ngāti Taratokanui, Ngāti Rahiri Tumutumu, Ngai Tai ki Tāmaki, Ngāti Pukenga ki Waiau, Ngāti Paoa, Ngāti Hako, Ngāti Maru.

### **Hapū Partners: (6)**

Ngaati Tamainuipo, Ngaati Tahinga, Ngāti Tu ki Tawata, Ngaati Koroki Kahukura, Ngaati Naho and Ngaati Maahanga.





Tainui ki Tūwharetoa Iwi Partners Overview  
Iwi Partners

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## **Toikuranui and Whānau Engagement Funds Overview**

### **Background**

Within the Waikato region we have two funding streams that enable our iwi and hapū partners to support Māori learners and their whānau with the aim of re-engaging Māori learners who became disconnected from their education providers, back into education pathways. These two funds are Toikuranui and Whānau Engagement.

## Toikuranui Fund (Budget: \$426, 195)

What used to be known as the Iwi and Māori Education Relationships (IMER) fund is now known as the Toikuranui Investment fund. The name means “**Learning Excellence. Creating the opportunity and environment for learning to thrive.**”

The intent of Toikuranui is to fund initiatives that contribute to strengthening educationally powerful connections for Māori learners and enabling Māori learners to participate, engage and achieve as Māori in and through the education system.

The Toikuranui Investment Framework supports the Ministry of Education’s investment in Ka Hikitia – Accelerating Success, Tau Mai Te Reo and Whakapūmautia, Papakōwhaitia, Tau Ana

Members of the Toikuranui panel meet, consider and decide on the allocation - Terms of Reference are valid to 30 June 2022.

## Whānau Engagement Fund (\$773,888)

Includes only the **50%** of schools with the lowest socioeconomic status according to the equity index (equivalent to Deciles 1 – 5). Focus is to improve attendance by ensuring Māori learners reconnect and re-engage in an Education pathway

- **13.3%** of total funding is split evenly between the ākongā Māori at these schools.
- **40%** of total funding is split unevenly between the ākongā Māori at these schools, with more funding going to ākongā at schools with lower socioeconomic status according to the equity index.
- **13.3%** of total funding is split unevenly between schools that are more than **30%** Māori, with more funding going to schools with lower socioeconomic status according to the equity index.
- **33.3%** of funding is allocated based on attendance.

Ministry of Education staff in the Waikato region worked collaboratively with our iwi partners to confirm the process that would be employed to allocate these funding initiatives. It was agreed that the existing regional Toikuranui allocation process was appropriate, fair, and robust.

The Investment Framework supports the Ministry of Education’s investment in Ka Hikitia – Accelerating Success, Tau Mai Te Reo and Whakapūmautia, Papakōwhaitia, Tau Ana by:

- partnering with Iwi and Hapū in local investment decisions and planning that enable Māori learners to succeed as Māori
- partnering with Iwi, Hapū to enable Māori learners to excel and successfully realise their identity, language and culture
- Making investments that align with iwi, hapū aspirations to deliver shared education outcomes
- Increasing iwi and hapū participation in education to realise Māori potential
- Providing a pathway forward that will deliver a better future.

## Doing Things Differently

Iwi are well-placed to facilitate engagement and broker relationship opportunities between Māori learners and their whānau and local education services.

There are iwi that are well-placed to facilitate engagement and broker relationship opportunities between Māori learners and their whānau and local education services with the aim of re-engaging those Māori learners back into education pathways.

# Business Support Team

## Executive Summary

We provide business and administrative support to all staff across the Waikato region including business continuity, facilities, finance, fleet, health and safety, human resources, information technology, payroll for Education Support Workers, travel and triaging visitors. We also triage regional phone and email enquiries as well as being one of four regional business support teams that share the triaging of calls from the public to the Ministry's 0800 phone number.

Our support to the Waikato Region Team includes:

- Director of Education – Executive Assistant cover and Ministerial coordination
- Education Team – Administration for Charters, Enrolment zones, Home-schooling, ECE licensing, Professional Learning and Development and Urgent response funding
- Learning Support Team – Administration for: Learning Support Referrals, Funding e.g., Ongoing Resourcing Scheme, Specialised School Transport Assistance, Trauma phone
- Strategic Advisors Māori – Administration for Māori Medium Advisory Group, Toikuranui and Whānau Engagement Fund

## What's on top

Priorities for our team for the next year include:

- a. Developing depth of coverage for each business support activity, to provide continuous support in the absence of a team member
- b. Documenting and streamlining processes, to improve consistency of support from our team and provide more time for the Waikato Region Team members to focus on serving the sector
- c. Improving team culture to empower each other and be more open and resilient to change

## Challenges

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### Across Agency Activity

- The Business Support team are internally focussed supporting other Waikato Region staff to support the sector.

### People and Capability

- The Business Support team is made up of 13 staff members based in the Hamilton Office.
- Our team member's experience at the Ministry ranges from less than 6 months to 22 years.

# Education Infrastructure Services (EIS)

## Executive Summary

**Te Puna Hanganga, Matihiko | Infrastructure & Digital** aims to create safe and inspiring, ICT-ready learning environments, supporting better outcomes for education, today and for future generations of ākonga.

We work closely with schools across the country to build, improve and modernise learning environments, and enable better use of technology through consistent ICT infrastructure. We're the second largest purchaser of passenger services in New Zealand and help transport over 100,000 students to and from school every day.

We also oversee the second largest social property portfolio in New Zealand, supporting the management of assets at over 2,100 state schools, with about 35,000 classrooms.

Te Puna Hanganga, Matihiko supports schools so school leaders and communities can focus their energy and attention on what matters most, teaching and student learning.

## Structure

Scott Evans is the newly appointed Deputy Secretary and is supported by his leadership team who have responsibilities for Property Delivery, Digital, Procurement, Finance and Investment, Strategic Asset Management, Strategy and Policy, Risk Assurance, School Transport and Business Services. Scott is based in Wellington.

## Regional Representation

Te Puna Hanganga, Matihiko has four regions: Northern, Central North, Central South and Southern. The following groups are represented in the Waikato Office and have various reporting lines:

### 1. Asset Management (AM)

*Report to Gary Anaru, Regional Infrastructure Manager, Central North Region (based in Hamilton).*  
AM is the key relationship manager for the Ministry in what can be described as a landlord-tenant partnership with Boards of Trustees. Working directly with schools we are the "go-to" contact point for all property services delivered by Te Puna Hanganga, Matihiko.

Key areas of activity are:

- helping schools prepare and implement 10 Year Property Plans so they plan ahead, prioritise resources and carry out essential maintenance
- advising schools on how best to utilise, modernise, develop and maintain their property
- carrying out formal "landlord inspections" to keep oversight of Crown assets and maintain our relationships with school leaders.

AM also:

- supports the front-line property partnership with proprietors and boards of trustees of state-integrated schools (from National Office)
- is responsible for delivering the national weather-tightness remediation programme through its front-line staff.

The Hamilton based Asset management team are:

- Gary Anaru – Regional Infrastructure Manager
- David Vincent – Infrastructure Manager - Asset Planning
- Peter Hannam - Infrastructure Manager
- Noeleen Ross, Alana Plasmeyer, Amy Ralph, Sofia Wright - Property Advisors
- Sasa Matalote – Regional Administrator
- Vrunda Talati – Project Coordinator
- Jacob Draper - Support Property Officer

## 2. Capital Works

*Report to Managers based in Hamilton and Wellington*

Capital Works purpose is to provide safe, inspiring and flexible learning environments that support educational achievement through delivering capital projects in partnership with schools.

These projects include building new schools and new classrooms to meet roll demand and sufficiency of space, upgrading existing buildings to address condition issues and to provide suitable space to support and enable schools to realise their vision for teaching and learning.

The team includes a specialist group of delivery managers who work closely with schools and design teams to project manage the design and construction process from end to end. The team also includes people with specialist technical expertise who attend building sites to provide quality assurance during construction.

The Hamilton based CW teams are:

- Joanna Drury – Delivery Team Manager, Major Works
- Brett Owen – Delivery Manager, Major Works
- Brianna Crow - Delivery Manager, Major Works
- Teri Davidson – Delivery Manager, Major Works
- Theo Van De Watering – Delivery Manager, Major Works
- Jenny Valentine Van Gelder – Assistant Delivery Manager, Major Works
- Jane Fletcher – Project Coordinator, Major Works
- Amanda Collins – Delivery Team Manager, Minor Works
- Jared Kwok – Delivery Manager, Minor Works
- Esther-Grace Reid – Delivery Manager, Minor Works
- Lawrence Joseph – Delivery Manager, Minor Works
- Melissa Britton – Project Coordinator, Minor Works
- Kevin Kingston – Delivery Team Manager, Modular Buildings

### 3. School Transport

*Report to National Office – James Meffan Group Manager*

The School Transport team is the largest provider of passenger services in New Zealand, after Auckland Transport. The key focus is improving access to compulsory education by providing:


- Ministry Contracted Services: We contract transport providers to provide bus and ferry services.
- Specialised Transport Assistance (SESTA): We assist students with specific transport requirements to travel to school and from school by either paying a direct allowance to their caregivers, or by contracting the specialised door-to-door service they need (managed in Wellington).
- Allowances: We provide conveyancing allowances to students to help with school travel costs in locations where there is no transport service available (managed in Wellington).
- Direct Resourcing: We directly support state and Māori Medium schools to manage their own transport assistance.
- Technology Transport: We provide technology transport services for around year 7 and 8 students so they can access specialised facilities that are not available at their own schools (managed in Wellington).

The Hamilton based School Transport person is:

- Reade Nikora – Regional Transport Advisor



# Appendix One : Waikato Business Plan

<b>Waikato Region Business Plan</b>  <b>Strategic Focus: Māori enjoying and achieving educational success as Māori</b> <span style="float: right;">May 2021</span>	
<b>OBJECTIVE 1</b> <b>LEARNERS AT THE CENTRE</b>	
<b>Priority 1:</b> <b>Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</b>	
<b>Ka Hikitia: Te Whānau</b>	<b>Regional Priorities</b>
Education provision responds to learners within the context of their whānau.  <b>Tau Mai Te Reo: Our education services will provide Māori language to support learners to develop the ability and confidence to talk about a range of things in the Māori language.</b>	<ul style="list-style-type: none"> <li>We will provide PLD, workshops and facility related support for Boards, Centre Managers, Principals, whānau and Kaiako to increase their confidence in inclusive practices and willingness to welcome all ākonga.</li> <li>We will encourage Early Learning centres, schools, and Kāhui Ako to authentically engage and partner with Mana Whenua in order to build their cultural capability and improve engagement with Māori learners and whānau.</li> <li>We will work with schools/kura/Early Learning/Kōhanga Reo to strengthen use of Te Whāriki, NZ Curriculum, and delivery of Te Tiriti obligations.</li> <li>We will work with schools/kura/Early Learning/Kōhanga Reo to strengthen use of Te Reo Māori</li> </ul>
	<ul style="list-style-type: none"> <li>See Objective 2, Priority 3</li> </ul>
<b>Priority 2:</b> <b>Have high aspirations for every learner/ākonga and supporting these by partnering with their whānau</b>	
<b>Ka Hikitia: Te Whānau</b>	<b>Regional Priorities</b>
We will support Māori learners and their whānau to be informed and demanding decision-makers, with high expectations of our education services.	<ul style="list-style-type: none"> <li>We will strengthen engagement with iwi, with a focus on those who do not yet have a strong working relationship with the Ministry of Education Waikato.</li> <li>We will create opportunities for Māori learners and whānau to engage with the Ministry of Education.</li> </ul>
We will also support Māori learners and their whānau to plan and pursue the education pathways that they aspire to.	<ul style="list-style-type: none"> <li>We will use our influence and funding mechanisms to encourage attendance and engagement in, and successful transition between, all levels of education.</li> <li>Building inclusion through the Learning Support delivery model, implementation of enrolment zones, and support of school governance practices</li> </ul>

# Appendix One : Waikato Business Plan

<b>OBJECTIVE 2</b>		<b>BARRIER FREE ACCESS</b>
<b>Priority 3:</b>	<b>Reduce barriers to education for all, including Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</b>	
<b>Ka Hikitia: Te Tangata</b>	<b>Regional Priorities</b>	
<p>Māori learners and whānau have identified racism as a major barrier in our education system. We will address this, provide equitable access to services, and in ways that promote fairness and are respectful and culturally appropriate, so that Māori learners and their whānau have a strong sense of belonging.</p> <p><b>Tau Mai Te Reo: Our education services will ensure learners can access Māori Medium education services in order to develop high levels of Māori language proficiency and use.</b></p>	<ul style="list-style-type: none"> <li>We will ensure that active support is given to all early learning services, ngā kōhanga reo and certificated playgroups to offer a rich local curriculum as a priority action to reduce barriers to participation and engagement for all tamariki and whānau.</li> <li>We will develop strategies (including Network) for Māori Medium and Te Reo Delivery in English Medium in partnership with Mana Whenua.</li> </ul>	
Māori are free from racism, discrimination and stigma in education.	<ul style="list-style-type: none"> <li>Regional staff will be familiar with and actively promote Ka Hikitia and Tau Mai Te Reo, and sections C5 and C6 of the Early Learning Licencing criteria when working in the sector.</li> <li>All staff will be actively engaged in Te Ao Māori Strategy in order to increase their ability to effectively engage with Māori stakeholders.</li> <li>We will ensure that Waikato schools, kura, Kōhanga Reo and ELS are supported to meet the needs of all ākonga through our service delivery and the implementation of the LS Delivery Model.</li> </ul>	
<b>Priority 4:</b>	<b>Ensure every learner/ākonga gains sound foundation skills including language, literacy and numeracy</b>	
<b>Ka Hikitia: Te Tangata</b>	<b>Regional Priorities</b>	
<p><b>Tau Mai Te Reo: Our education services will support learners to value and acquire and use Māori language words, phrases and other forms (for example, waiata and haka) that are used on a regular basis in New Zealand society.</b></p>	<ul style="list-style-type: none"> <li>We will support early learning centres, kōhanga reo, schools, kura and Kāhui Ako to offer a rich local curriculum that enables all babies, children, and students to achieve together with the involvement of whānau, community and Iwi.</li> </ul>	

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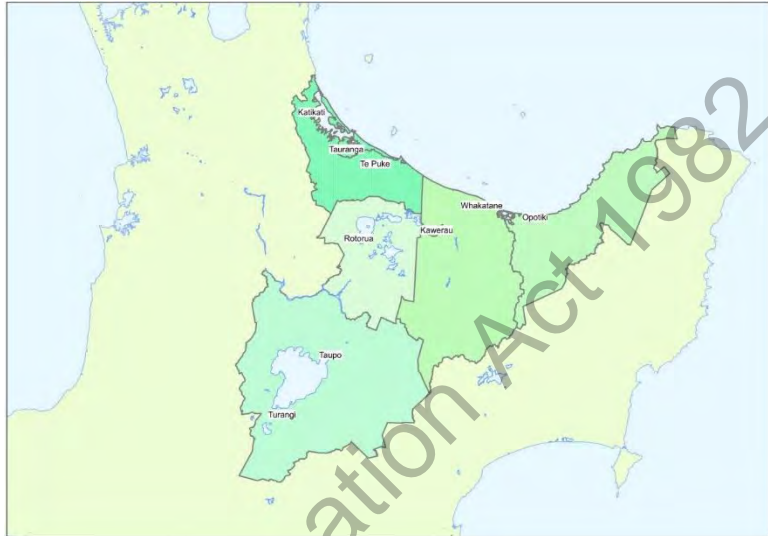
# Briefing to the Incoming Hautū Te Mahau Te Tai Whenua Deputy Secretary (Central)

Regional office: Bay of Plenty

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## Regional Overview

- The most southern point of the region is Turangi with a North Western boundary of Katikati and a North Eastern Boundary of Whangaparaoa. The region includes the Territorial Local Authorities (TLAs) of Western Bay of Plenty District, Tauranga City, and Rotorua, Taupō, Whakatāne, Kawerau and Ōpōtiki Districts
- The region has 64,000 students with 43% of students identifying as Māori. Within the region there are 35 iwi – of which we have relationships with 19.
- We have offices in Taupō, Rotorua, Tauranga and Whakatāne.
- The Director of Education, Ezra Schuster is based in the Rotorua office but travels throughout the region frequently.
- Members of the leadership team are situated in the Rotorua, Tauranga and Whakatāne offices.



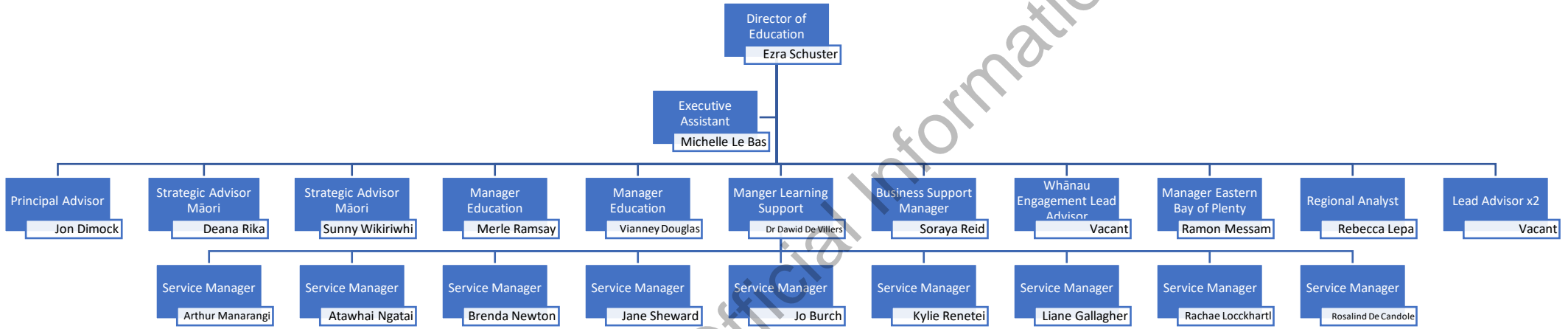
## Operating Structure

- There are 229 staff spread across the four offices of the Bay of Plenty - Waiariki region. This figure includes staff who work for other parts of the business such as the Infrastructure & Digital (formerly Education Infrastructure Services) and Ka Ora, Ka Ako |Healthy School Lunches Programme.
- The Director of Education has 12 direct reports including his Executive Assistant. This is comprised of
  - 1 x Manager Learning Support – Dr Dawid de Villiers based in Tauranga
  - 1 x Business Support Manager – Soraya Reid based in Tauranga
  - 2 x Managers Education – Merle Ramsay based in Rotorua and Vianey Douglas based in Tauranga
  - 1 x Manager Eastern Bay of Plenty – Ramon Messam based in Whakatāne
  - 2 x Strategic Advisors Māori – Sunny Wikiriwhi and Deana Rika both based in Rotorua
  - 1x Lead Advisor Whanau Engagement – currently vacant
  - 1 x Regional Analyst – Rebecca Lepa based in Rotorua
  - 1 x Principal Advisor Jon Dimock based in Rotorua
  - 1 x Executive Assistant – Michelle Le Bas based in Rotorua
  - 2 x Lead Advisors Communities of Learning – both currently on secondment
- These staff along with the two Principal Advisors | Secondary Tertiary, the Performance and Quality Lead, and Lead Advisor Student Support make up the senior leadership team. An invite is extended to the Infrastructure Manager from EIS, the Transport Advisor, the Schools Finance Advisor, the regional accountant, and the Strategic Business Partner, BE&S People Capability to attend leadership meetings.
- Monday: a stand-up meeting is convened for the leadership to discuss pressing issues.
- Friday a people manager meeting is held for managers to discuss personnel issues which affect the business such as vacancies and recruitment progress.
- Strategic meetings are held monthly where leaders are encouraged to focus on matters to do with strategies and values rather than operational issues.

- The leadership team has identified the following as regional priorities – these have been largely enduring
  - Embed our commitment to Te Tiriti | the Treaty in our work, work in partnership with Māori and actively lift the leadership practice and cultural capability of the education system.
  - Engaging Rangatahi and Strengthening Pathways – improve school attendance and engagement in education especially young people in care and strengthen the pathway to future employment and or training.
  - Reducing the number of high priority schools and kura requiring our support.
  - Reducing wait times for learning support service especially for early intervention.
  - Effectively managing our education network (schools and early childhood) this is in relation to both the substantial population growth in the Tauranga region as well as the decline in population in some of the rural and isolated areas.

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# Learning Support

Manager Learning Support: Dr Dawid de Villiers | Performance and Quality Lead: Andrew Sutherland

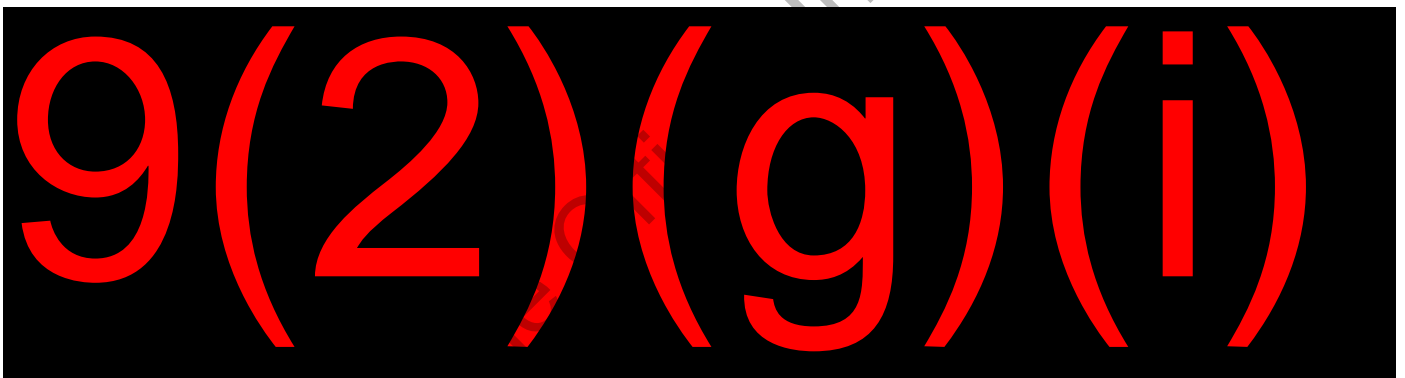
## Executive Summary

- We deliver specialist support services, funding and other resources and targeted intervention education services across the three tiers of intervention, (universal, targeted, and individual), to children and young people with learning and development needs, their whānau, and teachers. The specialist support services are accompanied and enhanced through adult capability building exercises to increase awareness, knowledge, and skill to better support these children at school, EC centre or at home.

## People and Capability

- 9 Service Managers each with a geographic service delivery team
- 170 total Learning Support (LS) Staff which includes 44 Education Support Workers
- We have vacancies for 1 Speech Language Therapist, 1 Special Education Advisor, 2.5 Psychologists and several other vacancies to provide backfill for staff on Parental Leave and ACC reduced hours situations. Physiotherapy, Occupational Therapy, AODC, Psychologist and Early Intervention Teacher vacancies are particularly difficult to fill. See comment below about Rural areas as well.

## Challenges



## Across Agency Activity

- Gateway stakeholders and governance groups
- High and Complex Needs
- Child Youth Mortality Review Group (x2)
- Suicide Prevention and Postvention Group
- OT Panel
- Local Level Agreement – DHB, MoE and other disability providers
- Current projects with the two DHB include the WISP project in Rotorua and the Mental Health workers in schools across the Bay of Plenty DHB rohe. This will culminate in a co-designed “Mana Ake” type program to serve all Primary, Intermediate schools and Kura across the region.
- Collective Impact Governance Groups – Tauranga, Taupō and supporting the ones in Whakatāne and Rotorua.
- Bay of Plenty Youth Development Trust and Te Aranui Trust (Tauranga).

## Performance and Quality

### Executive Summary

- The team covers a wide range of activities and responsibilities which are inclusive of but not exclusive to; contract management, reporting, practice fidelity, learning support professional development, direct service delivery and other supporting activities for the Manager Learning Support and Learning Support Leadership team.
- Provide analysis and reporting in addition to other requests made from the Leadership Team and/or Director.

### What's on top

- Management and delivery of the Incredible Years (IY). We deliver (14 IY Teacher, 18 IY Parent, (8 IY Autism). Delivered by a mix of Contracts/ RTLB and a small number of ministry staff
- Implementation support for PB4L School-wide, involving funding, training, coaching and evaluation across 95 schools. Other PB4L programmes.
- Manage process for Youth Justice Educational Assessments for YJ Family Group Conferences.
- Ongoing practice support to Learning Support practitioners across the region and implementation of practice frameworks.
- Management of LS professional development system.

### People and Capability

The team includes:

- Performance and Quality Lead
- Practice and Implementation Advisors (2)
- Positive Behaviour for Learning SW Practitioners (2)
- PB4L SW Advisor (1)

### Challenges

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### Across Agency Activity

- Collective Impact Governance Group
- OT – Youth justice work



## Network

**Education Manager:** Vianney Douglas | **Portfolio Lead:** Rebecca Lepa/Vianney Douglas

### Executive Summary

- We are committed to ensuring our tamariki and mokopuna have every opportunity to access an equitable education. Our aspiration is that every school in the network is a school of choice.
- The Network team develops and implements strategies to improve network provision across schools and kura in the region. This includes (but is not limited to):
- Advocating for equity of provision for Māori Medium Education and students requiring additional learning support.
- Establishment of new schools, school expansions, roll growth and short-term roll growth.
- Changes to existing schools eg change of year levels, classification, designation and type.
- School mergers and closures.
- Establishment of new enrolment schemes, amendment and monitoring of existing schemes

### People and Capability

- 2x Senior Advisors
- 1.8 x Analysts
- 1 x Lead Advisor (vacant)

### Challenges

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# 9(2)(g)(i)

## Across Agency Activity

- Priority Development Area Working Group continues with Ministry of Housing and Urban Development, other Ministries, Kāinga Ora, Waka Kotahi, local councils and Smartgrowth partners.
- Kainga Ora: Liaison and relationship building has been initiated to ensure education provision is considered alongside residential intensification plans in Rotorua and across Tauranga Moana.

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## Student Support

**Manager:** Ramon Messam | **Lead Advisor:** Renee Chapman

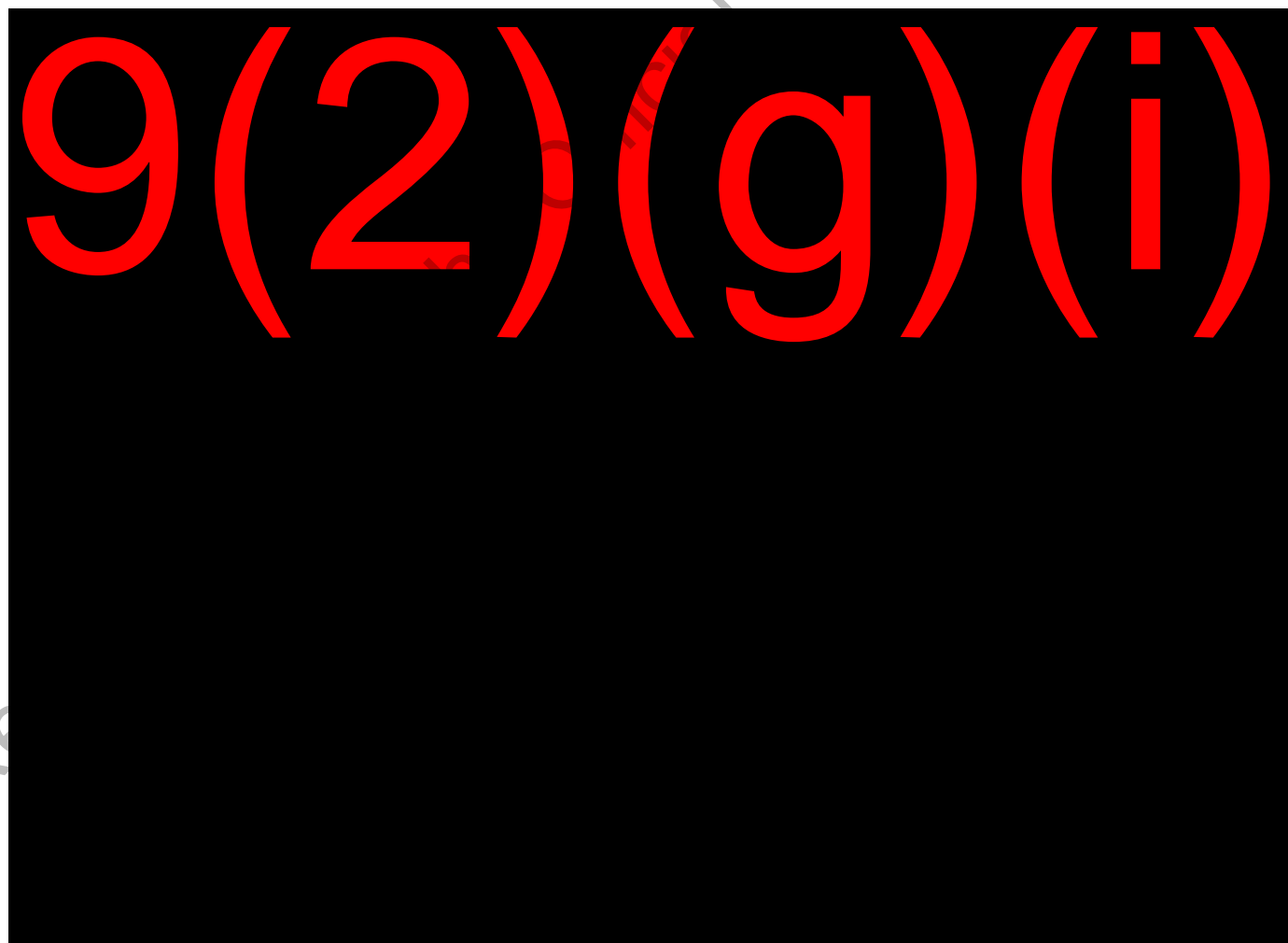
### Executive Summary

The role of the Student Support Team is to support children and young people to access an education provision that meet their needs and support the re-engagement of children and young people in their learning pathway. The work is undertaken directly with disengaged students (including those excluded from schools) and their whānau, with contracted service providers as well as with schools, kura, learning providers, social service agencies, and Iwi and community partners. We also have a role to ensure best practice is followed by our staff, schools and the wider sector. Work includes: Attendance and Engagement, Attendance Service, Teen Parent Units, Activity Centres, Alternative Education, Study Support Centres, Home Education, Early Leaving Exemptions, Te Kura Pounamu, Stand downs, Suspensions and Exclusions, Youth Justice, Rotorua Youth Court and Education in Remand Homes.

### People and Capability

- 1 Manager who oversees the Student Support portfolio across the Bay of Plenty - Waiariki
- 1 Lead Advisor who provides practice and strategic leadership across the Bay of Plenty - Waiariki
- 3 Advisors who work geographically across the region: Tauranga, Whakatāne, Rotorua and Taupō

### Challenges



### Across Agency Activity

- Engaging Youth Forums
- ROCK on
- Truancy Action groups
- Youth Justice panel meetings
- Family Group Conferences
- Alternative Education conferences

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# Early Learning

Manager Education: Merle Ramsay

## Executive Summary

- Our role is to oversee and support early learning services. Early learning is the non-compulsory part of the sector, so we do not administer the sector in the same way as schools. Early learning service providers operate independently either as commercial businesses or one of various types of not-for-profit organisations. This diversity is reflected in the regional data below:

## Summary of Services

	Education & Care	Homebased	Hospital	Kindergarten	Playcentres	Te Kōhanga Reo	Total	Playgroup
Kawerau	3			2		5	10	1
Opotiki	4			1	1	6	12	
Rotorua	57	3	1	10	3	19	93	4
Taupo	12	2		4	1	6	25	3
Tauranga	104	18	1	17	8	14	162	9
Whakatane	13	7		3	2	8	33	2
Other	27	1		10	14	41	93	6
	<b>220</b>	<b>31</b>	<b>2</b>	<b>47</b>	<b>29</b>	<b>99</b>	<b>428</b>	<b>25</b>

- The Ministry is the regulator of the licensing criteria and we monitor services to ensure standards of education, care, health, comfort and safety for children attending are met.

## People and Capability

Lead Adviser: Chloe Trim (on secondment from National Office until 24/12/2021)

Senior Advisers: Gina Royal  
Renee Cleaver  
Wendy McNamara  
Jody Irwin (returning from parental leave 17/11/2021)  
Chrissy Russell (backfill for parental leave until 17/11/2021)  
One position currently advertised (new FTE for the team)

Adviser: Michelle Grant-Broughton

## What's on top

- Tranche 2 of the regulatory changes which come into effect January 2022
- Potential cancellation of our Early Learning Symposium planned for 5/6 November
- Review of Home-based service
- Network planning for early learning services in August 2022

## Challenges

9(2)(g)(i)

#### Across Agency Activity

- Termly meetings with ERO to share information. There are established protocols for these meetings.
- As relates to licensing criteria, the investigation of complaints and incidents: City/District Councils; Ministry of Health; DHBs; Oranga Tamariki; Police; and NZ Fire.

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## Schooling

**Managers Education:** Vianney Douglas (Western Bay of Plenty) Merle Ramsay (Rotorua/Taupō/Turangi) **Manager Eastern Bay of Plenty:** Ramon Messam

### Executive Summary

- Our role is to provide services that support the governance, management and operation of schools. We monitor and intervene in schools that are at risk in relation to financial viability, student achievement and participation.

### People and Capability

Senior Advisers:	4 plus two current vacancies
Student Achievement Advisers:	5
Curriculum Leads:	3 (early learning, schooling and Māori Medium)

### What's on top

- The return to school and the management of device and hardpack support for students in current pandemic environment. Preparation of schools to be ready for this environment.
- Monitoring and responding to attendance and re-engagement issues in COVID-19 Alert Level 2
- Re-engaging with some workstreams after lockdown, such as progress on interventions, PLD.
- Socialising of Aotearoa New Zealand Histories, Curriculum Refresh and NCEA updates and changes.
- Provisional staffing and impact of reduced staffing especially for kura Māori
- Attendance service re-design that will be more responsive to different communities across the region

### Challenges

9(2)(g)(i)

### Across Agency Activity

- Engaging with Ministry of Health during pandemic.
- Sector hui, including iwi, during pandemic
- Taupō Collective Impact Governance Group
- Reacting Engaging Youth Forums
- ERO/NZSTA/MOE sharing of information
- Social Workers in Schools Governance Group
- Agencies (such as OT) providing opportunities to network with us and principals
- ITOs
- Tertiary Providers

### Principal Advisors | Secondary Transitions

- A general focus for Secondary Transitions is around supporting secondary schools to improve student achievement, retention and transition. A specific emphasis is placed on improving outcomes for priority students; Māori, Pacific, and students with specific learning needs. In addition, emphasis is given to developing sustainable networks and partnerships across the secondary school-tertiary-employment interface. Interaction with Iwi plays a growing part of this interaction.

- Current priorities include supporting secondary schools and kura to:
  - Implement the NCEA change programme.
  - Understand and benefit from the Reform of Vocational Education (ROVE)
  - Continue to provide opportunities for students in the Trades Academy and Gateway programmes.
- There are two principal advisers working in these areas in the Bay of Plenty – Waiariki region.
  - Chris Nielsen – based in Rotorua
  - Julia Pura-MacKenzie based in Tauranga

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## Business Support

**Business Support Manager:** Soraya Reid | **Business Support Co-ordinator:** Pennie Muldoon

### Executive Summary

We provide day to day support and guidance to staff, office management and operations, and system management (payroll, accounts payable, fund management, recruitment, travel, vehicle fleet management, IT support, events and meeting management and induction of new staff).

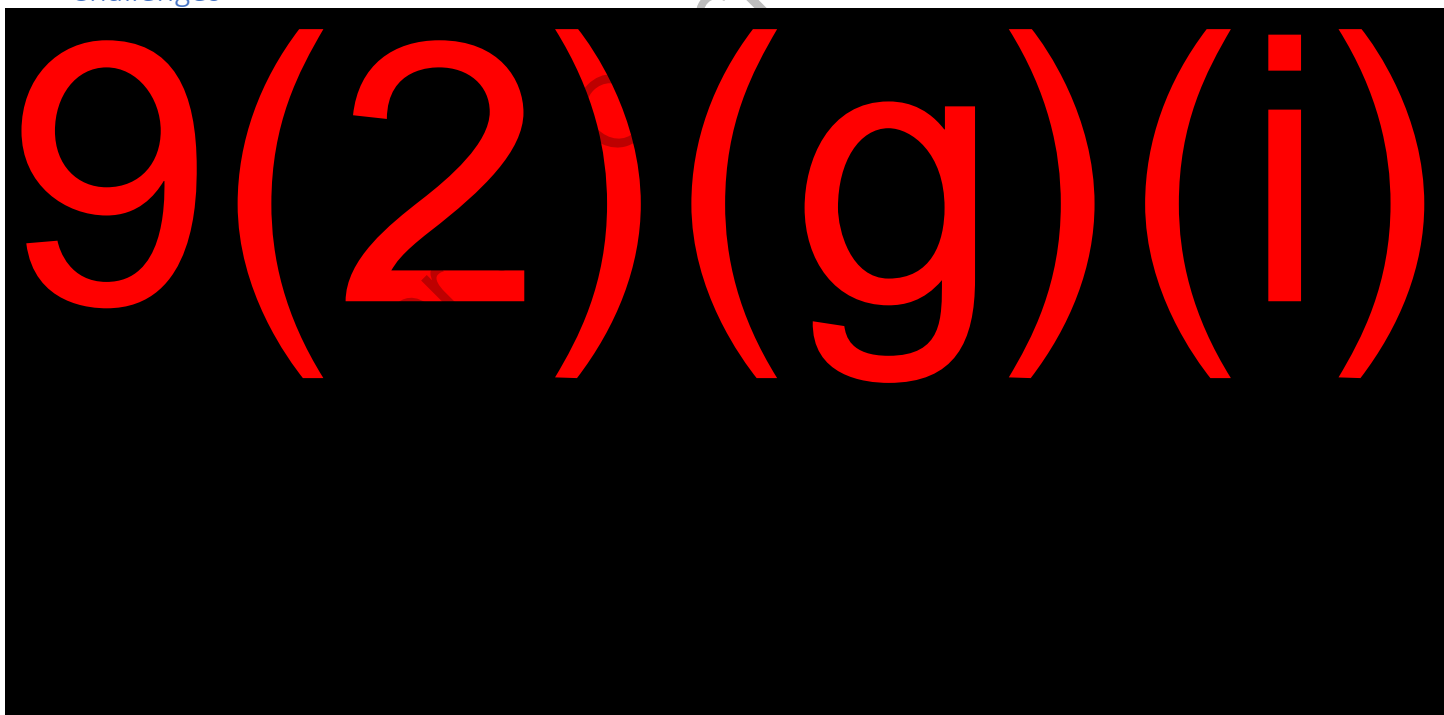
### What's on top

- Managing an ever-growing workload.
- Managing the operations and staff support of all four offices in a timely and efficient way.
- Endeavouring to provide 229 people in the region with high quality and excellent services.

### People and Capability

- Ten Business Support Officers for the Bay of Plenty - Waiariki Region
  - 5.0 FTE in Tauranga,
  - 3.5FTE in Rotorua,
  - 1.0FTE in Whakatane and
  - 1.0FTE in Taupo.
- There is great knowledge, along with a “can do” attitude and high levels of professionalism within this group.

### Challenges



## Infrastructure & Digital (Formerly Education Infrastructure Services)

**Te Puna Hanganga, Matihiko | Infrastructure & Digital** aims to create safe and inspiring, ICT-ready learning environments, supporting better outcomes for education, today and for future generations of ākonga.

We work closely with schools across the country to build, improve and modernise learning environments, and enable better use of technology through consistent ICT infrastructure. We're the second largest purchaser of passenger services in New Zealand and help transport over 100,000 students to and from school every day.

We also oversee the second largest social property portfolio in New Zealand, supporting the management of assets at over 2,100 state schools, with about 35,000 classrooms.

Te Puna Hanganga, Matihiko supports schools so school leaders and communities can focus their energy and attention on what matters most, teaching and student learning

### Structure:

Scott Evans is the newly appointed Deputy Secretary and is supported by his leadership team who have responsibilities for Property Delivery, Digital, Procurement, Finance and Investment, Strategic Asset Management, Strategy and Policy, Risk Assurance, School Transport and Business Services. Scott is based in Wellington.

### Regional Representation

Te Puna Hanganga, Matihiko has four regions: Northern, Central North, Central South and Southern. The following groups are represented in the Bay of Plenty offices and have various reporting lines:

#### 1. [Asset Management \(AM\)](#)

*Report to Gary Anaru, Regional Infrastructure Manager, Central North Region (based in Hamilton).*

AM is the key relationship manager for the Ministry in what can be described as a landlord-tenant partnership with Boards of Trustees. Working directly with schools we are the "go-to" contact point for all property services delivered by Te Puna Hanganga, Matihiko.

Key areas of activity are:

- helping schools prepare and implement 10 Year Property Plans so they plan ahead, prioritise resources and carry out essential maintenance
- advising schools on how best to utilise, modernise, develop and maintain their property
- carrying out formal "landlord inspections" to keep oversight of Crown assets and maintain our relationships with school leaders.

AM also:

- supports the front-line property partnership with proprietors and boards of trustees of state-integrated schools (from National Office)
- responsible for delivering the national weather-tightness remediation programme through its front-line staff.

The Bay of Plenty based AM team are:

- Veronica Stevens – Infrastructure Manager
- Richard Standing, Sale Fiaola, Kiri Cheetham, Gareth Ramson – Property Advisors
- Emily Rika-Pomale – School Property Officer

## 2. [Capital Works](#)

*Report to Managers based in Hamilton and Wellington*

Capital Works purpose is to provide safe, inspiring and flexible learning environments that support educational achievement through delivering capital projects in partnership with schools.

These projects include building new schools and new classrooms to meet roll demand and sufficiency of space, upgrading existing buildings to address condition issues and to provide suitable space to support and enable schools to realise their vision for teaching and learning.

The team includes a specialist group of delivery managers who work closely with schools and design teams to project manage the design and construction process from end to end. The team also includes people with specialist technical expertise who attend building sites to provide quality assurance during construction.

The Bay of Plenty based CW teams are:

- Gerhard Van Der Merwe – Delivery Manager, Minor Works
- Justine Robbers – Delivery Manager, Minor Works
- Shane Welch – Delivery Manager, Minor Works
- Cindy James – Delivery Manager, Modular Buildings
- Kate McGovern – Delivery Manager, Modular Buildings

## 3. [School Transport](#)

*Report to National Office – James Meffan Group Manager*

The School Transport team is the largest provider of passenger services in New Zealand, after Auckland Transport. The key focus is improving access to compulsory education by providing:

- **Ministry Contracted Services:** We contract transport providers to provide bus and ferry services.
- **Specialised Transport Assistance (SESTA):** We assist students with specific transport requirements to travel to school and from school by either paying a direct allowance to their caregivers, or by contracting the specialised door-to-door service they need (managed in Wellington).
- **Allowances:** We provide conveyancing allowances to students to help with school travel costs in locations where there is no transport service available (managed in Wellington).
- **Direct Resourcing:** We directly support state and Māori Medium schools to manage their own transport assistance.
- **Technology Transport:** We provide technology transport services for around year 7 and 8 students so they can access specialised facilities that are not available at their own schools (managed in Wellington).

The Bay of Plenty based School Transport person is:

- Tracey Tupai-Rewi – Regional Transport Advisor

## Key Issues Work Programme

### 1. Regional Plan

- This is currently under review

### 2. Network – Growth and Demand

- The region is the fastest growing in Aotearoa. Five Priority Development Areas have been nationally identified for significant housing development, this will require a significant increase in the current school provision, school size and staff
- New schools in the region, and population growth necessitate the introduction of new enrolment schemes and amendment of existing schemes
- Planning to support, strengthen and grow Māori Medium provision
- Learning Support Network Strategy is in the process of being developed. We have two Specialist Schools in our region (Rotorua, Tauranga)
- Recruitment of a Lead Advisor Network.

### 3. Learning Support – Demand for Services

- Managing an ever-growing waitlist across four offices with different needs.
- Learning Support Delivery Model and LS Action Plan.
- Support for Learning Support Coordinators (LSC) 69 FTE in Bay of Plenty
- Development of LS Delivery Model in 16 Communities of Learning in the Bay of Plenty – Waiariki on a spectrum of development. This includes the rollout of Te Rito (on pause now nationally). We also engage on this with schools and Kura who are not members of the Kahui Ako.
- Improving access and relevance of service for Ngā Kōhanga Reo, kura and wharekura.
- LS Network Strategy is in the process of being developed. We have two Specialist Schools in our region (Rotorua, Tauranga)

## Sector Engagement and Relationships

- Our relationships with the sector and key associations have grown considerably over the last 18 months. The COVID-19 Alert Level 4 and 3 periods of time provided opportunities for the Director of Education and Senior Leaders to convene regular (weekly) meetings. These were appreciated and provided a forum for information sharing and to provide guidance during an unknown and difficult time.
- We have worked hard to strengthen our relationships with principal associations and in the main these are productive partnerships. 9(2)(g)(i) [REDACTED]
- We have positive relationships which enable challenging conversations to respectfully occur, with a number of early learning associations and groups including Te Kōhanga Reo.

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## Relationships with Iwi

### Executive Summary

- There are 35 iwi located throughout the Bay of Plenty – Waiariki rohe, and the Ministry has relationships with 19 iwi. These relationships consist of the following work programmes, procurement agreements, and advisory groups:
  - Iwi partnering with Kahui Ako – 9
  - Iwi as PLD Providers – 2
  - Iwi participating in Te Hurihunganui (regional and national office) – 3
  - Iwi receiving Iwi Scholarship Funding (National Office) – 10
  - Iwi receiving Toikuranui Funding (regional) – 12
  - Iwi receiving Aotearoa NZ Histories (National Office)– 4
  - Iwi receiving Whanau Engagement (regional) – 10
  - Kawenata Agreement (Tuwharetoa, Ngati Raukawa and Tainui)

### Overview of funding streams

#### [Iwi partnering with Kāhui Ako.](#)

- Kāhui Ako is a collaboration of education, iwi and training providers that come together to raise educational achievement for all ākonga to help them achieve education success, particularly students at most risk of underachieving.

#### [Iwi as PLD \(Professional Learning and Development Providers\)](#)

- Professional learning and development to enable teachers, kaiako and leaders to strengthen their capabilities throughout their career. In 2020, the PLD priorities were reset to focus on core curriculum capabilities that enable a more responsive and equitable education system.
- The new priorities for English medium settings are:
  - cultural capability
  - local curriculum design
  - assessment for learning.
- The new priorities for Māori medium and te reo Māori settings are:
  - mātauranga Māori and te reo Māori
  - marau ā-kura
  - aromatawai.
- These have the potential to accelerate the achievement and wellbeing of ākonga Māori and their whānau. What works in communities will then be built back into the education system so that we see transformative shift for all ākonga Māori and their whānau throughout the education system. Te Puke was selected as one of six communities to trial Te Hurihunganui, and on 20 November 2020 they were also the first community to launch Te Hurihunganui

#### [Iwi Scholarship Funding](#)

- The Co-designed Iwi Scholarship pilot is comprised of two different streams of funding that are related to the following outcomes:

**Stream 1:** An iwi **scholarship** that supports uri/descendants onto an approved initial teacher education programme; and

**Stream 2:** A **support package** that covers a range of services that allows opportunity to engage uri to think about teaching as a career pathway, through to addressing challenges that are faced by students on a programme to get through and into the teaching workforce. For example: promotional events, mentoring, pastoral care.

- To date the Ministry has entered into agreements with 10 iwi from the Bay of Plenty - Waiariki region.  
[Toikuranui Funding – regional allocation = \\$406,664.57](#)
- The purpose of Toikuranui is to enable Iwi and us to work in partnership to support iwi in determining how best iwi can utilise this fund to support Māori learners. The identified priority actions for this funding are:
  - Support iwi and hapū curriculum development and implementation
  - Strengthen educationally powerful connections for Māori learners to enable Māori learners to participate, engage and achieve as Māori ākonga
  - Support whānau engagement and relationships within education
  - Implementation of an aspect(s) of the iwi/hapū that link to the BOP-Waiariki Rautaki a Mana Whenua – mana whenua to sustain Maori learners within their own communities. (co-designed with iwi).

#### [Aotearoa NZ Histories](#)

- Aotearoa New Zealand's histories sits in the social sciences learning area of the curriculum. The draft curriculum content embraces the histories of all the people who live in Aotearoa New Zealand and encourages schools and kura to develop local curriculum and marau ā-kura that reflect the histories of their communities.
- Learning Aotearoa New Zealand's histories will help ākonga understand there are multiple perspectives on historical and contemporary events and help them develop their critical thinking and inquiry skills

#### [Whanau Engagement](#)

- Budget 2020 provided funds to support Māori learners and their whānau reconnect with education services following COVID-19 and ensure they can access the full range of education and wellbeing services.
- It is recognised that Iwi have an important role in supporting Māori learners into meaningful education pathways.
- To recognise and support this, the Whānau Engagement Fund will support Iwi to facilitate engagement and broker relationship opportunities between Māori learners and their whānau and local education services with the aim of identifying the systemic barriers that prevent them from re-connecting back into education pathways.
- The allocation has been used to ensure Māori learners and whānau are well supported to access the full range of education and wellbeing services available to them and therefore achieve successful outcomes.

9(2)(g)(i)



## Engagement Schedule

### Bay of Plenty-Waiariki Iwi Forum Kaupapa

- The purpose of our Iwi Forum is to ensure that we maintain an enduring relationship with iwi across the Waiariki rohe. These forums address a number of important kaupapa and highlights on-going programmes of work and issues that concern iwi or are of significant interest to iwi. These forums are generally held once a term. The following is schedule of upcoming forums:
  - Bay of Plenty – Waiariki Iwi Forum – 28 October 2021
  - Tauranga Moana Iwi Forum – 11 November 2021
  - Eastern Bay of Plenty Iwi Forum – 25 November 2021
  - Te Arawa and Tuwharetoa Iwi Forum – 9 December 2021

### Relationships with Pacific Communities

- Earlier this year the Pasifika Network Waiariki held an Inaugural Pasifika Networking Fono at Te Manawaroa - University of Waikato Tauranga Campus, a place of learning with a history of supporting Pasifika success. The Pasifika Network Waiariki is a collective made up of Pasifika providers from across the Bay of Plenty region including AvaNiu Pasifika, Pacific Island Community (Tauranga) Trust, Rotorua Pacific Islands Development Charitable Trust, Pasifika in the Bay Trust and senior Pasifika leaders from the Toi Moana Bay of Plenty Regional Council, Bay of Plenty Rugby Union and Central Government.
- The Bay of Plenty is an exceptionally diverse region – geographically, socially and culturally. While the Pacific population across the Bay is smaller compared to the main centres like Auckland, Wellington and Hamilton, the challenges our Pacific communities face are the same – the scale is smaller but the issues are the same. Pacific providers in the region deliver services and support communities but they tend to do it in isolation from each other.
- In 2021 the Bay of Plenty - Waiariki region was allocated funding of 9(2)(g)(i) from the Pacific Education Innovation Fund. This has been allocated to two schools and three organisations. One organization, 9(2)(g)(i), is also receiving funding from the Auckland region and will be working with students in both Auckland and the Bay of Plenty – Waiariki to produce short films about student’s cultural experiences.

## Working with other agencies

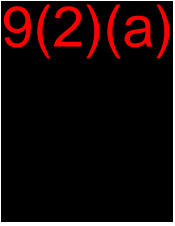
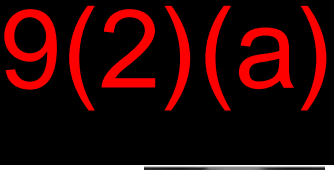
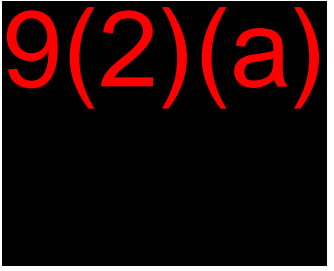
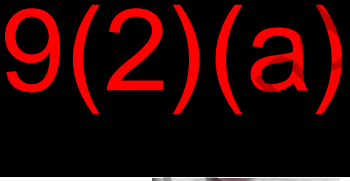
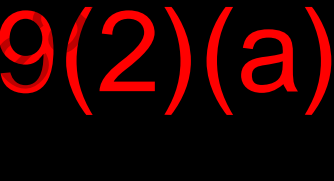
- The region is involved in a high number of cross agency opportunities which is greatly enhanced by having the Director of Education also holding the position of Pou Kōtui ā-rohe o Te Ratonga Tūmatanui, Regional Public Service Commissioner.
- This includes the convening of the Waiariki - Bay of Plenty Regional Leadership Group (WBOPRLG) shortly after the announcement of level 4 The lockdown. The group has been meeting regularly and a number of issues have been discussed which the group has been working together to address. Highlights include:
  - Strong Iwi representation/leadership and engagement
  - Good connection to health sector – vaccination and health workforce issues
  - Ability to implement responses quickly to resurgence issues
  - Improved coordination and connection of key agencies – in particular relationship with Emergency Management/Iwi– compared to the last lock-down
  - Members taking the lead in key areas – e.g. MSD RC is leading discussions on welfare support and the need for longer term solutions.
  - Maturity of relationship shown in discussions of issues beyond COVID-19.

9(2)(g)(i)

• 9(2)(g)(i)

Ministry of Education Bay of Plenty – Waiariki contact list as of September 2021

Leadership Team

Name	Position and contact details	Area of responsibility
<b>Leadership Team</b>		
Ezra Schuster 	<b>Director of Education</b> <a href="mailto:ezra.schuster@education.govt.nz">ezra.schuster@education.govt.nz</a> 07 349 8309 027 296 8196 Rotorua Office	<b>Bay of Plenty - Waiariki</b> Oversight of the Region
Dawid de Villiers 	<b>Manager Learning Support</b> <a href="mailto:dawid.devilliers@education.govt.nz">dawid.devilliers@education.govt.nz</a> 07 571 7828 027 568 0391 Tauranga Office	<b>Bay of Plenty – Waiariki</b> Oversight for the Learning Support of the Region
Andrew Sutherland 	<b>Performance and Quality Lead</b> <a href="mailto:Andrew.sutherland@education.govt.nz">Andrew.sutherland@education.govt.nz</a> 07 571 7855 027 233 7867 Tauranga Office	<b>Bay of Plenty – Waiariki</b> <ul style="list-style-type: none"> <li>• Manages and supports PQL team</li> <li>• Works with service managers across region around best business processes and monitoring</li> <li>• Supports Manager learning support</li> <li>• Planning Monitoring and reporting</li> </ul>
Merle Ramsay 	<b>Manager Education – Rotorua – Turangi – Taupō, Lead Advisor Kāhui Ako</b> <a href="mailto:merle.ramsay@education.govt.nz">merle.ramsay@education.govt.nz</a> 07 349 7397 021 240 7189 Rotorua Office	<b>Rotorua – Taupō – Turangi</b> <ul style="list-style-type: none"> <li>• Oversight of schools in the Rotorua- Taupō – Turangi areas</li> <li>• Early Learning Portfolio</li> <li>• Kāhui Ako Portfolio</li> </ul>
Vianney Douglas 	<b>Manager Education – Tauranga Moana</b> <a href="mailto:vianney.douglas@education.govt.nz">vianney.douglas@education.govt.nz</a> 07 571 7873 027 207 8727 Tauranga Office	<b>Tauranga Moana</b> <ul style="list-style-type: none"> <li>• Oversight of schools in the Tauranga Moana area</li> <li>• Network Portfolio</li> </ul>

<p>Ramon Messam</p> <p>9(2)(a)</p>	<p><b>Manager Education – Eastern Bay of Plenty</b>  <a href="mailto:Ramon.messam@education.govt.nz">Ramon.messam@education.govt.nz</a>  07 306 2516  021 243 9086  Whakatāne Office</p>	<p><b>Eastern Bay of Plenty</b></p> <ul style="list-style-type: none"> <li>• Oversight of Eastern Bay of Plenty Schools</li> <li>• Eastern Bay of Plenty – Senior Advisor</li> <li>• Secondary Network</li> </ul>
<p>Rebecca Lepa</p> <p>9(2)(a)</p>	<p><b>Analyst (Network)</b>  <a href="mailto:rebecca.lepa@education.govt.nz">rebecca.lepa@education.govt.nz</a>  07 349 7394  027 839 0046  Rotorua Office</p>	<p><b>Bay of Plenty – Waiariki</b></p> <ul style="list-style-type: none"> <li>• Oversight of Network advisors and portfolio</li> <li>• Analyst for Region</li> <li>• Provision of evidence to inform policy and practice.</li> </ul>
<p>Soraya Reid</p> <p>9(2)(a)</p>	<p><b>Business Support Manager</b>  <a href="mailto:soraya.reid@education.govt.nz">soraya.reid@education.govt.nz</a>  07 571 7805  027 483 2726  Tauranga Office</p>	<p><b>Bay of Plenty – Waiariki</b></p> <ul style="list-style-type: none"> <li>• Oversight of the Business Support Team</li> <li>• Facilities and day to day office operations for the region.</li> </ul>
<p>Veronica Stevens</p> <p>9(2)(a)</p>	<p><b>Infrastructure Manager</b>  <a href="mailto:veronica.stevens@education.govt.nz">veronica.stevens@education.govt.nz</a>  07 571 7500  027 453 9907  Tauranga Office</p>	<p><b>Bay of Plenty – Waiariki</b>  Oversight for the Property team of the region</p>
<p>Jon Dimock</p> <p>9(2)(a)</p>	<p><b>Principal Adviser</b>  <a href="mailto:jon.dimock@education.govt.nz">jon.dimock@education.govt.nz</a>  07 349 7386  027 220 7426  Rotorua Office</p>	<p><b>Bay of Plenty - Waiariki</b>  Supporting Ezra Schuster in his role as Director of Education for Bay of Plenty - Waiariki</p>
<p>Sunny Wikiriwhi</p> <p>9(2)(a)</p>	<p><b>Strategic Adviser Māori</b>  <a href="mailto:sunny.wikiriwhi@education.govt.nz">sunny.wikiriwhi@education.govt.nz</a>  07 349 7389  027 364 0362  Rotorua Office</p>	<p><b>Bay of Plenty - Waiariki</b>  Working mainly with iwi in the Bay of plenty – Waiariki areas and with national Māori peak bodies.</p>
<p>Deana Rika</p> <p>9(2)(a)</p>	<p><b>Strategic Adviser Māori – Whānau Engagement</b>  <a href="mailto:deana.rika@education.govt.nz">deana.rika@education.govt.nz</a>  07 343 1370  027 308 1314  Rotorua Office</p>	<p><b>Bay of Plenty - Waiariki</b>  Working mainly with iwi in the Bay of plenty – Waiariki areas and with national Māori peak bodies.</p>

Jodie Hickson 9(2)(a)	<b>School Finance Adviser</b> <a href="mailto:jodie.hickson@education.govt.nz">jodie.hickson@education.govt.nz</a> 07 349 7460 027 246 0633 Rotorua Office	<b>Bay of Plenty - Waiariki</b> <ul style="list-style-type: none"> <li>• Analysis of school's financial risk</li> <li>• Working with Schools and Board's in education of school finances</li> </ul>
Julia Pura - Mackenzie 9(2)(a)	<b>Principal Adviser Secondary Transitions</b> <a href="mailto:julia.pura - mackenzie@education.govt.nz">julia.pura - mackenzie@education.govt.nz</a> 07 571 7859 027 205 2298 Tauranga Office	<b>Bay of Plenty - Waiariki</b> <ul style="list-style-type: none"> <li>• Focus is on NCEA achievement, retention, transitions and progressions of our priority students across secondary schools /Wharekura and tertiary interface</li> <li>• Support sustainable networks and partnerships across the secondary-tertiary-employment interface.</li> </ul>
Chris Nielsen 9(2)(a)	<b>Principal Adviser Secondary Transitions</b> <a href="mailto:chris.nielsen@education.govt.nz">chris.nielsen@education.govt.nz</a> 07 343 1385 027 327 6846 Rotorua Office	<b>Bay of Plenty - Waiariki</b> <ul style="list-style-type: none"> <li>• Focus is on NCEA achievement, retention, transitions and progressions of our priority students across secondary schools /Wharekura and tertiary interface</li> <li>• Support sustainable networks and partnerships across the secondary-tertiary-employment interface.</li> </ul>
Renee Chapman 9(2)(a)	<b>Lead Adviser - Student Support</b> <a href="mailto:renee.chapman@education.govt.nz">renee.chapman@education.govt.nz</a> 07 349 7467 027 278 3980	<b>Bay of Plenty – Waiariki</b> Student Support Portfolio
Tracey Tupai - Rewi 9(2)(a)	<b>Regional Transport Adviser</b> <a href="mailto:tracey.tupai - rewi@education.govt.nz">tracey.tupai - rewi@education.govt.nz</a> 07 343 1359 027 568 8901 Rotorua Office	<b>Bay of Plenty - Waiariki</b> School transport
Michelle Le Bas 9(2)(a)	<b>Executive Assistant - Ezra Schuster</b> <a href="mailto:michelle.LeBas@education.govt.nz">michelle.LeBas@education.govt.nz</a> 07 349 7392 027 836 2796 Rotorua Office	<b>Bay of Plenty - Waiariki</b> Executive Assistant to Director, Ezra Schuster
Vacant	<b>Lead Adviser – Whanau Engagement</b>	<b>Bay of Plenty - Waiariki</b>

**State Services Commission Contact List as of September 2021**

Name	Position and contact details	Area of responsibility
Ezra Schuster 9(2)(a)	<b>Regional Public Service Lead</b> <a href="mailto:ezra.schuster@education.govt.nz">ezra.schuster@education.govt.nz</a> 07 349 8309 027 296 8196 Rotorua Office	<b>Bay of Plenty – Waiariki</b> Oversight of the region
Dominic Lepa 9(2)(a)	<b>Principal Adviser</b> <a href="mailto:Dominic.lepa001@msd.govt.nz">Dominic.lepa001@msd.govt.nz</a> 029 200 3439 Rotorua Office (Seconded from Ministry of Social Development)	<b>Bay of Plenty – Waiariki</b> Supporting Ezra Schuster in his role as Regional Public Service Commissioner for the Waiariki BOP region

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# Briefing to the Incoming Hautū Te Mahau Te Tai Whenua Deputy Secretary (Central)

Regional office: Hawke's Bay/Tairāwhiti

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Welcome to your new role

**This is the Hawke's Bay/Tairāwhiti regional office Briefing to Incoming Deputy Secretary, Te Tai Whenua (BIDS). It is intended to support you to undertake your role and responsibilities as Deputy Secretary.**

It sets out the role and purpose of the Ministry, what we do and how we work, and how we can support you in your role.

This BIDS also sets out the education context, and essential information about the substantial funding administered by the Ministry.

Welcome Jocelyn, we look forward to working with you. We are here to support you and help deliver your priorities and goals.

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# Hawke's Bay / Tairāwhiti Region

## Regional overview

9(2)(g)(i)  
[Redacted text block]

In our rohe, we have;

- 176 schools,
- approx. 306 individual early learning services (43 playgroups, 126 education and care, 42 kindergartens, 30 home based early learning, 20 playcentres, 88 Te Kohanga Reo),
- 40,000 students (31,000 in Hawke's Bay and 9,000 in Tairāwhiti),
- 3,855 teachers (across 2,935 FTTE) and
- 12,557 children attending early learning in our region.



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## How the regional office team can support you

**The regional office teams are responsible for supporting you in carrying out your Deputy Secretary functions and serving the aims and objectives you set.**

*We support you by:*

- providing you with strategic, performance and implementation advice, and the information and resources you need to make decisions ensuring our advice is clear and practical, supported by strong, evidence-informed analysis
- ensuring our advice considers the full range of matters, including strategic choices, operational implications, costs, and stakeholder views and concerns
- joining up and offering informed advice from across teams and external agencies
- providing other services to support you with your responsibilities, including Ministerial correspondence, Parliamentary questions, Official Information Act requests and media support.

The Ministry operates under a “no-surprises” principle. This means we will keep you well-informed of matters of significance within your responsibilities.

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## Who we are and how we operate

### *Hawke's Bay / Tairāwhiti regional office*

There are ten regional offices across the country. Our region, Hawke's Bay / Tairāwhiti has four offices, one located in Napier, one in Gisborne and satellite offices in Hastings and Wairoa. We are the lead agency in our co-located Gisborne office, and we lead the interagency relationship with IRD and DIA.

We have a number of teams across the offices, they include:

- 1. The School / Kura; Network; Kāhui Ako; Curriculum and Secondary Transitions teams** are led by Vivienne Mulligan and Natasha Kiwara, Managers Education. These teams ensure that education providers have the resources and support they need to deliver services to students. We provide services that support the governance, management, teaching and learning, curriculum and operations of schools/kura. We also monitor education provision and intervene where risk is identified to critical areas such as student achievement, and financial viability.
- 2. The Early Learning and Student Support team** led by Cherreen Exeter, Manager Education. This team administers a range of legislative and regulatory controls, provides information and support to the community about education options, determines and delivers funding and other resources and ensures that education providers have the resources and support they need to deliver services to students.
- 3. The Learning Support team** led by Sandra Kersey, Manager Learning Support. This team delivers specialist support services, funding and other resources and targeted intervention education services to children and young people with learning and development needs.
- 4. The Business Support team** led by Bianca Burns, Business Support Manager. This team supports the day to day running of the office and its facilities. Ensuring staff have the right tools for the job. They also provide administrative support to staff across the region.

- 5. The Education Infrastructure Service (EIS) team** led by Rita Sweetapple, Infrastructure Manager. This team works to manage, upgrade and improve the existing property portfolio in Hawke's Bay/Tairāwhiti.
- 6.** We also have a number of staff who are based in our offices but whom report directly to national office. These roles include capital works, resourcing, free and healthy school lunch programme, transport and auditors.

An internal organisation chart is attached as **Appendix 1.**

## Our Senior Leadership Team

9(2)(a)

Daniel Murfitt | Director of Education

9(2)(a)

[Redacted]

[Redacted]

Vivienne Mulligan | Manager Education

9(2)(a)

[Redacted]

[Redacted]

Natasha Kiwara | Manager Education

9(2)(a)

[Redacted]

[Redacted]

Cherreen Exeter | Manager Education

9(2)(a)

[Redacted]

[Redacted]

[Redacted]

9(2)(a)

Sandra Kersey | Manager Learning Support

9(2)(a)  
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Samantha Vernon | Principal Advisor to the Director of Education

9(2)(a)  
[Redacted text block]

Bianca Burns | Business Support Manager

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9(2)(a)

Tawehi Munro | Strategic Advisor Māori (Hawke's Bay)

9(2)(a)  
[Redacted text block]

Victor Walker | Strategic Advisor Māori (Tairāwhiti)

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9(2)(a)

Hayley Genet | Executive Assistant

9(2)(a) [Redacted]  
[Redacted]  
[Redacted]  
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[Redacted]  
[Redacted]  
[Redacted]  
[Redacted]  
[Redacted]  
[Redacted]

**Executive and management meeting framework**

Meeting	Where	Frequency
Manaaki Tairāwhiti	Gisborne	2nd Wed of the month
CARE Forum	Gisborne	3rd Thursday of the month
Matariki ESG Meeting	Napier	3rd Friday of the month
Wairoa CPG Meeting	Wairoa	3rd Wed of the month
Regional Public Sector Leads	Napier	Monthly

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### Executive Summary

Staff working in the school and kura space, across the Hawke's Bay/Tairāwhiti, include:

- Education Analysts, based in our Ahuriri office. The role of the Education Analysts is to provide information and process support to the regional school, kura, secondary transition, curriculum, Kāhui Ako and network teams, and assist in monitoring the performance of the sector through the collection, collation and analysis of information. Through effective analyse of the information collected priority work for the teams is identified. The analysts work often includes developing and maintaining systems for databases, undertaking documentation processing, and carrying out analysis projects as required.
- Senior Education Advisors, based in our Ahuriri and Tairāwhiti offices. The role of the Senior Education Advisor is to support the positive changes required across the education system to lift aspiration and raise educational achievement for every New Zealander. The Senior Education Advisor regularly engages with the learning community to broker and support the implementation of services, projects and initiatives.
- Lead Education Advisors, also based in our Ahuriri and Tairāwhiti offices. Our Lead Advisors work in partnership with Kāhui Ako, schools and kura, and internal Ministry teams, to identify issues and opportunities to improve equitable outcomes, problem solve, plan, prioritise and broker support. Lead Advisors also coach and mentor school, kura, network, curriculum and secondary transition (Ministry) colleagues.
- Our Student Achievement Function Practitioners (SAF) work with schools and kura across our region that require the highest levels of support, to raise student achievement; increase engagement and improve leadership capability, and with a group of principals that where leadership capability is evident. SAF in our region are also the key contact for each of these schools/kura, working alongside individual schools and kura to address the urgent needs.
- The Manager Education leads the team responsible for the delivery of core Ministry services to schools/kura, secondary/transition service providers and their communities, across the Hawke's Bay/Tairāwhiti region.

### What's on top

- Overseeing operational and strategic priorities
- Providing front line support
- Understanding and responding to the sectors' needs post COVID
- Working closely with local authorities, national office teams (especially SE&S and ELSA)
- Our key priorities, programmes and projects include school improvement with a focus on:
  - Wellbeing
  - Governance
  - Leadership
  - Curriculum, Teaching and Learning
  - Community engagement and consultation

## Challenges

# 9(2)(g)(i)

### Across agency activity

- Cross agency work with Police and Oranga Tamariki occurs in situations involving Child Protection.
- Better Public Service Middle Management development support
- Key relationship holder with our cross-agency work with NZSTA
- Key relationship holder with our cross-agency work with ERO (MM and EM) in schools
- Key relationship holder and Governance Group for the Evaluation Associates, Principal Leadership Advisors contract
- Key relationship holder with Te Runanganui o ngā Kura Kaupapa Māori o Aotearoa
- Digital Technologies/Hangarau Matahiko NO/RO interface
- Regionally Allocated PLD NO/RO interface and panels
- Aotearoa NZ Histories/Local curriculum NO/RO interface
- Tau mai te reo and Kā Hikitia NO/RO interface re-school/kura
- LPF Tool/PACT/TWA etc. NO/RO interface re-school/kura
- School Planning and Reporting NO/RO interface re-school/kura
- Monitoring contracts and sector work programmes such as Out of Hours Music, Reading Recovery etc.
- Programmes for Students NO/RO interface re-school/kura
- NCEA Change Package NO/RO interface re-school/kura
- NO/RO interface re- Formal and Informal support such as Statutory Interventions, Emergency staffing, emergency resourcing etc.

### People and capability

- Our team has the capability to fully engage in technical conversations with providers and the sector in English and Te Reo Māori.
- Staff that are not fluent speakers of Te Reo Māori have participated in Te Reo Māori sessions as part of the Culture Flows programme.
- To support Growth focused discussions with school/kura leaders, many staff are involved in a series of training and development workshops with the Growth Coaching International (GCI) team.
- Both Managers Education are accredited Coaches with GCI. This promotes greater goal focused discussion by team members in the regular performance/development catch up meetings.
- The school/kura team engaged in Treaty of Waitangi training that had a legal theme. Given the nature of the work that we do with boards and principals, the legal links resonated with the team.

# Curriculum Leads

## Executive Summary

Curriculum Leads are about the whole system learning together and from each other. Their job is to help teachers and kaiako make sense of the national curricula so that they can design great learning for ākonga.

The result will mean ākonga experience national curricula in a way that is relevant to them and their whānau and the community that they live in – and have a positive effect on their wellbeing.

### What's on top

- Curriculum sense-making with leaders and teachers
- Supporting distance learning during and post COVID
- Focus on wellbeing

### Challenges

- 9(2)(g)(i)

### Across agency activity

- Health organisations, Sport agencies, Catholic Diocese, EIT

### People and capability

- We have three Curriculum Leads in our region. One who works with kaiako in te Kohanga Reo and early learning services and two who work with schools and kura.
- Curriculum Leads have experience, knowledge and expertise in working within Te Whāriki, NZC and TMOA

# Network

## Executive Summary

Within the Network space we focus on developing and implementing strategies to improve network provision across schools/kura in the region.

Staff working within the network portfolio include:

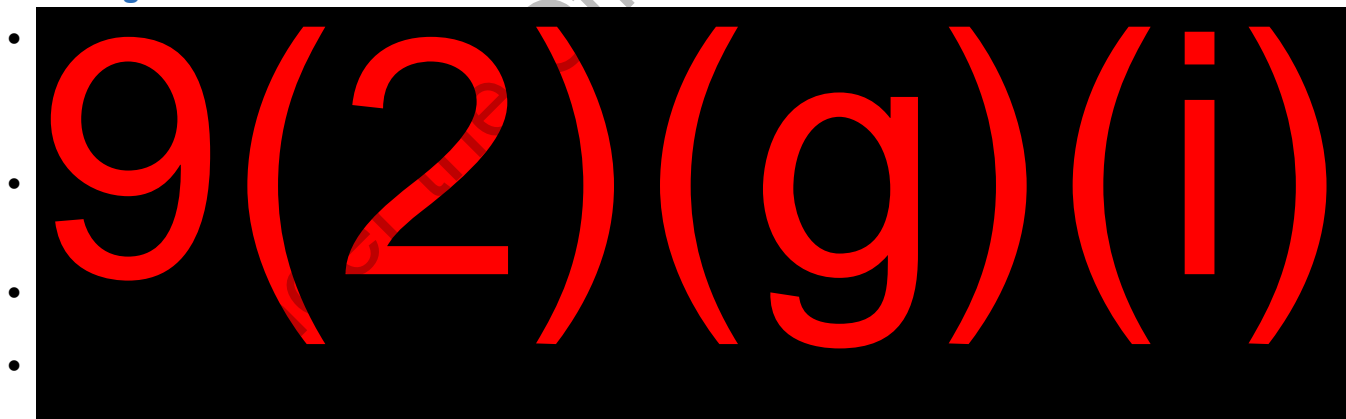
An analyst provides information around population changes, school roll fluctuations and other trends and changes impacting on the structure of education provision at all levels of the education network. This includes mainstream, Māori medium, Learning Support and early childhood, and is focussed on ensuring the network of schools maximises education outcomes.

The Manager Education and Lead Advisor support schools/kura at an individual level or across a network of schools/kura to develop strategies and approaches to manage roll change.

### What's on top

- Enrolment Scheme Implementation and Review
- Managing roll change, including budget bids for roll growth classrooms, applications for roll increases, change of class and levels, school closures and mergers and the establishment of new schools and kura.
- Network evaluations, including education plans for Māori Medium education and regional network growth.
- Working closely with the National Office Network team.

### Challenges



### Across agency activity

- Regional and District Councils, Iwi.

### People and capability

- In the absence of dedicated Network staff, the work required and undertaken within the Network Portfolio is responded to by the Manager Education, Lead Advisor and Analyst.
- To assist the analyst currently supporting Network monitoring and reporting, Power BI PLD was funded by the Ministry of Education.
- Significant support is provided by the National Network team to the Manager Education and Lead Advisor to help us meet National Reporting deadlines.

## Secondary Transitions

### Executive Summary

The Principal Adviser Secondary Transitions (PAST) are regionally based specialists providing change and thought leadership to education sector leaders, assisting them to make improvements that drive system change as students move through education to employment.

They will have a particular focus on achievement, retention, transitions and progression across the secondary school and tertiary interface and support sustainable networks and partnerships across the secondary-tertiary-employment interface.

### What's on top

Key priorities, programmes and projects:

- **Achievement, Retention and Transition (ART) data:** Using 2019 school leaver data to work directly with schools and kura to identify those at risk of not achieving NCEA Level 2 and discuss strategies to support retention and progression
- **The Review of Vocational Education (ROVE):** Feed into Regional Skills Leadership Groups and work within a changing tertiary context which will see the development of a new funding model in 2022 and likely to impact on future STP, STAR and Gateway provision
- **Regional Economic Development Strategies:** MATARIKI and Tairāwhiti Economic Action Plans, identify and support cross agency work to support employers to meet regional industry priorities and labour market needs:
- **Secondary Tertiary Partnerships (STP) national allocation:** Regional PAST will be providing input into assessment and funding decisions for 2021 provision (with a focus on meeting regional economic priorities).
- **Trades and Vocational Pathways Events:** Being run across the region over the rest of 2020 and into 2021, COVID-19 has delayed the rollout of events
- **Youth Employment Advisors:** These roles have been appointed and report to MSD. The contract sits with EIT and they have 2 positions in Napier, Hastings and 2 in Tairāwhiti

### Challenges

Risks, issues, trends:

9(2)(g)(i)

## Across agency activity

Cross agency work programmes:

- **Wairoa Community Partnership Group:** MOE is a part of both the Governance and Implementation groups to support community driven priorities
- **Matariki (Regional Economic Development Strategy) and TEAP (Tairāwhiti Economic Action Plan):** there is plenty of activity in this space, Iwi, central and local government and Industry are at the table.
- **MBIE:** CARE forum in Tairāwhiti led by Apryll Parata and other Government agencies to support PGF investment and in Hawkes Bay working with local advisors
- **TEC:** Working with Aaron Meglesce to support the Tertiary Education Strategy priorities and to work through impacts of COVID on tertiary providers and learner's wellbeing also to update sector on ROVE recommendations

• 9(2)(g)(i)

## People and capability

Recruitment, PLD:

- The PAST work closely as a team, co-working initiatives and programmes as required, across the region.
- One PAST is permanent and the other is on a fixed term secondment from Ministry of Social Development (MSD) until December 2020.
- Self-managing staff who manage their calendars to show visibility of their appointments and network meetings.

## Early Learning

### Executive Summary

It is the role of the Ministry to oversee and support early learning services, as they empower young children to become *competent and confident learners and communicators, healthy in mind, body and spirit, secure in their sense of belonging and in the knowledge that they make a valued contribution to society*. *Te Whāriki Early Childhood Curriculum*

Unlike schooling, it is not compulsory in New Zealand for children to receive early learning education and care. As a result, the Ministry does not administer the sector in the same way it does schools.

This means all early learning service providers operate independently of the Ministry, either as commercial businesses or one of various types of not-for-profit organisations.

We support services and help them navigate the many different regulatory, curricular, and funding requirements they must meet. We guide services to set up and becoming licensed, and we are responsible for licensing, monitoring, and funding early learning services. One of the Ministry's roles is to ensure that all licensed and certificated services are meeting regulatory requirements.

Any person who is concerned or unsatisfied with a situation, process or decision at an early learning service can complain to the Ministry. We assess and manage all complaints to determine impacts on children's education and any risks to child health, safety and wellbeing.

There are 340 early learning services and certificated Playgroups made up of

- 125 Education and Care,
- 42 Kindergartens,
- 28 Home based
- 18 Playcentres,
- 2 Hospital based,
- 87 Te Kōhanga Reo, and
- 38 Playgroups.

### What's on top

Key priorities, programmes and projects:

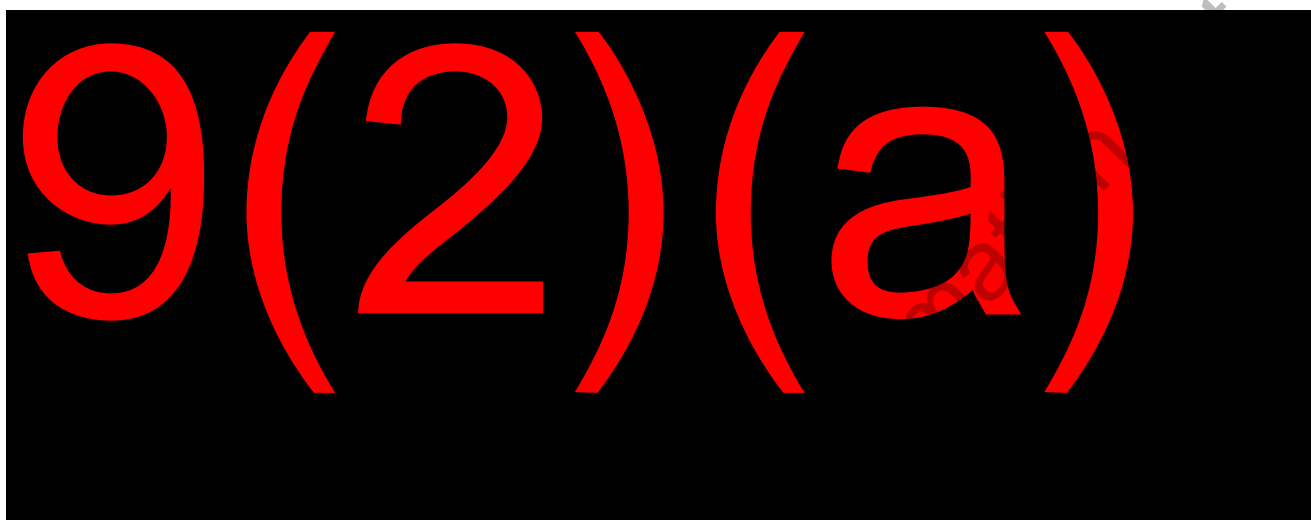
- **SELO:** (Strengthening Early Learning Opportunities for children, whānau, families and communities) is a professional development programme to support early learning services. A group of approved facilitators deliver professional development across the region. The regions SELO budget is \$627,120 for this financial year. 31% of this funding has been committed to date.
- **Participation:** The ECE Participation Programme was established in 2010 to achieve the Better Public Services (BPS) 98% target. The BPS target has been discontinued, but the work on increasing participation continues. In March 2021 we achieved 96.9% prior participation. Māori and Pasifika were lower at 95.4% and 93.4% respectively. There are five initiatives that support whānau needs to access early learning for their tamariki. We are managing 12 projects across the five initiatives.
- **Licensing:** Six of the 302 licensed early learning services are on conditional licenses on 13 August 2021. Of these six, one service is on a Probationary Licence, this is the first licence granted to a new early learning service, one is on a Temporary Relocation Licence and four are on Provisional Licences, these services have been assessed to be non-compliant with regulatory and/or licensing requirements. 25

services are being supported and monitored to lift quality after concerns were identified by the Education Review office.

- **Certification:** Playgroups provide an environment for children and parents to learn together and for parents to support each other. Two of the 38 playgroups are currently in recess. Recessed playgroups have chosen to temporarily close for up to six months.

## **Challenges**

Risks, issues, trends



### **Across agency activity**

- Cross agency work with Police and Oranga Tamariki occurs in situations involving Child Protection. This cross-agency work is effective.

### **People and capability**

- Eight Ministry early learning staff work with the 340 Hawke's Bay/Tairāwhiti early learning services. All positions are filled.



## Learning Support

### Executive Summary

We deliver specialist support services, funding and other resources and targeted intervention education services to children and young people with learning and development needs.

### What's on top

1. Learning Support Delivery Model progress
  - Learning Support Coordinator (LSC) support (Matariki) fortnightly meetings with Service Managers (SM) / LSCs / Across School Lead
  - One Table implementation
  - Socialise One Table concept
  - Initial meetings with remaining Kahui Ako in Napier
2. Implementing Awhi work across all disciplines
3. Speech Language Therapists (SLT) Practice Project - LSDM and Speech Language Therapy
4. Trauma informed facilitation - (Neurosequential model)
  - PD with three separate Napier schools
  - PD planned with Ahuriri Kahui Ako, Term 3

### Challenges

9(2)(g)(i)

### Across agency activity

- Lots of collaboration with RTLB including LSDM Presentations, PD, co-working, Behaviour and Communication Teams, SENCO presentations
- Service Manager on HB Suicide Postvention Team
- One Learning Support Advisor spends one day a fortnight based in Napier Oranga Tamariki office
- Te Tupu Managed Moves
  - SM on Governance and Evaluation Committee
  - LSA key contact for Te Tupu Coordinator
  - Trauma and Behaviour Professional Development and Advice and Guidance
- CHB Cross Agency Triage Team - multi-agency group that meets monthly to discuss and progress supports for clients/families referred to the triage table. This is an operational initiative from the CHB District Council as part of their citizen well-being focus in the strategic plan. The previous Director (Roy Sye) committed an operational MoE leader to this forum in an ongoing capacity. The group has been in operation for approximately 8 months.
- Manaaki Tairawhiti operational leaders team.
- Service Manager participation in panels for approving IWS(intensive wraparound service) and HCN High and complex needs) referrals.
- Child mortality review panel
- Planning for counselling in schools (56 schools in HBT) will require multiple contracts with NGO providers.

### *People and capability*

- 4 Psychologist vacancies. We have been recruiting for psychologists since Dec 2020.
- Two intern psychologists in Napier
- One intern OT in Napier
- 3 of our 6 Service Managers are new to the role.
- **9(2)(a)**
- PIA on secondment to National office – we are recruiting internally to fill this.
- Plan in play to introduce training in the Neurosequential Model (Werry Centre) and offer trauma informed support to schools. Staff members participating from both Napier and Gisborne offices.

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## Performance and Quality

### Executive Summary

The team covers a wide range of activities and responsibilities which include but not exclusive to contract management, reporting, practice fidelity, Learning support professional development, fund management, direct service delivery and other supporting activities for the Manager Learning Support and Learning Support Leadership team. We are a regional team supporting Hawkes Bay and Tairāwhiti.

Provide monthly analysis and reporting in addition to other requests made from the Leadership Team e.g. registers and complaints received about Learning Support, casework review.

### What's on top

1. Management and deliver of the Incredible Years (IY) suite of programmes in partnership with Resource Teacher Learning Behaviour (RTLB) and non-government agencies (NGOs). We have national targets to deliver (10 IY Teacher) and (13 IY Parent).
2. Implementation support for PB4L School wide across all three tiers, involving funding, training, coaching and evaluation across 74 schools.
3. Fund management to increase consistency and transparency of decision making across all our funds available to support schools and Early Childhood centres (In Class Support, Year 11 +, Communication Support Workers, Behaviour teacher aides, Education Support Workers, Ongoing Resource Scheme allocations and any others that are driven by initiatives in Learning Support).
4. Support to projects across the region e.g. EC Problem Solving teams.
5. Practice support for the Intensive Wrap around Service, High Complex Needs, individual case work and other initiatives such as "Ngatahi" in the Hawkes Bay. Support to practitioners and project leads.
6. Most recently the integration of training and the delivery of individual case work/ services. Prevention as well as response to needs.

### Challenges

- 9(2)(g)(i)

### Across agency activity

- Incredible Years works closely with other agencies.

### People and capability

The team includes:

- Practice and Implementation Advisor (1): Andrew Rae, currently on secondment
- Positive Behaviour for Learning Practitioner (1): Jens Andersen,
- Registered Psychologists (.5): Chris Ratcliffe
- Senior Advisor (1): Kim Vercoe.
- Performance and Quality Lead (1): Diana Shepherd.
- PB4L School Wide Practitioner (1): Marcus Gough

## Student Support

### Executive Summary

Student Support is a core element of the services provided by the Ministry of Education to ensure all learners have the best and equal opportunities to achieve and aspire in their education.

The support and guidance provided by Ministry staff ranges from direct involvement, to facilitation and contract management, to more administrative roles. Regardless of the roles, they each fulfil an important function to ensure consistent and best practices are applied across the region.

Ministry funded programmes and initiatives add another layer of support that may support the student, whanau, school, community or a combination of those.

Regardless of which service is provided, building relationships, and maintaining them, is a critical part of the work undertaken by Ministry staff.

### What's on top

Key priorities, programmes and projects:

- **Exclusions:** As at 14 July, there are eight excluded students needing a pathway back into education. The number of days these students have been excluded ranges from 13 to 159. Between July 2019 and June 2020 we supported 41 excluded students back into education. The percentage of students who have been returned to schooling within 40 calendar days is 41% (the target is 55% or more).
- **Stand-downs and Suspensions:** In general we have little engagement in this space, although any conditions set for students who are returned to school are checked for appropriateness (eg compliance with legislation) and timelines for processes are monitored.
- **Interim Response Fund (IRF):** The aim of the fund is to keep students engaged in learning, following significantly challenging behavioural events. We have \$241,325 available for this financial year. 98.37% of the previous year's budget was allocated.
- **Te Aho o Te Kura Pounamu, Te Kura:** This service provides distance learning opportunities for students who meet entry criteria. We have approved 144 applications for Te Kura since January 2020. Te Kura is often a preferred pathway back into education for students who are Non-Enrolled or excluded from school. We are currently exploring ways in which Te Kura may support students who are on remand.
- **Alternative Education (AE):** AE is designed to act as a short-term intervention to support students who have been alienated from other forms of schooling. It aims to re-engage students in a meaningful programme targeted to their individual needs and support them to transition back to mainstream schooling or further education/training. For the 2019/20 financial year there were 86 students enrolled in the 116 Alternative Education places. This is 74% capacity. There are seven schools contracted to provide Alternative Education: Central Hawkes Bay College (5 places), Flaxmere College (77 places), Lytton High School (29 places), Ngata College (5 places), Te Waha o Rerekohu Area School (1 place), Tolaga Bay Area School (1 place) and Wairoa College (7 places).
- **Attendance Service (AS):** Attendance Service contracts support schools to develop individual plans to identify and address barriers to attendance for individual students. There are two organisations contracted to support student attendance, Te Runanganui o Ngati Porou Trustee Limited in Tairāwhiti and Te Taiwhenua o Heretaunga Trust in Hastings. Wairoa College has been subcontracted by Te Runanganui o Ngati Porou Trustee Limited to provide AS in Wairoa.

- **Early Leaving Exemptions:** These can be applied for, where appropriate, for students aged 15 and over. We have approved 41 (at 16 June) early leaving exemptions during the 2019/2020 year. This is proportional to our student population.
  - **Activity Centres:** Activity Centres provide a specialised learning programme for secondary school students (Years 9-13) who are at risk of disengaging from mainstream schooling and/or at risk of low educational, social or vocational outcomes. There are three Activity Centres in the region; Akina Activity Centre, Napier Community High and Turanganui a Kiwa Activity Centre.
7. **Mentoring Service:** The National Mentoring Service is a community-based mentoring programme that helps secondary students overcome barriers to learning. It aims to support young Māori and Pacific learners who are at risk of not achieving NCEA Level 2 and aims to increase student attendance, increase student engagement in school and improve wellbeing. Five schools or organisations provide mentoring support; 9(2)(g)(i)
  8. **Home Education:** Home education is where parents or legal guardians take responsibility for the education of their children, instead of enrolling them in school. 285 active home educated students. We have received 36 applications to date in 2020 and we received 59 applications in 2019.
  9. **Study Support Centres:** Study Support Centres provide for educationally at risk students Years 3-8 from decile 1 to 3 schools. The aim is to improve their study habits which in turn will support further engagement and achievement as student's progress through education. Four schools are contracted to provide study support centres; Henry Hill School (20 students), Kaiti School (21 students), Kimi Ora Community Schools (30 students) and TKKM o Mangatuna (21 students).
  10. **Service Academies:** Service Academies are a one-year military focused programme run within secondary schools in collaboration with the New Zealand Defence Force. Three schools provide Service Academies; Flaxmere College, Wairoa College and Gisborne Girls' High School.
  11. **Teen Parent Units:** Teen Parent Units provide wraparound support to pregnant and parenting students by working closely with the affiliated Early Childhood Education Centre as well as community groups and government agencies. There are three Teen Parent Units within the region; Flaxmere College Teen Parent Unit, Hawke's Bay School for Teenage Parents and the Lytton High School Unit for Teenage Parents.

## Challenges

Risks, issues, trends

9(2)(g)(i)

# 9(2)(g)(i)

## *Cross agency activity*

- Cross agency work is a key tool for us and occurs regularly with the Attendance Service, Police, Oranga Tamariki, Ministry of Social Development, Health and Youth Justice. This cross-agency work is effective in supporting students back into education pathways.

## *People and capability*

- Four Ministry staff work in the Student Support team. All positions are permanently filled.

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## Business Support

### Executive Summary

The Business Support team provide administrative support to staff across the region. The team respond to counter, phone and email enquiries. They manage the vehicle fleet, facilities, IT, travel, payroll, functions and events. They provide administrative support for referrals, student applications, finance, procurement and fund holding processes.

### What's on top

Over the last two years there has been significant improvements in the regional offices, resources and processes. Priorities for the team for the next year include:

- a. Improving regional processes and establishing consistency across the offices.
- b. Establishing a repository for regional specific information.
- c. Establishing a repository for HR information for managers.
- d. Continuing to improve regional onboarding / offboarding and induction processes.
- e. Improving emergency management processes including, duress, lockdown and natural disaster.

### Challenges

- 9(2)(g)(i)

### Across agency activity

- The Business Support team are internally focussed supporting other staff to support sector.

### People and capability

- The Business Support team is made up of nine staff. They have three fulltime staff in Gisborne and five fulltime staff and one part timer (0.3 FTE) in the Napier. All team members are on permanent contracts.
- Eight of nine staff have started with the Ministry in the last four years.
- 9(2)(f)(iv)

# Education Infrastructure Services (EIS)

## Executive Summary

Te Puna Hanganga, Matihiko | Infrastructure and Digital is one of several business groups within Te Tāhuhu. Te Puna Hanganga, Matihiko reports to the Deputy Secretary – Infrastructure and Digital position.

Te Puna Hanganga, Matihiko:

- leads inclusive, accessible and integrated national, digital and physical infrastructure and transport services to the education system
- is a centre of excellence on national asset management, procurement and capital cost efficiencies
- identifies and addresses barriers to comprehensive and equitable education services

## Structure

Scotty Evans is the Deputy Secretary and is supported by a leadership team of 9 who have responsibilities for Property Delivery, Digital, Procurement, Finance and Investment, Strategic Asset Management, Strategy and Policy, Risk Assurance, School Transport and Business Services.

## Regional Representation

Te Puna Hanganga, Matihiko has four regions: Northern, Central North, Central South and Southern. The following groups are represented in the Napier Office and have various reporting lines:

### 1. Asset Management (AM)

Report to Gary Anaru, Regional Infrastructure Manager, Central North Region (based in Hamilton).

AM is the key relationship manager for the Ministry in what can be described as a landlord-tenant partnership with Boards of Trustees. Working directly with schools we are the “go-to” contact point for all property services delivered by Te Puna Hanganga, Matihiko.

Key areas of activity are:

- helping schools prepare and implement 10 Year Property Plans so they plan ahead, prioritise resources and carry out essential maintenance
- advising schools on how best to utilise, modernise, develop and maintain their property
- carrying out formal “landlord inspections” to keep oversight of Crown assets and maintain our relationships with school leaders.

AM also:

- supports the front-line property partnership with proprietors and boards of trustees of state-integrated schools (from National Office)
- is responsible for delivering the national weather-tightness remediation programme through its front line staff.

The Napier based AM team are:

- Rita Sweetapple - Infrastructure Manager
- Alan Dibley, Dan Jones, Geri Dethier - Property Advisors
- Terese Rogers - Property officer



## 2. School Transport

Report to National Office

The School Transport team is the largest provider of passenger services in New Zealand, after Auckland Transport. The key focus is improving access to compulsory education by providing:

- Ministry Contracted Services: We contract transport providers to provide bus and ferry services.
- Specialised Transport Assistance (SESTA): We assist students with specific transport requirements to travel to school and from school by either paying a direct allowance to their caregivers, or by contracting the specialised door-to-door service they need (managed in Wellington).
- Allowances: We provide conveyancing allowances to students to help with school travel costs in locations where there is no transport service available (managed in Wellington).
- Direct Resourcing: We directly support state and Māori Medium schools to manage their own transport assistance.
- Technology Transport: We provide technology transport services for around year 7 and 8 students so they can access specialised facilities that are not available at their own schools (managed in Wellington).

The Napier based School Transport team are:

- Janice Kennerley - Regional Transport Advisor (school contact and bus routes)
- Peter Patterson - Transport Contract Manager (safety and compliance)

## 3. Capital Works

Report to Managers based in Wanganui and Wellington

Capital Works purpose is to provide safe, inspiring and flexible learning environments that support educational achievement through delivering capital projects in partnership with schools.

These projects include building new schools and new classrooms to meet roll demand and sufficiency of space, upgrading existing buildings to address condition issues and to provide suitable space to support and enable schools to realise their vision for teaching and learning.

The team includes a specialist group of delivery managers who work closely with schools and design teams to project manage the design and construction process from end to end. The team also includes people with specialist technical expertise who attend building sites to provide quality assurance during construction.

The Napier based CW team are:

- PC Groenewald - Delivery Team Manager, Minor Works
- Nick Cottier - Delivery Manager, Minor Works
- Mark Baylis - Delivery Manager, Capital works Central
- Trent Farey - Delivery Manager, Capital works Central
- Jacob Laird – Delivery Manager, Capital Works, Central
- Carla Hempel - Assistant Delivery Manager, Capital Works Central

Sector engagement and relationships  
**Hawke's Bay/Tairāwhiti Kāhui Ako Lead Principal/Lead Contact List**

Lead Principal/Lead	Kāhui Ako	Email
Lisa Maniapoto	Porou Ariki (Gisborne)	<a href="mailto:principal@whangara.school.nz">principal@whangara.school.nz</a>
Andrew Turner	Taha Hinengaro (Gisborne)	<a href="mailto:andrewt@gisboyshigh.net">andrewt@gisboyshigh.net</a>
Maria Sheridan	Taha Tinana (Gisborne)	<a href="mailto:principal@ngauriamaui.school.nz">principal@ngauriamaui.school.nz</a>
Richard Lambert	Mata Nui o Kahungunu (Wairoa)	<a href="mailto:principal@wairoaprimary.school.nz">principal@wairoaprimary.school.nz</a>
Glenn France	Mataruahou Napier City (Napier)	<a href="mailto:principal@portahuriri.school.nz">principal@portahuriri.school.nz</a>
Chris Meynell	Matariki (Napier)	<a href="mailto:principal@marewa.school.nz">principal@marewa.school.nz</a>
Nicky Anderson	Ahuriri (Napier)	<a href="mailto:nickya@tamatea.school.nz">nickya@tamatea.school.nz</a>
Stephen Hensman	Ōtātara Taradale	<a href="mailto:stephen@hensman.co.nz">stephen@hensman.co.nz</a>
Ricardo Fox	Whirinaki (Hastings)	<a href="mailto:principal@mayfair.school.nz">principal@mayfair.school.nz</a>
Sam Hocking	Whirinaki (Hastings)	<a href="mailto:principal@twyford.school.nz">principal@twyford.school.nz</a>
Rohan Pearse	Ngā Hau e Whā (Hastings)	<a href="mailto:principal@mahora.school.nz">principal@mahora.school.nz</a>
Tim White	Ngā Hau e Whā (Hastings)	<a href="mailto:twhite@frimley.school.nz">twhite@frimley.school.nz</a>
Mark Gifkins	Hastings East	<a href="mailto:principal@parkvale.school.nz">principal@parkvale.school.nz</a>
Rob Sturch	Hastings East	<a href="mailto:headmaster@hastingsboys.school.nz">headmaster@hastingsboys.school.nz</a>
Anne Hilton	Steiner Waldorf	<a href="mailto:annehiltoncol@taikura.school.nz">annehiltoncol@taikura.school.nz</a>
Gavin Clark	Lower North Island Christian Schools	<a href="mailto:principal@hcs.school.nz">principal@hcs.school.nz</a>
Robyn Isaacson	Te Waka o Māramatanga (Flaxmere)	<a href="mailto:robyn.isaacson@flaxmere.school.nz">robyn.isaacson@flaxmere.school.nz</a>
Maurice Rehu	Te Waka o Māramatanga (Flaxmere)	<a href="mailto:principal@irongate.school.nz">principal@irongate.school.nz</a>
Julie Thelwall	Te Angi Angi (CHB)	<a href="mailto:principal@argylleast.school.nz">principal@argylleast.school.nz</a>
	Ruahine (CHB)	

Association	Contact	Email
<b>Hawkes Bay Primary Principals' Association</b>	Mark Johnson	<a href="mailto:markj@gms.school.nz">markj@gms.school.nz</a>
<b>Hawkes Bay Secondary School Principals' Association</b>	Dawn Ackroyd	<a href="mailto:dackroyd@nghs.school.nz">dackroyd@nghs.school.nz</a>
<b>Gisborne Primary Principals' Association</b>	Andrew Hayward	<a href="mailto:principal@gisbornecental.school.nz">principal@gisbornecental.school.nz</a>
<b>Tairawhiti Secondary Schools Principals' Association</b>	Wiremu Elliott	<a href="mailto:el@lyttonheight.net">el@lyttonheight.net</a>
<b>Central Hawkes Bay Principals Association</b>	Sarah Laugeson	<a href="mailto:principal@stjosephschb.school.nz">principal@stjosephschb.school.nz</a>

*Engagement schedule for 2021*

- Termly sector zooms, one with early learning services and one with schools/kura
- Principal Association meetings, meeting times vary
- Ad-hoc meetings as required

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# Iwi Māori Education Relationships

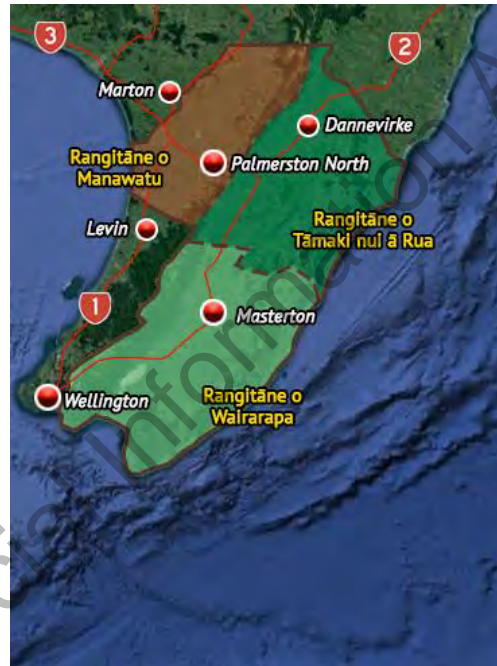
## Executive Summary

We deliver Ministry of Education national and regional iwi, hapū, whānau and marae liaison and relationship services and funding that supports Tiriti based relationships.

### Ngāti Kahungunu iwi rohe



### Rangitāne iwi rohe



## What's on top

### Ngāti Kahungunu iwi and hapū entities

- MOE secondment of HB Strategic Advisor Māori (two days per week) to Ngāti Kahungunu Iwi Incorporated (NKII). due to alignment of MOE education work programme and NKII strategic objectives, priorities and goals.
- 9(2)(g)(i) [Redacted]
- 9(2)(f)(iv) [Redacted]
- 9(2)(g)(i) [Redacted]

9(2)(g)(i)

9(2)(g)(i)

Challenges

9(2)(g)(i)

# 9(2)(g)(i)

## *Across Agency Capability*

- **Ngāti Kahungunu Iwi Incorporated (NKII) Quarterly Equity Forum** - The Ministry of Education regional director is a contributor to this forum. An underpinning focus for this forum is the NKII Mātauranga Strategy, which includes inequities for Kahungunu/Māori/ Pasifika learners in STEM and Streaming in schooling. Other Education bodies (who are developing their own relationship with NKII) are:
  - **NZQA.** Has a MoU with NKII. The data that has been shared with the iwi and other education bodies shows STEM inequities for Māori and Pacific Island learners in schooling.
  - **ERO.** Pilot being initiated with NKII in five schools to look at the success in Māori medium and what a kaupapa Māori/Kahungunu approach for internal and external evaluation for English medium schools in Ngāti Kahungunu could look like.
  - **TEC.** Provision of tertiary database licence to review and develop relationships and educational pathways with tertiary education providers for Kahungunu learners and whānau.
  - **NZSTA.** Early discussions about developing trusteeship competency for Kahungunu whānau who are wanting to be BOT trustees in schools.
  - **NZ Principals Federation.** Advocate for Ngāti Kahungunu Iwi Incorporated and its Mātauranga strategy.
  - **HB Primary Principals Association.** Advocate and promoter of NKII and its Mātauranga strategy to schools and Kāhui Ako.
  - **HB Secondary School principals Association.** Developing relationship.
  - **Eastern Institute of Technology.** Developing relationship with School of Education and Social Humanities.
  - **Teaching Council of New Zealand.** Developing relationship.
  - **Te Aho o Te Kura Pounamu.** Developing relationship.

## Tairāwhiti Iwi Rohe



### What's on top

Tairāwhiti regional office has relationships with the five Tairāwhiti iwi and Te Rūnanga o Tūranganui-ā-Kiwa (TROTAK).

- **Ngāti Porou** CEO George Reedy
- **Te Aitanga-a-Hauiti** General Manager Kelly Blackman
- **Rongowhakaata** General Manager (Interim) Teina Moetara
- **Te Aitanga-a-Māhaki** Chairperson Pene Brown
- **Ngai Tāmanuhiri** General Manager Doug Jones
- **TROTAK** CE Ronald Nepe

The relationship is reflected in three interrelated and intersecting iwi-centric approaches. These are:

1. Maru Whakatipua,
2. Te Aitanga-a-Hauiti - Iwi Partnering with Kāhui Ako and
3. the Tūranga Histories with Te Rūnanga o Tūranganui-ā-Kiwa (TROTAK). TROTAK provides educational resources for the iwi groups Rongowhakaata, Te Aitanga-a-Māhaki and Ngai Tāmanuhiri. The resources are being used in several Tūranganui-ā-Kiwa Schools.

## Across agency activity

### Maru Whakatipua

*Maru Whakatipua* is a collective of Tairāwhiti Iwi, Ngāti Porou, Rongowhakaata, Ngai Tāmanuhiri, Te Aitanga a Māhaki, Te Aitanga a Hauiti who have come together to collectivise their resources, efforts, and leverage to support quality learning outcomes for their tamariki, mokopuna across Tairāwhiti, prioritising Maori Medium Education delivery.

Maru Whakatipua formalised their commitment to work together in 2018. with the co-hosting of the August 2018 *Maru Whakatipua Conference*. The conference was co-hosted and sponsored by MoE. For the past three years, Maru Whakatipua has worked to implement and achieve the recommendations from the Conference underpinned by an Iwi/MoE co-design approach that ensures.

- (a) Whanau are actively engaged, encouraged, and supported to be active participants in the kura, schools, puna, Kōhanga their tamariki attend and support their tamariki to be successful in pursuit of their education goals and aspirations.
- (b) Support Maori learners and whanau to access the full range of education and wellbeing services been delivered by local education services in this post COVID-19 environment and reconnect Maori learners and their whanau back into education and to ensure they are engaged in learning and on track with completing their education pathway.

### Te Aitanga-a-Hauiti partnering with the Porouariki Kāhui Ako

Te Aitanga-a-Hauiti iwi partner with the Porouariki Kāhui Ako comprising; Kaiti School, Te Kura Reo Rua o Waikirikiri, Whāngārā School, Tolaga Bay Area School and Kahukuranui, Hātearangi School, Te Kura Kaupapa Māori o Māngātuna, Makarika School, Hiruharama School, Ngata Memorial College, TikiTiki School, Te Waha o Rerekohu Area School, Ngāti Porou East Coast Principals Association.

### Te Rūnanga o Tūranganui-a-Kiwa: Tūranga Histories

Support iwi and hapū to identify and agree critical local histories that can be used to support the teaching and learning of Aotearoa New Zealand Histories.

### Rau Tipu Rau Ora Tairāwhiti Governance Group

- Ministry of Social Development
- Ministry of Business Innovation Employment – Provisional Development Unit (PDU)
- Ministry of Education – Daniel Murfitt
- Te Puni Kōkiri

### Manaaki Tairāwhiti Governance Group

Manaaki Tairāwhiti is a group of local iwi and cross-sector leaders changing how social services work together to help whānau flourish.

Ronald Nepe (Co-chair), George Reedy (Co-Chair), Sam Aberahama (Police), Jim Green (Hauora Tairāwhiti), Reweti Ropiha (Turanga Health), Leanne Forward (Corrections), Gavin Murphy (Trust Tairāwhiti) Naomi Whitewood (Kainga Ora), Mere Pohatu (TPK), Daniel Murfitt (Ministry of Education), Julie Tangaere (Oranga Tamariki) Rehette Stoltz (Mayor) Kararaina CalcottCribb (HUD).



9(2)(g)(i)

### Challenges

9(2)(g)(i)

#### *Increase People and Capability*

- Te reo Māori kaiako capability
- Te reo Māori kaiako capability in STEM subjects
- Experienced and capable Board of Trustee Governance
- Ngāti Porou East Coast Schools Principal succession planning
- Opportunity to 'grow' own kaiako
- Opportunity for integrated Kāhui Ako and Iwi Wānanga

#### *Engagement Schedule*

Engagement schedule for iwi/hapū is determined by kaupapa that manifests through the Ministry of Education.

## Pacific Education

### Executive Summary

The role of the Pacific Engagement is to broker support for education opportunities that meet the needs of Pacific children and young people, families and communities, including supporting early learning settings and schools to proactively respond to the learning needs of their Pacific learners and families.

We contract Pacific service providers, community groups and organisations to work with groups of Pacific families to identify their education aspirations, to support the building of stronger relationships with education providers, where necessary, and to broker access to education services and programmes and, in turn, grow sustainable partnerships. Funding allows for responsive, family and community-led support.

We also have an early learning adviser to support the leadership, management and governance practices in our four Pacific early learning services to best meet the needs of Pacific young children their families and communities. This position also supports Pacific services in the Taranaki, Whanganui, Manawatū region.

### What's on top

Key priorities, programmes and projects:

- Build, strengthen and maintain relationships with key stakeholders – cross agencies, education providers, Pacific community and other organisations through networking
- Support Community/Education providers with facilitating Pacific Events in the region on behalf of MOE to show support of their fa'amoemoe (purpose/kaupapa) & give visibility of MOE Pacific Engagement role
- Monitor, manage and support contracts with Education/Community Providers who have been successful in their application for Pacific Education Funds by way of progress meetings and final reports.
- Evaluating Pacific Education Fund processes and implementing changes for the region as well as feeding back to National Office during weekly Regional FTE meetings with Pacific Engagement Advisors across the country.
- Increase cultural awareness and responsiveness for staff in the local ministry office eg. Celebrating Pacific language weeks, deliver introductory presentation on Tapasā, support or guidance for individual/team, giving a Pacific lens on consultations/draft proposals/approaches for different parts of the Ministry
- Keeping Pacific Communications team at National Office informed of Pacific Events happening in the region (Pacific Education Fund providers or MOE facilitated events for Pasifika) to highlight and promote smaller regions internally and externally.

### Challenges

Risks, issues, trends

9(2)(g)(i)

# 9(2)(g)(i)

## *Across agency activity*

Cross agency work programmes:

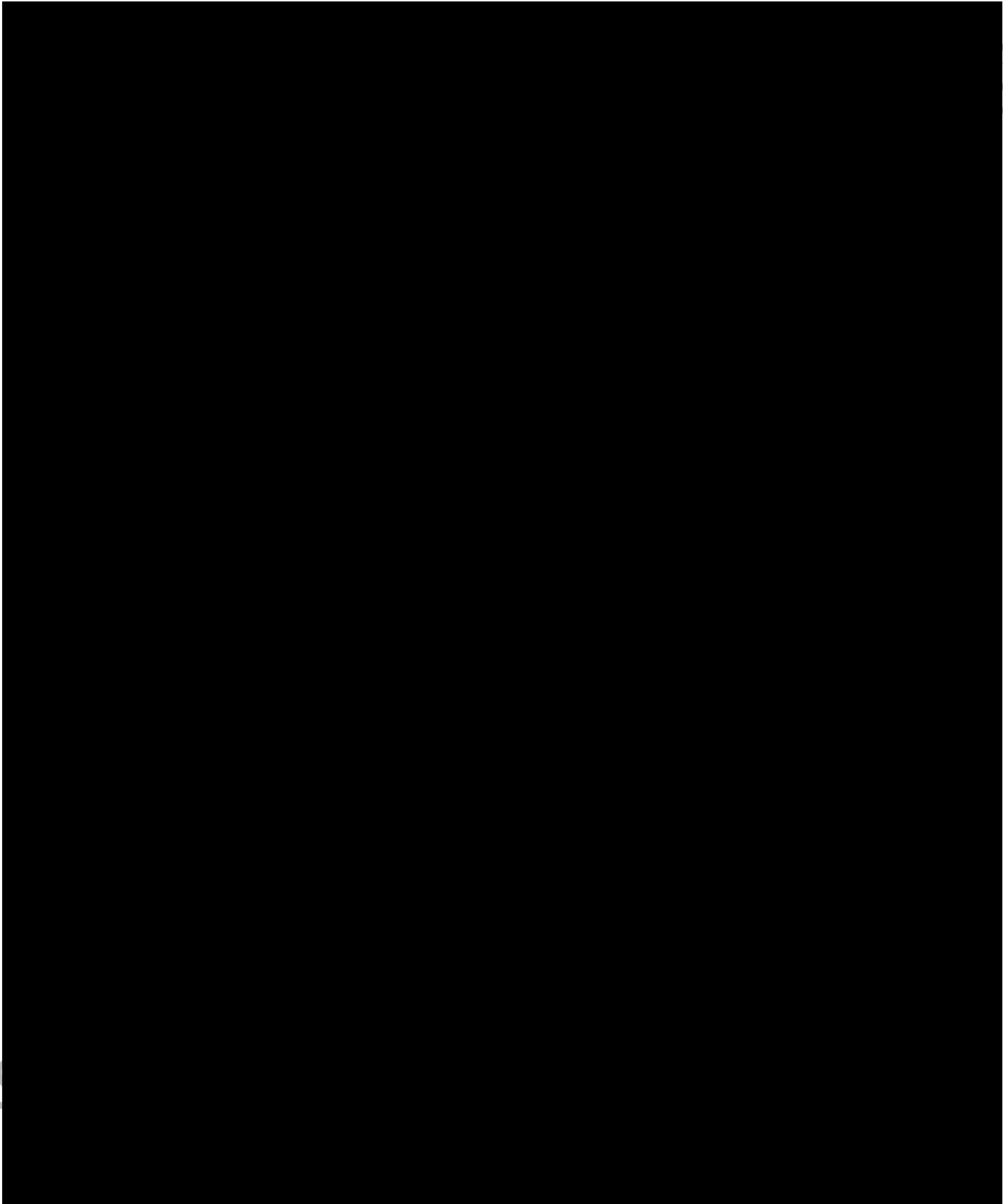
- **Pacific Inter-Agency Network** which consists of MOJ, MOE, MSD, Corrections, DHB, Kainga Ora. Purpose of the group is to collaborate together as government agencies to better deliver our differing organisation services to our Pacific People
- **HB Pacific Community Power Network** which includes the above as well as Pacific HB Community leaders, OT, Kainga Pasefika, Hastings Councillor (Peleti Oli), Pacific Business Owners, Hohepa, ACC and more. The purpose of the group is to share knowledge, network, connect and see how we can mobilise better for our Pacifica community in Hawkes Bay.
- **Pacific Youth Student Leadership Group and Pasifika Liaisons** from HB Secondary Schools (in conjunction with HBDHB) – focus is wellbeing and pastoral care for Secondary Schools in Hawkes Bay.
- **Pacific Celebration Week (PolyFest)** – working with HBDHB & MSD alongside HB Pasefika Trust and Tonga – Hawkes Bay to organise a Pacific Celebration Week event in September for HB Secondary schools and the Pacific Community. MOE organising Pacific Careers Day and Pacific Secondary Schools Speech Competition. Purpose is to contribute to a thriving HB Pacific Community in health, education, economic growth, employment and culture.

## *People and capability*

- One Pacific Engagement Lead Advisor – Fixed Term until June 2024 for Hawkes Bay/Tairāwhiti
- One Pacific Early Learning Senior Advisor – Fixed Term to 2024 for Hawkes Bay/Tairāwhiti, Taranaki, Whanganui and Manawatū
- Both Pacific Advisors working together to coordinate Pacific Language Week celebrations in the Napier Office alongside another staff member of Pacific Heritage from the Napier office.
- Both Pacific Advisors meet regularly to share events coming up, projects and where each person can support (within the scope of their roles)

*Relationships with Pacific communities*

*Overview of funding streams and community providers*



## **Engagement schedule for 2021**

### **Pacific Power Network** (100+ HB Pacific Community contacts)

- Face to face meeting with Wayne Toleafoa from the Polynesian Panthers postponed until we're back alert level 1

### **Pacific Inter-Agency Network** (MSD, ACC, MOE, MOJ, DHB Kainga Ora etc)

- Fortnightly Teams meetings Wednesdays 2pm

### **Patoka Community** (Kiribati Community)

- Planning meetings held in week commencing 11<sup>th</sup> October
- Community meeting to be confirmed

### **Pacific Secondary School Student Leadership and Liaison Group** (alongside Pacific HBDHB Team)

- HB PolyFest – December 2021

### **Tairāwhiti Pacific Support Fund community providers**

- Was postponed due to COVID lockdown, new date to be confirmed (looking at late Sept or mid October)

**Other Pacific Engagements for 2021** will be determined by Pacific community/network request and Pacific Education direction

## Hawke’s Bay / Tairāwhiti 2021 Priorities

**Our Values:** **Manaakitanga, Mana and Aroha** provides us with opportunities to engage with people, individually and collectively in a way that reflects generosity, fairness, respect and consideration. **Whanaungatanga:** encourages us to work together as a whānau to celebrate our common interests, applaud our diversity and reinforce our connections with whānau, hapū and iwi. **Ahurea Tuakiri:** Living confidently with an affinity to whakapapa and at ease with a growing cultural competence in Māori language, culture and identity. **Haepapa:** being responsible and accountable.

**Guiding principle** Building partnerships of Mana Orite (true nature of partnership) with our sector, iwi, hapu, whanau and government agencies.

Priority	Implementation of Ministry of Education work programmes	Future Education	Reducing barriers	People Capability	Emergency preparedness
Focus	<ul style="list-style-type: none"> <li>Statement of National Education and Learning Priorities (NELP)</li> <li>Tau Mai Te Reo</li> <li>Ka Hikitia</li> <li>Early Learning Action Plan</li> <li>Learning Support Action Plan</li> <li>Tertiary Education Strategy (TES)</li> <li>Reform of Vocational Education (ROVE)</li> <li>Action Plan for Pacific Education</li> <li>Reform of School Property</li> </ul>	<ul style="list-style-type: none"> <li>Education Service Agency</li> <li>Curriculum hubs</li> <li>Future of Education</li> <li>Preparing and supporting</li> </ul>	<ul style="list-style-type: none"> <li>Aligning our work across our region</li> <li>Attendance and engagement</li> <li>Pathways to employment and further education</li> <li>Achievement</li> <li>Access</li> </ul>	<ul style="list-style-type: none"> <li>Wellbeing</li> <li>Induction</li> <li>Roles/ responsibilities</li> <li>Continuous improvement</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing COVID-19 response</li> <li>Strengthen Ministry of education response</li> </ul>
Actions	<ul style="list-style-type: none"> <li>Teams to plan and take action to implement work programmes through influence, funding levers and regulations.</li> <li>Staff to collaborate across teams on work programmes to ensure implementation is as effective and efficient as possible.</li> <li>Resourcing is aligned to work programmes.</li> <li>Staff are empowered, informed and supported in the implementation of work programmes.</li> <li>Leadership team to ensure compliance with Ministry policies and budget.</li> <li>Full staff days to include workshops where staff work across teams</li> </ul>	<ul style="list-style-type: none"> <li>Staff continue to be agile and flexible to support the implementation of any future changes.</li> <li>Curriculum leads establishment</li> <li>Strengthen evaluative capabilities.</li> </ul>	<ul style="list-style-type: none"> <li>Utilise URF to leverage programmes and supports which reduce barriers.</li> <li>Build on the system of aligning IRF alongside Learning Support.</li> <li>Implement plans to improve the quality of early learning centres.</li> <li>Co-design Learning Support network plan.</li> <li>Partner with iwi to co-design educational opportunities for Maori learners (whānau engagement fund, Aotearoa Histories)</li> <li>Ensure the education network provides a range of education options that are responsive to student needs (e.g. target special projects, Waitoa, Māori medium, Hastings).</li> <li>Staff actively collaborate with the education sector and agencies to overcome individual student barriers to attendance and engagement.</li> <li>Partnering with Pacific communities to reduce barriers and increase engagement.</li> <li>Leading and supporting the alignment of cross state services work, e.g. Matariki Pou 1, Health and Wellbeing group.</li> </ul>	<ul style="list-style-type: none"> <li>Staff wellbeing is a focus during regular check-ins with Managers and colleagues.</li> <li>Wellbeing is supported by the Leadership Team, Committees, and all staff.</li> <li>A clear regional induction plan is developed and implemented to ensure a consistent, effective approach.</li> <li>Roles and responsibilities are clearly defined for staff through induction, performance reviews, work programmes.</li> <li>Each staff member creates an individual plan for continuous improvement relevant to their needs and aspirations.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure plans are in place for any change in alert level for both supporting the sector and our staff.</li> <li>Continue to update and remind staff and sector of latest information.</li> <li>Maintain strong relationships with CDEM and other key external agencies.</li> <li>Maintain up to date information to support distance learning.</li> <li>Strengthen our emergency response (roles/responsibilities, training, sector).</li> </ul>

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<p>What have you and your team done?</p>	<ul style="list-style-type: none"> <li>Tranche 2 of the Pacific Education Support and Innovation Funds have been allocated.</li> <li>Two Pacific roles have been created to better support and connect with our Pacific community (Cherreen likely include more detail re this).</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>The Urgent Response Fund has been fully utilised and has provided schools and early learning services an avenue to be innovative and find solutions to reduce barriers.</li> <li>9(2)(g)(i)</li> <li>Begun inquiry into staffing issues in Wairoa. Currently collecting feedback from Principals, looking at what supports are currently available and considering solutions. Solution could be used as a model across similar rural, isolated areas with the same issue.</li> </ul>	<ul style="list-style-type: none"> <li>The Health and Safety Reps, in collaboration with the local Social Committee, have shown their commitment to the health, safety and wellbeing of staff in the Hawke's Bay through initiating a wide range of fun and interesting initiatives. These include; 'stretch and flex' lunchtime sessions, workshops on sleep, stress and financial wellbeing.</li> <li>Working across agencies to support an event in honour of Annie Aranui.</li> <li>Working across agencies to develop a suicide prevention plan across Hawke's Bay.</li> </ul>	<ul style="list-style-type: none"> <li>Plans are in place for any change in COVID alert level for both supporting the sector and our staff.</li> <li>Earlier this year we gained information from the sector to understand what/if any support is needed for distance learning.</li> <li>We continue to update and remind staff and sector of latest information.</li> <li>Strong relationships are being maintained with CDEM and other key external agencies. Sam is now a member of the Tairāwhiti Welfare Group.</li> <li>Lockdown procedure document was updated with Police in March.</li> <li>Tsunami Hikoī took place in March.</li> <li>Debrief zoom sessions were held with Napier schools and early learning services following the tsunami alert.</li> <li>A lot of work is happening in Tairāwhiti with Chris Taare taking a lead, working with Cindy to support early learning services with emergency planning.</li> <li>Support provided to Tairāwhiti following the recent, significant weather event.</li> <li>SLT session to improve our internal capability in responding to an event.</li> </ul>
<p>What has been the impact?</p>	<ul style="list-style-type: none"> <li>Reports for Tranche 1 of the Pacific Education Funds are due at the end of the month. Initial feedback we are hearing is improved engagement with the Pacific community, higher rates of achievement and attendance. Overall improved outcomes for Pacific learners.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Feedback from URF has been overwhelmingly positive. Schools and early learning services have shared the impact has been significant. Improved attendance, engagement, and wellbeing.</li> <li>9(2)(g)(i)</li> </ul>	<ul style="list-style-type: none"> <li>Wellbeing initiatives have been positively received.</li> </ul>	<ul style="list-style-type: none"> <li>Positive feedback from the sector in response to the tsunami alert debrief session.</li> <li>Improved relationships with Tairāwhiti CDEM.</li> <li>Improved capability of SLT in responding to an event.</li> <li>Schools and early learning services feeling more supported in their emergency planning.</li> </ul>
<p>Next steps</p>	<ul style="list-style-type: none"> <li>Pacific Funds - gather reports from Tranche 1 recipients. Support the roll out of Tranche 2.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>9(2)(g)(i)</li> <li>Draft memo to Daniel on Wairoa Staffing issues and proposed solutions.</li> </ul>	<ul style="list-style-type: none"> <li>9(2)(g)(i)</li> <li>More equity in delivery of wellbeing initiatives is required between the two offices –strengthened connections between the H&amp;S committees.</li> <li>Further work is required to fully realise induction process.</li> <li>Roles and responsibilities of all people leaders need to be further socialised.</li> <li>Next steps have been identified for the cultural induction process.</li> <li>Feedback needs to be sought from new starters that have been supported through the new induction process.</li> </ul>	<ul style="list-style-type: none"> <li>Emergency Planning Workshops are organised with the Sector for Term 3.</li> <li>Tairāwhiti team (Cindy and Chris) are working on how they collaborate with schools/community also looking to hold a whole community practice day.</li> <li>Continue to maintain and build relationships with CDEM and other key external agencies.</li> <li>Further training for responding to an event to be scheduled for internal staff.</li> </ul>

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9(2)(a)





# Briefing to the Incoming Hautū Te Mahau Te Tai Whenua Deputy Secretary (Central)

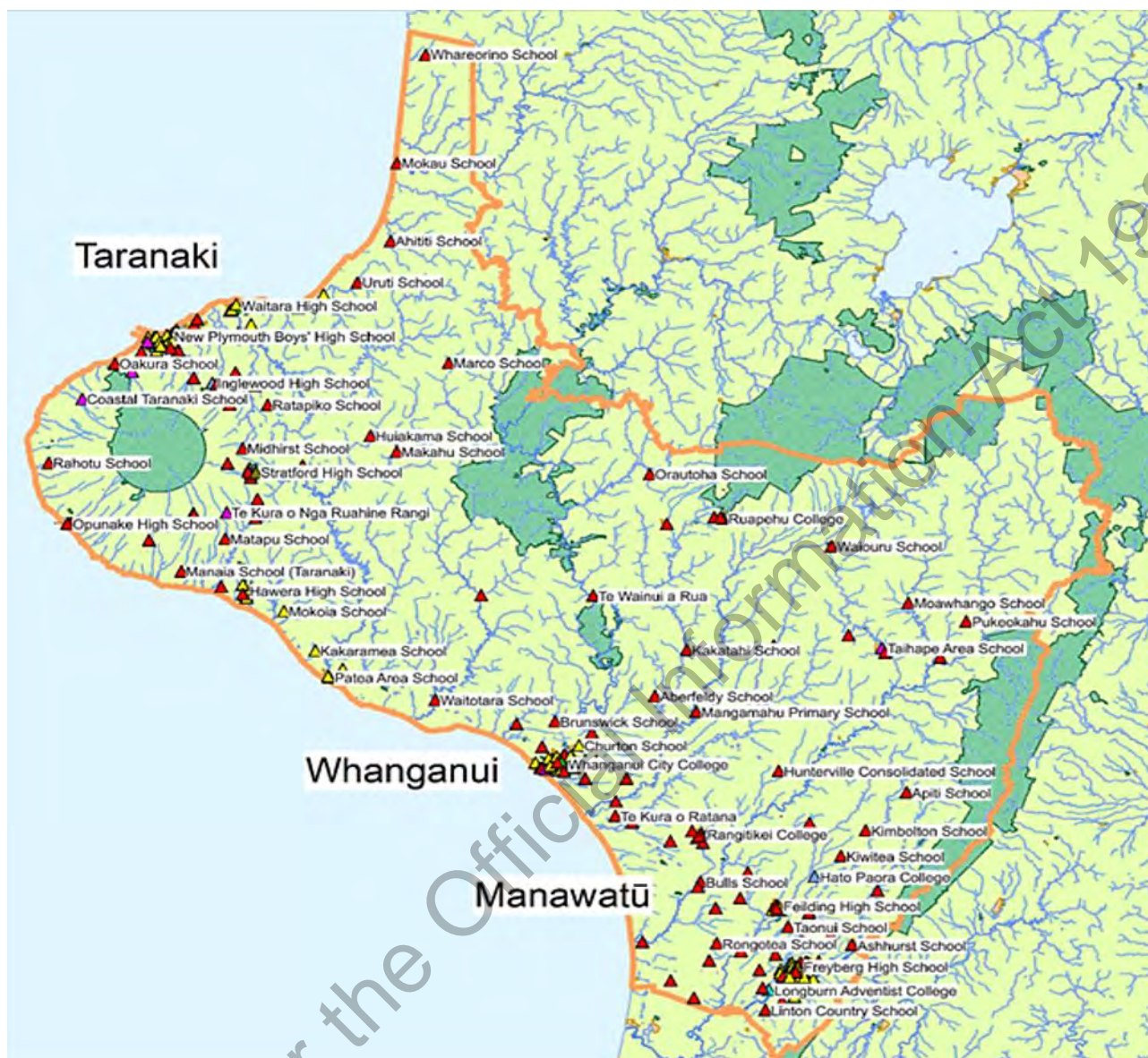
Regional office: Taranaki, Whanganui, Manawatū  
Region

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## Description of the region



Analysis shows that our region continues to have high levels of equity and disadvantage impacting on ECE and Schools/Kura which leads to variability in the quality of educational delivery. With a wide geographic and social-economic spread there is a need to increasingly tailor approaches to working with rural, urban and isolated communities. It is also important to acknowledge the fast-growing Māori population, requiring a stronger culturally responsive lens across all of our work.

NOTE: Learning Support is provided from the Manawatu office for Tararua and Dannevirke however property and education are serviced from Wellington. This cross over creates challenges for the sector.

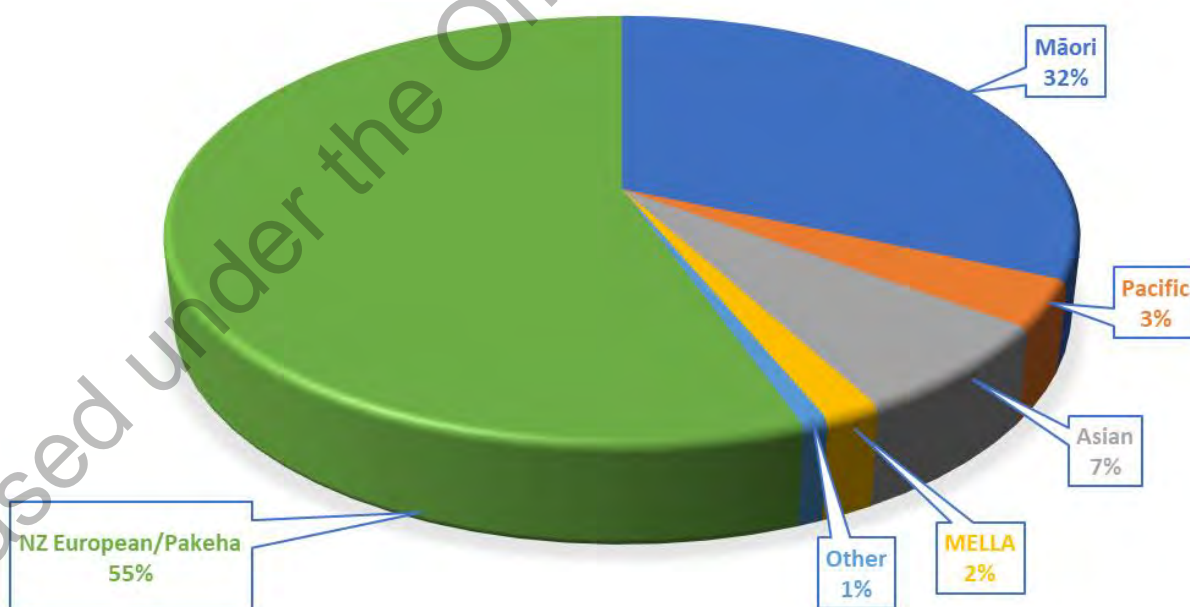
## Education context

### Schooling

In our rohe we have a total of 237 schools, 54,242 students, 5,055 teachers and 12,522 children attending early learning. A detailed breakdown on each service is provided below:

School type	EM schools	MM schools	Total students
Composite (Year 1-15)	6	5	2014
Contributing	62	1	14584
Full Primary	114	6	14452
Intermediate	10	0	4371
Secondary (Year 7-15)	4	0	2364
Secondary (Year 9-15)	24	2	16378
Special School	1	0	45
Teen Parent Unit	2	0	34
<b>Total</b>	<b>223</b>	<b>14</b>	<b>54242</b>

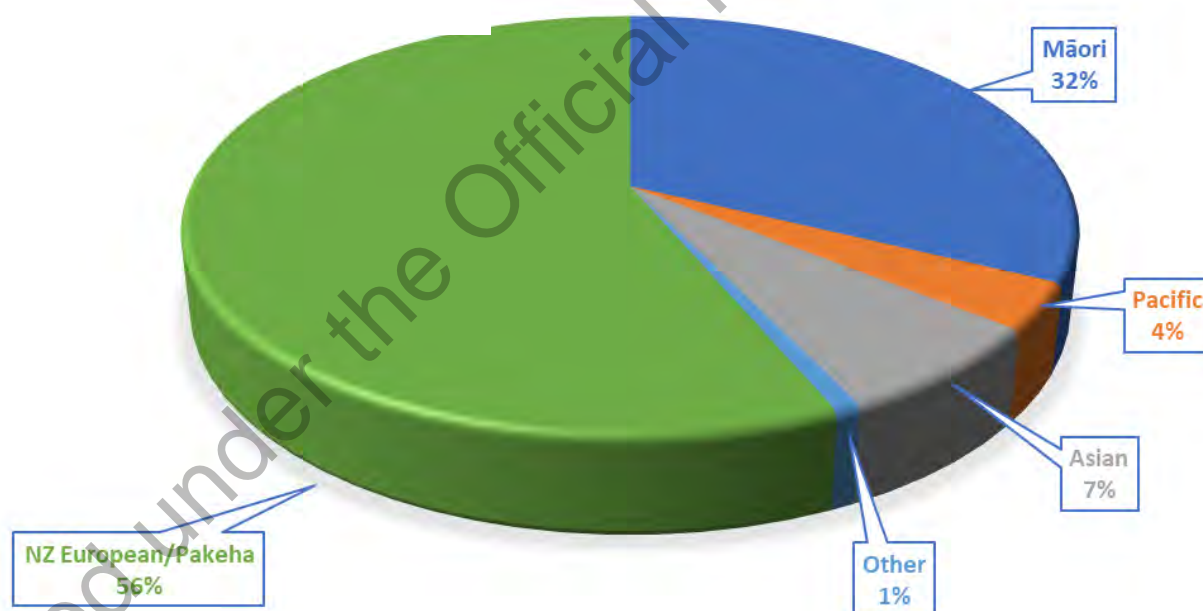
### School Population Demographics



## ECE Services

Service type	Number of services	Total Enrolments
Education and Care Service	145	7407
Free Kindergarten	64	2532
Homebased Network	29	996
Playcentre	37	642
Te Kōhanga Reo	45	945
<b>Total</b>	<b>320</b>	<b>12522</b>

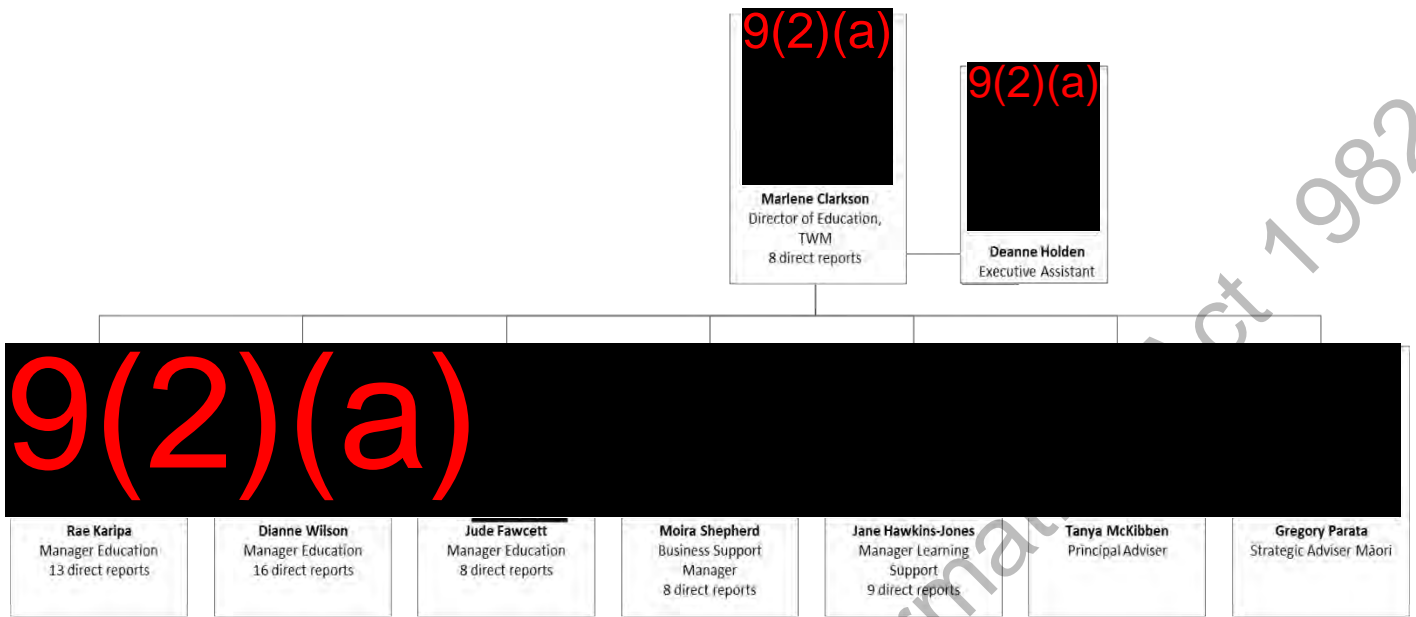
## ECE Population Demographics





# Operating structure

## Organisational structure



### TWM Leadership Team

Marlene Clarkson, Director of Education

**Background:**

9(2)(a)

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

**Responsibilities:** Director of Education

**Location:** Whanganui Office

Deanne Holden, Executive Assistant

**Background:**

9(2)(a)

[Redacted]

[Redacted]

[Redacted]

**Responsibilities:** Executive Assistant to Marlene Clarkson

**Location:** Whanganui Office

Jane Hawkins-Jones, Manager Learning Support

**Background:** 9(2)(a) [Redacted]  
[Redacted]  
[Redacted]  
[Redacted]

**Responsibilities:** Learning Support

**Location:** New Plymouth Office

Rae Karipa, Manager Education

**Background:** 9(2)(a) [Redacted]  
[Redacted]  
[Redacted]  
[Redacted]

**Responsibilities:** Network, Analysts, Schooling Improvement, Projects (Hawera Schools Project, Whanganui Project, New School Project)

**Location:** Whanganui Office

Dianne Wilson, Manager Education

**Background:** 9(2)(a) [Redacted]  
[Redacted]  
[Redacted]  
[Redacted]

**Responsibilities:** Curriculum, Early Childhood Education (ECE), Māori Education

**Location:** Palmerston North Office

Jude Fawcett, Manager Education

**Background:** 9(2)(a) [Redacted]  
[Redacted]  
[Redacted]  
[Redacted]  
[Redacted]

**Responsibilities:** Attendance and Engagement, Kāhui Ako, Secondary Tertiary, Projects (Parihaka, Regional Attendance Strategy, Ka ora ka ako liaison)

**Location:** New Plymouth Office

Moira Shepherd, Manager Business Support

**Background:** 9(2)(a) [Redacted]  
[Redacted]  
[Redacted]  
[Redacted]  
[Redacted]  
[Redacted]

**Responsibilities:** Business Continuity, Facilities, Finance, Vehicle Fleet, Human Resources/recruitment, Travel, support for the business

**Location:** New Plymouth Office

Tanya McKibben, Principal Adviser

**Background:** 9(2)(a) [Redacted]  
[Redacted]  
[Redacted]

**Responsibilities:** Business Planning, Reporting, Emergency Management, Ministerials

**Location:** Whanganui Office

Gregory Parata, Strategic Adviser Māori

**Background:** 9(2)(a) [Redacted]  
[Redacted]  
[Redacted]  
[Redacted]

**Responsibilities:** Iwi Engagement and funding and supporting capability around Te Ao Māori  
Strategic Adviser Māori

**Location:** Whanganui Office

Sarah Harrison, Performance and Quality Lead

**Background:** 9(2)(a) [Redacted]  
[Redacted]  
[Redacted]  
[Redacted]  
[Redacted]

**Responsibilities:** Positive Behaviour for Learning Programme, Incredible Years, Practice Leadership and Support, Learning Support Reporting and Data Analysis, ALERT Programme and Professional Development

**Location:** Palmerston North Office



## Leadership Meetings

Meeting	Purpose	Attendees	Time/Date
Operational	To discuss operational matters	<ul style="list-style-type: none"> <li>• Leadership team</li> <li>• Laura Keenan, Infrastructure Manager, EIS</li> <li>• Lucy Ross, EIS</li> <li>• Claire Sim, Delivery Team Manager, Capital Works</li> </ul>	Weekly on Monday 60 mins
Work Programme	To discuss current work programme	<ul style="list-style-type: none"> <li>• Director</li> <li>• Manager Learning Support</li> <li>• Education Managers</li> </ul>	Weekly on Monday 60 mins
LT Monthly	To discuss strategic issues and work programme	<ul style="list-style-type: none"> <li>• Leadership team</li> <li>• Laura Keenan, EIS</li> <li>• Lucy Ross, EIS</li> </ul>	Third Wednesday of the month 9:00am-3:00pm

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## Key priorities

### Learning Support

#### Executive Summary

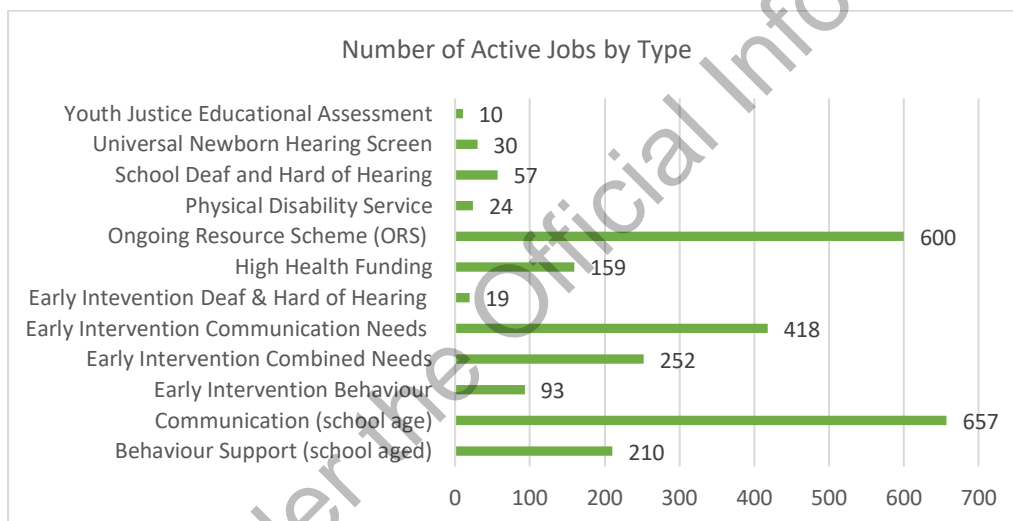
Learning Support delivers specialist support services, funding and resources to children and young people within the 0-21 age range, their families and whānau, and educators. Services are provided flexibly and can be individualised, targeted supports for groups of parents and educators or universal supports that build capability across different parts of education sector to meet diverse needs.

#### Our Learning Support Team

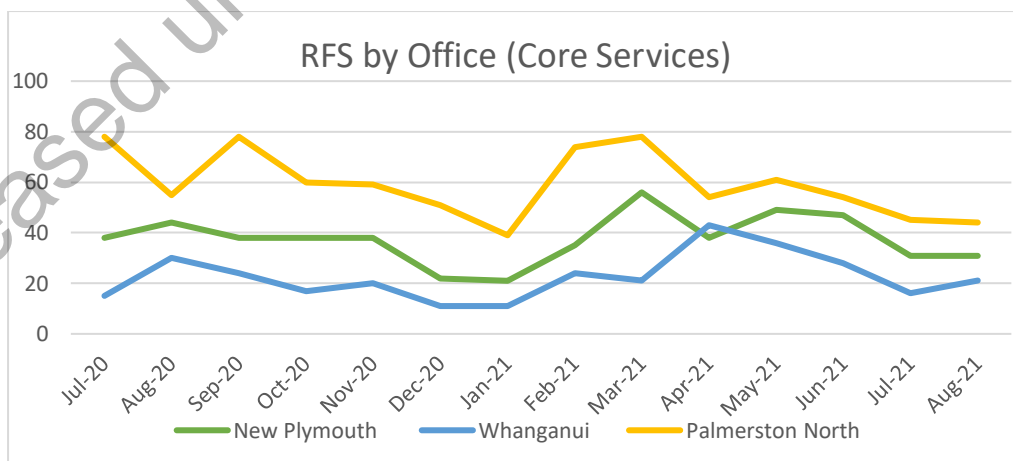
Our team is made up of a Manager Learning Support, seven Service Managers and 86 field staff including kaitakawaenga, educational psychologists, early intervention teachers, speech and language therapists, special education advisors, occupational therapists, physiotherapists and advisors on deaf children.

Learning Support in the Taranaki, Whanganui, Manawatū region currently has 2579 active jobs and received 1374 Requests for Support (RFS) in the 2020/21 Financial Year.

**Table 1. Current Learning Support Jobs by type**



**Table 2. Monthly Referral Rate by Office**



### Priorities

- Access to early and intensive support for whānau Māori including strengthening support to ngā kōhanga reo, kura and wharekura.
- Continued implementation of the Learning Support Delivery Model to work together with clusters of educators and other providers to identify and meet the needs of children, families and whānau in their communities.
- Managing increased demand for Learning Support Services and reducing waiting times to provide both a responsive and effective service.

### Opportunities

- To increase provision of targeted and universal supports to early learning services and schools that build their capability to improve outcomes for children and young people with diverse needs.
- Further develop the practice supports available to Learning Support staff that have been established with the implementation of regional Practice Leader roles.
- To continue to embed the Learning Support Delivery Model and work collaboratively with clusters or educators and Kāhui Ako.
- Collaboratively working with WhyOra which is an employment pathways programme targeted at Māori students in the Taranaki region. This is to look at opportunities for pathways to include learning support services such as speech language therapists, psychologists etc.
- Actively involved in a Whānau Ora Collective Impact led by Te Tihi o Ruahine Charitable Trust on a pilot working with 100 whānau in Kainga Ora housing. This is a multi-agency approach.

### Challenges

9(2)(g)(i)

## Performance and Quality Team

### Executive Summary

- A number of portfolios sit within the Performance and Quality team including:
  - provision and management of Positive Behaviour for Learning (PB4L) programmes delivered to the sector
  - contract management of Incredible Years programmes for parents and teachers
  - regional practice leadership including provision of practice supports
  - oversight and coordination of professional development internally and externally
  - advice and support for the Learning Support Leadership team which includes performance reporting and analysis
  - management of the ALERT emotional regulation pilot in Early Learning Services

### Our Performance and Quality Team

The team is made up of a Performance and Quality Lead, a Practice and Implementation Advisor, a Practice Advisor Māori, three PB4L School Wide (SW) Practitioners, an Incredible Years Coordinator and PB4L Advisor and an occupational therapist seconded from the District Health Board for 10 months to deliver the Alert programme. We also have four 0.2 FTE practice leader positions filled by seconded learning support staff.

### Priorities

- Continued implementation of our new practice framework, He Pikoura.
- Strengthening practice supports available to Learning Support practitioners to improve quality and consistency of practice regionally, and meet demand for service.
- Introducing Autism programmes to Incredible Years offerings.
- Implementation of the Alert Programme pilot.
- Developing an implementation plan for Kaupapa Māori suite of PB4L programmes.

### Opportunities

- Building and adapting the practice supports to ensure they meet regional needs.
- Working with sector partners in other health and social services to deliver Incredible Years Autism programmes regionally.
- Implementation of Kaupapa Māori PB4L programmes to improve education outcomes for Māori learners.

### Challenges

- 
- 9(2)(g)(i)
-

## Network

### Executive Summary

The team is sector facing and covers all work streams related to the network of schools in the Taranaki, Whanganui, Manawatū (TWM) region. This includes monitoring the utilisation of our schools and kura in order to provide equitable and safe learning opportunities for all ākonga. We work closely with the National Network Team and are tasked with supporting the Government's National Education Growth Plan (NEGP) and National Education Network Plan (NENP). Through accurate forecasting, we request budget for new school/kura and for additional teaching space provision. When required, we provide the Minister, and the Secretary, detailed reports to enable well informed decisions on areas pertaining to our network. For example, new school/kura applications, maximum roll increases, reclassification and recapitation. We work collaboratively with the sector to implement and manage enrolment schemes.

### Annual goals

- Use an agreed capacity figure to base the utilisation of our schools in the TWM region to ensure our network will be within the identified range of 85%-95% of agreed capacity.
- Build closer relationships and partnerships with iwi, hāpu and whānau when developing new enrolment schemes and new schools.
- Build closer relationships with national Ministry teams and other local body / government agencies.
- Increase Māori Medium provision in the region.

### Key Priorities, Programmes and Projects

- Hāwera Intermediate School Project. After extensive community engagement, we have completed formal consultation and an education report has been written recommending the Minister agrees to close Hāwera Intermediate School and Hāwera High School and establish a new Year 7-15 school. This has come about as a result of a fire at the Intermediate which prompted the community to think about education opportunities provided in the Hawera area.

• 9(2)(f)(iv), 9(2)(g)(i)

#### Opportunities

- Increasing opportunities to develop and extend Māori Medium pathways in the region.
- New school provision in Palmerston North and roll growth classrooms across the region to meet roll growth.
- Expansion of the TWM Network team to support the new enrolment scheme and early childhood network mahi coming into the region.

#### Cross Agency Activity

- Property – we have built a strong collaborative relationship with property and infrastructure in the region.
- Learning Support – we have completed a Network report for Learning Support in the region and are beginning to build stronger relationships with the Learning Support Team to better forecast and provide provision for learning.
- Ministry of Social Development (MSD) – 9(2)(f)(iv) [REDACTED]
- Councils – we have built a strong relationship with all district and city councils in the region to share information and assist in transparent planning.
- Strong Iwi, hapū and whānau engagement when developing, changing, and extending Māori Medium pathways in the region

#### People and Capability

- The Education and Training Act means that from 1 January 2021 the Ministry of Education is responsible for the entire process of developing enrolment schemes. We have received additional staffing resource for a Lead Adviser - Network and a Senior Adviser – Network to support this mahi. The Senior Adviser-Network is yet to be appointed.

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## Property Education Infrastructure (EIS)

### Executive summary

At this time the Regional Property Plans reflect the current investment approach but in time will be used to shape the investment programme.

- Our property portfolio is diverse
  - small & remote schools and large urban schools
  - varying areas of growth and decline
  - alpine conditions & coastal environments
  - unique natural hazard risks such as volcanic and coastal flood risk

### Challenges

9(2)(g)(i)

### Rationalisation

9(2)(g)(i)

### New Builds

- There are two new builds underway in the region
  - Manukura School, Palmerston North (new build)
  - Taihape Area School, Taihape, (rebuild).

## Education

### Executive Summary

The team is sector facing and covers all work-streams to do with primary and secondary kura and schools, as well as the transition into further education, employment or training. This includes student achievement, governance, curriculum, attendance and engagement, exclusions, network etc and all matters related to these.

### What's on top

- Attendance and Engagement
- [NELP](#)
- ['Ka Hikitia - Accelerating Success](#)
- [Tau Mai Te Reo](#)
- Te Ao Māori internal capability strategy
- Aotearoa/NZ Histories
- Network
- Enrolment schemes
- Hawera Schools restructure
- New school in Palmerston North
- Māori Medium strategy
- Learning Support strategy
- Charters for 2022
- [NCEA changes](#)
- [Action Plan for Pacific Education](#)
- Implementing the [Learning Support Delivery Model](#)

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## Kaihautū Marautanga | Curriculum Leads

### Executive Summary

Kaihautū Marautanga | Curriculum Lead positions are providing frontline support to schools, kura, Early Learning services, and ngā Kōhanga Reo. In the TWM region, we have four Kaihautū Marautanga | Curriculum Lead positions. Each member of our team works from an area of strength covering: Early Learning, Māori Medium, Year 0 – 8, and Year 9 – 13.

### Annual goal

- By the end of 2021, Kaihautū Marautanga | Curriculum Leads will have implemented regional engagement tikanga (one for each rohe) to manaaki schools, kura and services to design and implement local curriculum with a focus on wellbeing and cultural identity.

### The role of the Kaihautū Marautanga | Curriculum Lead:

- The vision of the role is to support quality curriculum experience for all ākonga through well-designed learning to support wellbeing.
- These new roles, with a focus on wellbeing, have been created to provide support and advice for teachers and kaiako to grow curriculum expertise, support the design of local learning experiences, and assist with explaining tools or resources.

Our focus of support includes:

- Feedback:
  - Providing valuable sector insights to the Ministry to inform quality design of teaching and learning resources.
- Local Curriculum Design:
  - Supporting the design and implementation of quality local learning experiences, weaving together the National Curriculum; aspirations of iwi, hapū, community, whānau, and the learner; and the priorities of the Early Learning Services, ngā Kōhanga Reo, schools and ngā kura.
- Curriculum Resources:
  - Explain curriculum resources and tools with individuals, as well as groups of teachers and kaiako.

9(2)(g)(i)

# 9(2)(g)(i)

## Opportunities

- To work alongside teachers/kaiako at a classroom level.
- Addressing equity specifically for Māori learners in all work and influencing roles.
- To identify gaps are in resourcing for the Māori Medium and raising it to the attention of teams within National Office.
- To improve connections and transitions between the sectors.
- The connects that are happening at National Office level, particularly through the Curriculum Lead team at National Office – we are a unique team positioned within two teams (Sector Enablement and ELSA) and there is great potential here.
- To establish a relationship with Kōhanga Reo Trust, Ngā Kura ā Iwi o Aotearoa, Te Rūnanga Nui o Ngā Kura Kaupapa Māori within our region.
- To support the design of quality learning experiences that all learners can access.
- Support developing network, professional learning, and leadership growth opportunities.
- To work alongside schools with the roll out of both the Curriculum Refresh and Aotearoa New Zealand Histories.

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## Schooling: English and Māori medium

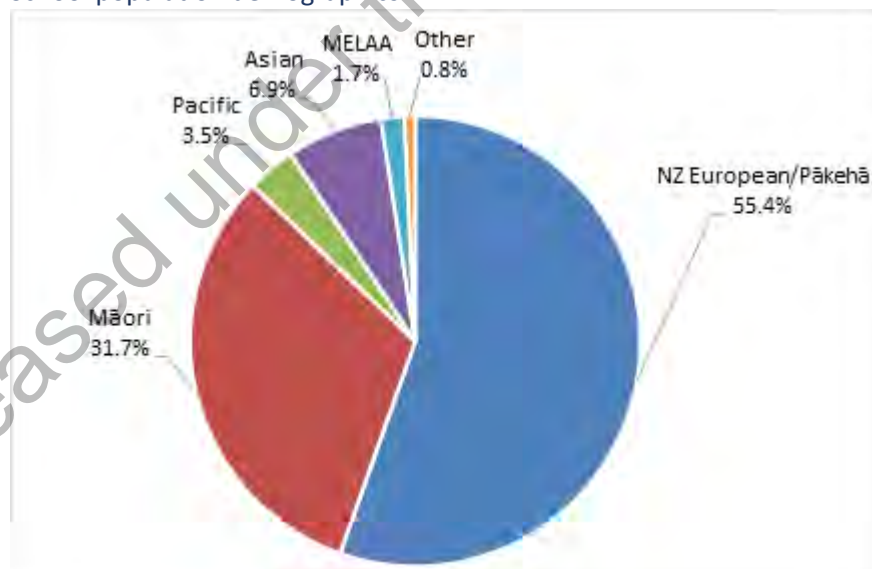
### Executive Summary

- The team is sector facing and covers all work-streams to do with primary and secondary kura in dedicated settings and mixed medium settings as well as the transition into further education, employment or training.
- This includes governance, leadership, student achievement, curriculum, attendance and engagement, exclusions, network, Te Reo Māori etc and all matters related to these.
- The Schooling Achievement Function Practitioners (SAF) oversee Schooling Improvement processes. They provide advice and support to Education Advisers and manage special projects with schools/kura who want to focus on accelerating student achievement. The SAFs also oversee Interventions.

### School Profiles

<u>School type</u>	<u>EM schools</u>	<u>MM schools</u>	<u>Total students</u>
Composite (Year 1-15)	6	5	2014
Contributing	62	1	14584
Full Primary	114	6	14452
Intermediate	10	0	4371
Secondary (Year 7-15)	4	0	2364
Secondary (Year 9-15)	24	2	16378
Special School	1	0	45
Teen Parent Unit	2	0	34
<b><u>Total</u></b>	<b><u>223</u></b>	<b><u>14</u></b>	<b><u>54242</u></b>

### School population demographics



July 2021 Roll data

## Annual goals

- We will provide and facilitate deliberate support for schools to enable continuous improvement, so that all children, no matter what school they go to, are given every chance to succeed.
- We will support schools to have high quality impact reporting, on time, that helps kura, KA and schools reflect on the impact of their work and to plan the next steps.
- Develop Kaupapa Māori processes that support Kura Kaupapa Māori to equitably access PLD
- We will be proactive in front footing support for schools with the development of their 2022 Charter. The focus will be on strengthening those areas that relate to equity, and in view of the significant change in SPaR as a result of the NELPS and the Education and Training Act 2020.

## Our Function

- Our key function is to provide and facilitate support for schools to enable continuous improvement, so that all children, no matter what school they go to, are given every chance to succeed.
- Education Advisers are the key Ministry contact for schools and kura, as well as providing support to parents and whānau as required. They are our regional experts in all things schooling.
- We provide and facilitate tailored support for all schools and kura. This ranges from self-help (information, guidance and resources) to statutory interventions. These supports are targeted to best support the unique context and situation that operates in a particular school. We consider leadership, governance (including finance), teaching and learning (including student engagement) and relationships within the school/kura and with the community. We focus on working with schools and kura who are in greatest need of support.
- As part of our Schooling Improvement workstream, Education Advisers form overall judgements of a school/kura and place them in a category from significant support required (1) to little support required (4). Schools in the (1) and sometimes (2) categories have significant and complex issues and therefore require a schooling improvement plan to ensure a coordinated support package that has maximum impact. Often multiple sections of our Ministry are involved and may require co-ordination with outside agencies and contractors (ERO, LSM/Commissioners/NZSTA/HR experts/NZ Police).
- A statutory intervention is a process where we support schools and kura where there is a risk to the operation of the school, or risk to the welfare or educational performance of their students.
- Suite of interventions currently activated in our region
  - Principal Recruitment Allowance (1)
  - Specialist Adviser (1)
  - Limited Statutory Manager (5)
  - Commissioner (3)
- We have two schools with Alternative Governance structures in place.
- Education advisers also undertake significant short term or support of a singular nature in schools that require and design a more simplified action plan.
- The Student Achievement Function Practitioners (SAFs) support the Education Advisers in this work, and report to the Managers' Education.
- We report termly to our national office the category of each school based upon our assessment of the need for our support (based on the support framework noted above). This is an effective demand measure for our support services and resources across our region. The number of schools transitioning each term between categories is one measure of effectiveness (impact) on one hand, and of demand (from schools and their communities) on the other. It is also a useful report to identify the areas of need within schools/kura.

## Challenges

9(2)(g)(i)

# 9(2)(g)(i)

## People and Capability

- Te Ao Māori internal capability strategy (Te Ara Whiti – Racial equity/unconscious bias) and internal PLD for staff.
- Staff have completed beyond diversity training and te Tiriti o Waitangi training and associated ongoing activities to build cultural capability. This supports staff to deliver enhanced services throughout our region.
- Schooling staff have engaged in Kaupapa Māori Theory and Practice, recognising how this impacts supporting Māori learners.
- Internal PLD is held regularly in new initiatives, such as NELPs, NCEA changes, and the schooling improvement framework.

## Cross Agency Activity

- We work in alignment with Education Review office, New Zealand School Trustee Association, Catholic Education Board, Leadership Advisors, Iwi, Government agencies, Kura a iwi, Te Runanganui.

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## Early Learning

### Executive Summary

Education Advisors Early Learning assess licence applications for new services, monitor the provision and adherence to the Education Early Childhood Regulations 2008, provide support to the sector, identify trends occurring within the licensing criteria and proactively contract professional learning and development for the sector. They manage participation initiatives to increase the participation of non-enrolled tamariki in early learning provision.

Education Advisors support the community to establish playgroups, including certification and ongoing funding applications for the community to provide quality provision.

### Licensed Early Learning Services

The makeup of licensed early learning provision is as follows.

145 - Education and Care Services (2 of which are Māori Medium immersion)

64 - Kindergartens

29 - Homebased services

37 - Playcentres

45 - Te Kōhanga Reo

Total licensed services: 320

### Certificated Playgroups

There are 53 certificated playgroups.

Certificated playgroups are informal early learning, that in many cases are facilitated by parents/whānau and operate for no more than four hours on any one day.

### Strengthening Early Learning Opportunities (SELO)

This is the early learning response to providing professional development opportunities to the sector. There are three key programmes.

- SELO 1 supporting at risk services.
- SELO 2 supporting Identity Language and Culture and Communities.
- SELO 3 national focus on Leadership Māori and Pacific.

2021/22 Budget of \$600,840 is on track to be spent by June 2022.

This current fiscal year, five SELO panel providers have been issued contracts. Our focus for SELO spending has been:

- SELO 1 : The majority of SELO 1 contracts have been procured in response to non-compliance identified by ERO, complaints received from the public where we identify non-compliance and incidents that have occurred in the service and have had a direct impact on children.
- SELO 2 : Increasing relationships with Iwi and place-based practice has been a large focus, working with the local Iwi in Whanganui to support teachers in revitalisation of language and localised curriculum.

A pilot programme has been completed with the vision that this programme will be expanded across the region with other Iwi.

- SELO 3 : Increasing quality through leadership – five, full day seminars for teachers have been held in the past 24 months to support the ongoing development of high-quality teaching and learning. There has been positive feedback provided to the Ministry about these SELO funded professional learning opportunities. Further professional learning opportunities will be planned within the next 12 months to continue the progress being made in our local early learning sector.

Feilding : \$40,000.00 has been allocated by National Office for SELO in Feilding to support with sustainable and quality provision in Feilding. This allocation is to address several complaints and incidents that have resulted in licence status changes of services in the area.

#### Participation in Early Learning

- Establishing strong early learning foundations is key to building the education pathway.
- Participation initiatives that support whānau to access early learning services and promote engagement and regular attendance in Early Learning Services are a key aspect of our work.
- Prior Participation of children in early learning before they start school has steadily increased in the last ten years. Participation rates include prior participation and participation intensity as a percentage of children.

Regional participation data % (Source: Education Counts)

	TWM March 2021	TWM March 2020	National March 2021
European/Pakeha	98.1	98.3	98.2
Māori	96.0	95.3	94.5
Pacific	96.5	97.3	93.0
Asian	98.1	96.2	98.3
Other	98.9	94.7	97.1
Total	97.6	97.4	96.8

The Early Learning Team is currently managing two participation contracts across the region. An Engaging Priority Families (EPF) contract in Whanganui and a Supported Playgroup contract in Bell Block, New Plymouth. Both initiatives are to increase the participation in quality early learning of low participating groups (Māori, Pacific and low socio-economic whānau and children with learning support needs) in identified priority areas.

9(2)(j)

### Opportunities and Challenges

During term 2, 4 zoom hui were held in the evening for the sector covering a range of licensing criteria.

Some of these were repeated during lockdown to give Teachers the opportunity to participate.

Regular zoom hui were held during lockdown to update the sector on expectations around lockdown requirements. Feedback from the sector was positive as services felt supported during this time.

Many services are still coming to terms with the Children's Act requirements. Understanding of Safety Checking requirements is still proving challenging for some.

9(2)(g)(i)

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## Attendance Strategy

### Executive Summary and Goals

We are creating an Attendance, Engagement and Participation strategy with a focus on:

- Improving Māori student attendance.
- Significantly reducing the gap between Māori and Non-Māori attendance.
- Understanding the data, we hold on attendance and what influences attendance
- Aligning the work in our region with the Draft National Strategy goals that are being developed in 2021 as follows:
  - Parents/whānau/caregivers and students understand the importance of supporting regular school attendance
  - Schools prioritise wellbeing through their practice, and their connections with iwi, Pacific communities, regional leadership, and the wider social sector
  - School boards and principals critically examine the causes of attendance and non-attendance, and effectively respond
  - Persistent or escalating patterns of non-attendance, chronic truancy and educational disengagement are identified and responded to
  - Understand and measure the drivers of non-attendance and intervention effectiveness to support ongoing improvement

### Key Priorities, Programmes and Projects

- Creating an integrated approach across all teams that work with and in schools to affect a shift in attendance, engagement, and participation.

### Challenges

- 
- 
- 
- 

9(2)(g)(i)

### Opportunities

- Lifting the good practice from kura/schools and initiating across the sector.
- Gathering student and whānau voice to better inform both our teams and the kura/schools that we work with.
- Knowing that the data gathered from kura/school submissions, and from our own sources, has high levels of validity whether it covers a single term or weekly attendance.

## Attendance Pathways

### Executive Summary

The Attendance Pathways team leads the support of students whose pathways have been disrupted for a wide range of reasons. Their focus is on minimising the number of days that any student is not accessing learning in an appropriate environment. It is essential that all learners have equal opportunities to experience success in their chosen educational pathway.

### Annual Goals

- Being aware of the equity data for Māori students and prioritising the need to increase attendance and engagement in for students currently not accessing kura/schools regularly
- Ensuring that Attendance, Engagement and Participation is a priority in all member schools and early learning centres.
- Placing wellbeing at the forefront of all kura/school Strategic and Annual Plans to support Attendance and Engagement.

### Priorities, Programmes and Projects

- Attendance Service
  - Managing the review of the Attendance Service in our regions. 9(2)(j)
- Alternative Education
  - Mid-year reports have been received from nine of our eleven providers. Meetings are scheduled to review the reports at Spotswood College, Hāwera High School, Opunake High School, Patea Area School, Stratford High School, Whanganui High School, Ruapehu College, Rangitikei College and Palmerston North Boys High School. The number of young people enrolled in Alternative Education during the 2020-21 fiscal year is 2375 as at the end of June 2021. The target of at least 2,500 to be enrolled over the year has not been met.
- Exclusions
  - As at the end of July 2021, 59% of excluded cases were returned to schooling within 40 school days. This achieved the target of 55% or more. As at the end of July 2021, 86% of excluded cases were returned to schooling within 75 school days. This achieved the target of 85% or more.
- Interim Response Fund
  - The purpose of this fund is to support the engagement of students in their learning linked to behavioural events. In the 2020 – 2021 fiscal year we had \$272,708 available to distribute to schools. This amount was fully used. In the 2021 – 2022 fiscal year we have the same amount available. Up to 15 September we have used 15% of this funding as the fund has not been accessed during the recent COVID lockdown. We are expecting more requests as students return to school in Term 3 and then again in Term 4.
- Early Leaving Exemptions
  - In 2021 we have approved 26 early leaving exemptions with one September 2021 application pending approval.
- Home education
  - In TWM we have 699 active Home Education students. In 2021 we have received 115 applications with a further 7 on hand for processing from 2020. 92 applications have been approved. On 15 September we have 27 applications being processed.

- Teen Parent Units
  - The unit provides wraparound support to pregnant and parenting students by working closely with the affiliated Early Childhood Education Centre as well as community groups. There are two Teen Parent Units within the region based at Stratford High School and Freyberg High School.
- Te Aho o Te Kura Pounamu, Te Kura
  - This service provides distance learning opportunities for students who meet entry criteria. Whilst this is not a preferred option for many of our students it is a pathway back into face-to-face schooling or to further education or employment pathways. In 2021 we have 132 students enrolled in Te Aho o Te Kura Pounamu. 9(2)(a) [REDACTED]  
[REDACTED] We are currently gathering and reviewing data looking at the patterns of ākongā withdrawn from Te Kura as non-returnees. 9(2)(g)(i) [REDACTED]  
[REDACTED]  
[REDACTED]

### Challenges

- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]

### Opportunities

- To work with other agencies to support strategies around attendance and engagement. 9(2)(f)(iv) [REDACTED]  
[REDACTED]
- To work with Iwi – particularly in respect to the Whānau Engagement projects that run over a 3-year period. This is an opportunity for Iwi to engage different strategies to affect a shift in attendance.

## Kāhui Ako

### Executive Summary

We have 18 Kāhui Ako in our region with 15 of the 18 working proactively to collaborate and use resources available to support teachers in their kura / schools / ECEs to lift wellbeing, attendance, engagement and achievement. Our Kāhui Ako believe that this programme of work is valuable with significant shifts in collaboration across communities that previously did not occur. Sharing available resources has been a priority as it is evident that in sharing there is more effective use of such things as PLD hours and access to Kāhui Ako existing expertise. Many of our Kāhui Ako created a collaborative solution in the use of Urgent Response Funding that was available in the 2020 – 2021 fiscal year.

Five of our Kāhui Ako, and a further 2 in the Tararua region (where the TWM Learning Support team deliver a service) were allocated Learning Support Coordinators. The Kāhui Ako model has contributed significantly to the success of LSCs in our region.

### Annual Goals

- TWM Kāhui Ako have a strong "Village" philosophy.
- All tamariki and rangatahi are "Ours" within TWM Kāhui Ako.
- Wellbeing is at the forefront of all Strategic and Annual Plans within Kāhui and member schools and ECE.
- Ka Hikitia and NELPs become the "language of instruction" in Kāhui Ako and member schools and ECE.
- TWM staff working in Kāhui Ako and member schools / ECEs have raised their level of knowledge and capability to challenge leaders to fulfil an inclusive environment for their children / young people.

### Priorities, Projects and Programmes

- Supporting the Kāhui Ako Across School Teacher network in our region that is also linking to Kāhui Ako outside of our region.
- Supporting PLD applications across the Kāhui Ako network – most recent applications have had a focus on Wellbeing, Culturally Responsive Practice and Assessment for Learning.
- Ensuring the Kāhui Ako have up-to-date Achievement Challenge Plans and that in these plans there is evidence of Iwi and wider community engagement to support their programme of work.
- On-going support for existing Achievement Challenge Plan to progress.
- On-going support for Kāhui Ako reviews using available data as well as the Kāhui Ako Development Maps.
- On-going support to be responsive to requests from Kāhui Ako that seek more tailored service provision.

### Challenges

9(2)(g)(i)

### Opportunities and Success

- Use the Kāhui Ako platform to deliver current Ministry of Education priorities such as Te Mahau, NELPs, Ka Hikitia, ANZ Histories, NZC refresh, NCEA update, Better Start Literacy, Regionally Allocated PLD.
- Successful PLD applications that support collaboration across the Kāhui Ako – including school and ECE members.
- Kāhui Ako wide Teacher Only Days where collective expertise is shared.

- Shared expertise across Kāhui Ako through the network of Across School Teachers.
- Closer engagement with Iwi for Kāhui Ako – but also for our team where relationships have been enhanced through a range of programmes such as Iwi Partnering with Kāhui Ako, Toikuranui, Whānau Engagement Funding, Aotearoa NZ funding.

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## Secondary Transitions

### Executive Summary

- Secondary transitions enable and facilitate the improving the transition of learners from school to further education, work or training. We are working with educators, industry, networks, and partnerships to offer better options for learners to progress from secondary school to vocational training and employment.
- There are two principal advisers that collaborate with business, industry, and tertiary institutes to provide advice and support to 34 secondary schools and 6 wharekura across the TWM region. One PAST is based in Palmerston North and the other based in New Plymouth.

### Annual Goals

- We want all children/young people to experience an inclusive education system that values and supports them, and where they experience education in a way that is fair, respectful, and culturally appropriate.
- We want all children/young people in our region to be engaged in their learning, attend education regularly.
- We want to work in partnership with iwi, hapu, whānau and communities to ensure that we maximise the opportunities that are available to support children/young people and their whānau.
- We will grow and develop our own skills and knowledge to enable us to work differently to achieve TWM goals.
- We view each of these goals and act through an equity lens.

### Priorities and Actions

Aligning with the goals above PAST have 3 priorities with actions

- Priority 1
  - Increase the number of Māori students participating and achieving in STEM subjects in English and Māori medium pathways.
- Priority 2
  - Increase activity in priority schools, growing awareness of the equity data for Māori learners and the need to increase attendance and engagement in appropriate areas of learning.
- Priority 3
  - Work with our schools, iwi/hapu, whānau, and with our tertiary and business partners to grow understanding of the changes to NCEA, particularly Mana Ōrite.

Activities that form the basis of the PAST work:

- Working in the Achievement, Retention and Transition (ART) framework to facilitate conversation and action in schools to increase NCEA outcomes.
- Supporting education providers with curriculum and vocational pathway design and pathways integration to open doors to specific opportunities for rangatahi.
- Collaborating to support the MSD Education to Employment contract and the work of the Employment Brokers.
- Supporting MSD Connected service.
- Supporting Jobs & Skills hubs (MBIE and MSD).
- Interfacing and collaborating in the secondary-tertiary interface to support Trades Academies, Service Academies. Working with tertiary providers to support and encourage access for wider priority groups (disabled young people, Māori & Pacific learners).
- Communicating and facilitating as part of the review of NCEA. Discussing NCEA changes in business and industry contexts with employers and staff; working to support regional networks to communicate and support the delivery of NCEA change messages to the sector.
- Supporting and collaborating in schools and with tertiary providers the Reform of Vocational Education (ROVE) - supporting schools with NZIST transition, from current NZIST subsidiaries and transition ITOs to Te Pukenga.

- Encourage and support wider stakeholder / partnership/ network activity in the secondary transition space.
- Encourage and support engagement in secondary/ tertiary, workplace learning and full- time apprenticeships.

#### Challenges

• 9(2)(g)(i)

#### Opportunity

- To develop a co-ordinated approach with well-designed collaborative projects and opportunities that can be communicated to schools.

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## Taihape Inquiry

### Background

In 2009, Ngā Iwi o Mōkai Pātea - Confederation of Iwi (Tribes) - Ngāti Tamakopiri, Ngāti Whitikaupeka, Ngāti Hauti and Ngai Te Ohuake initially decided to undertake their claims through the Waitangi Tribunal rather than entering into direct negotiations with the Crown. However, in 2016 and 2017 the indications were that enough evidence and research had been compiled in preparation and participation for the Waitangi Tribunal to provide the basis to commence seeking a mandate to enter into direct negotiations with the Crown. The Office of Treaty Settlements accepted that Ngā Iwi o Mōkai Pātea met their requirements, as a Large Natural Group to commence the process of seeking a mandate (support of the people) to enter into direct negotiations with the Crown.

In recent years the Crown has allowed groups to be involved in both the Waitangi Tribunal Hearings and the Direct Settlement process. These include: Ngāti Hinemanu, Ngāti Paki, Te Upokoiri and Ngāti Rangī, Ngāti Tūwharetoa, Ngāti Waewae, Ngāti Pīkahu, Ngā Poutama, and Ngāti Hikairo, Te Wainui a Rua, Ngāti Parewahawaha and Muaūpoko allowing for cross claims within the claim such as education.

The inquiry district covers the area known as Inland Pātea, west of the Ruahine and Kaweka Ranges and south of the Kaimanawa mountains. It includes the towns of Hunterville, Taihape and Waiouru. The Rangitikei River flows through the heart of the district.

On Monday 4 November 2019 the first Waitangi Tribunal hearing was held in Waiouru. Iona Holsted, Secretary for education and the Director of Education at the time, Jann Marshall provided evidence on behalf of the Crown. This Inquiry spent a full day discussing the expectations and experiences of hapū and iwi in relation to education in the Taihape region. The Crown's closing submissions were heard on 12 August 2021. The full crown submissions (WAI 2180 CROWN CLOSING SUBMISSIONS IN RELATION TO ISSUE 18: EDUCATION AND SOCIAL SERVICES 7 May 2021) is available via the link below:

<https://docs.moe.govt.nz/navigator/bookmark.jsp?desktop=MinistryDocuments&repositoryId=FNMinistryDocuments&repositoryType=p8&docid=DMOE%2C%7B1C5A444A-9678-4E41-96C4-A8365566408A%7D%2C%7B53CFF56D-E812-CD0F-85B6-7B3889200000%7D>

Since the inquiry we have worked intensively with the schools in the inquiry area. Some schools are beginning to engage with Te Takanga o te Wā. This mahi is supported by SAF. We have

provided PLD programmes resourced across the region and encouraged collaboration and the inclusion of the aspirations of the claimants, Ka Hikitia and Tau Mai Te Reo.

All schools in the rohe are joining the Kāhui Ako. The intent of the Kāhui Ako is to address the education disparity through the development of localised curriculum encompassing the national PLD priorities and met the education aspirations of their Māori learners and their whānau, hapū and iwi. Mana whenua have yet to formally engage in the process although members of the hapu have been present through the establishment stages. The Kāhui Ako seeks to 'partner purportedly' with local iwi.



## Business Support

The Business Support team is currently led, in an acting capacity by Moira Shepherd, Business Support Manager (BSM). Recruitment is underway for a permanent BSM. This team supports the day to day running of the offices in New Plymouth, Whanganui and Palmerston North for the Taranaki, Whanganui Manawatū (TWM) Region and they also provide administrative support to all staff across the TWM region. The team is made up of three Senior Business Support Officers in each office, with one from New Plymouth currently seconded to the Ministry of Social Development until July 2022.

Specific tasks supported by the BS Team include:

- Early Child Education support including Licensing and Strengthening Early Learning Opportunities (SELO) contracts plus general support.
- Schooling support including Alternative Education, Te Kura applications, Early Leaving Exemptions, Home Schooling, Interim Response Funding, School staffing and other general schooling support.
- Learning Support including Assistive Technology, Education Support Workers, funding applications including In-Class Support and Flexible Funding, ORS, High Health and other Teacher Aide funding, Traumatic Incidents Support and Year 11 funding.
- General support includes building maintenance and support, contracts, finance, IT support, hui support, Official Information Requests, Fleet administration, Recruitment, Travel and Accommodation booking, asset registers and workplace health and safety.

## Regional Analysts

### Executive Summary

We have two dedicated analysts supporting the region with specialisms in general education and network. In addition to this work, the analysts provide support to region-wide projects and initiatives (eg. Ka Ora Ka Ako, regional and national Attendance and Engagement Strategies and the Learning Support Delivery model) by providing analytical advice, data and visualisations for use across the Ministry and in external engagements with NGOs, iwi, other government agencies, the sector and wider communities.

### Regional Analyst roles

The Regional Analyst roles provide a basis for using data to inform and effect change, to guide our service delivery and decision making. The network specialist provides support to network development and strategy while the education specialist supports schools, Early Learning and learning support teams. The Education Analyst provides data overviews of the education region, at the scale of local regional groupings, Kāhui Ako and individual school profiles on student participation, attendance and engagement, achievement, funding allocation and learning support data.

Both analysts are active in providing a regional focus on data and have developed interactive dashboards for teams within the region, which are also being adopted nationally.

### Challenges



### Opportunities

- Working with individual schools, Kāhui Ako and iwi to enhance their data analytical and collection capabilities.
- Access to the Integrated Data Infrastructure (IDI) to enable us to provide holistic data for region-wide progress on education integrated with other life events, such as income, benefits, migration, justice and health.
- Providing training to users of the data to ensure that it is applied and interpreted in an appropriate manner to best inform decision-making processes.

# Sector engagement and relationships

## Principals

### Principal Associations

<b>Primary</b>	<b>Chair</b>	<b>School</b>
New Plymouth Primary Principals' Association	Michelle Cronin Brigitte Luke	Merrilands School Rahotu School
Whanganui Primary Principals' Association	Linda Ireton Jacqui Luxton Eleanor Barry	Keith Street School St Mary's School, Whanganui Whanganui East School
Manawatū Primary Schools Principals' Association	Regan Orr Bede Gilmore	Central Normal School Winchester School
<b>Secondary</b>		
Taranaki Secondary Schools Principals' Association (TSSPA)	Rosey Mabin	Inglewood High School
Whanganui Secondary Schools Principals' Association	Martin McAllen	Whanganui High School
MidCentral Districts Secondary Schools Principals' Association	Peter Brooks	Freyberg High School

### Evaluation Associates (Beginning Principals)

Evaluation Associates is an independent education consultancy company. They specialise in providing professional development, strategic advice, and evaluation and research in the education sector. We contract them to undertake professional learning and development for first time principals in our region.

## Iwi

### Treaty Settlements : Te Tiriti Relationships

Iwi name and iwi link	Territorial Local Authority Treaty Settlement Status	Previous Contracts	Current Status
<p>Ngā Iwi o Mōkai Pātea - Confederation of tribes</p> <ul style="list-style-type: none"> <li>○ Ngāti Tamakopiri</li> <li>○ Ngāti Whitikaupeka</li> <li>○ Ngāti Hauiti</li> <li>○ Ngai Te Ohuake</li> </ul> <p><a href="https://mokaipateaclaims.maori.nz/documents/">https://mokaipateaclaims.maori.nz/documents/</a></p>	<ul style="list-style-type: none"> <li>• Ruapehu</li> <li>• Rangitikei</li> </ul>	<p>Iwi Māori Education Relationships contract holder 2016/17 and 2017/18</p> <p>Toikuranui Investment Fund 2018/19</p>	<p>Whānau Engagement Fund 2020-2023</p> <p>Taihape District Inquiry- Rangipo ki Rangitikei Wai 2180</p>
<p>Ngāti Hinemanu and Ngati Paki</p> <p><a href="http://www.nhnp.nz/home">http://www.nhnp.nz/home</a></p>	<ul style="list-style-type: none"> <li>• Ruapehu</li> <li>• Rangitikei</li> </ul>		<p>Claimant Taihape District Inquiry- Rangipo ki Rangitikei Wai268</p>
<p>Rangitāne ki Manawatū</p> <p><a href="https://www.romst.co.nz/">https://www.romst.co.nz/</a></p>	<ul style="list-style-type: none"> <li>• Manawatū</li> <li>• Palmerston North</li> <li>• Settled 2015</li> </ul>	<p>Toikuranui Investment fund 2020/21</p>	<p>Toikuranui Investment Fund 2021/22</p> <p>Engagement Fund 2020-2023</p>
<p>Ngā Kaitiaki o Ngāti Kauwhata Te Hiringa 2017 Ltd</p>	<ul style="list-style-type: none"> <li>• Rangitikei</li> <li>• Manawatū</li> <li>• Palmerston North</li> <li>• Tiriti Claim began February 2019</li> </ul>	<p>Iwi Partnering with Kāhui Ako 2019-2021</p>	<p>Whānau Engagement Fund 2020-2023</p> <p>Toikuranui Investment Fund 2021/22</p>
<p><b>Ngāti Rangī</b></p> <ul style="list-style-type: none"> <li>• Ngā Waihua o Paerangi Trust</li> </ul>	<ul style="list-style-type: none"> <li>• Ruapehu</li> <li>• Whanganui</li> <li>• Settled 2014</li> </ul>	<p>Toikuranui Investment Fund 2019/20 and 2020/21</p>	<p>Whānau Engagement Fund 2020-2023</p>
<p><b>Ngāti Apa</b></p>	<ul style="list-style-type: none"> <li>• Whanganui</li> <li>• Rangitikei</li> <li>• Settled 2008</li> <li>•</li> </ul>	<p>Iwi Partnering with Kāhui Ako 2019-2021</p> <p>Toikuranui Investment Fund 2019/20</p>	<p>Toikuranui Investment Fund 2021/22</p> <p>Whānau Engagement Fund 2020-2023</p>
<p>Uenuku Charitable Trust</p> <p><a href="http://uenuku.iwi.nz/wp/">http://uenuku.iwi.nz/wp/</a></p> <ul style="list-style-type: none"> <li>• Uenuku</li> <li>• Tamahaki</li> <li>• Tamakana</li> </ul>	<ul style="list-style-type: none"> <li>• Ruapehu</li> <li>• Whanganui</li> </ul>		<p>Whānau Engagement Fund 2020-2023</p> <p>Te Aho Ngārahu 2021/22</p>
<p>Te Atihaunui-a- Paparangi</p>	<ul style="list-style-type: none"> <li>• Ruapehu</li> <li>• Whanganui</li> </ul>	<p>Settled 2014</p>	
<p>Te Puna Mātauranga o Whanganui</p>	<ul style="list-style-type: none"> <li>• Whanganui</li> </ul>	<p>Iwi Partnering with Kāhui Ako 2019-2021</p> <p>Toikuranui Investment Fund 2018/19 and 2019/2020</p>	<p>Whānau Engagement Fund 2020-2023</p> <p>SELO Contracts 2020/21 and current</p>
<p><b>Ngaa Rauru Kītahi</b></p>	<ul style="list-style-type: none"> <li>• South Taranaki</li> <li>• Whanganui</li> <li>• Settled 2005</li> </ul>	<p>Toikuranui Investment Fund 2018/19,2019/20 and 2020/21</p>	<p>Aotearoa New Zealand Histories 2020/21 and 2021/22</p>

<a href="#">Ngāruahine</a> (Te Korowai o Ngaruahine)	<ul style="list-style-type: none"> <li>• Stratford</li> <li>• South Taranaki</li> <li>• Settled 2016</li> </ul>		Toikuranui Investment Fund 2020/21 Whānau Engagement Fund 2020-2023
Okahu Inuawai me etehi atu hapū ( Hapū of Ngāruahine)	<ul style="list-style-type: none"> <li>• Stratford</li> <li>• South Taranaki</li> </ul>	Toikuranui Investment Fund 2018/19,2019/20 and 2020/21	Iwi Scholarship Fund 2021/22
<a href="#">Ngāti Ruanui</a>	<ul style="list-style-type: none"> <li>• Stratford</li> <li>• South Taranaki</li> <li>• Settled 2003</li> </ul>	Iwi Māori Education Relationships contract holder 20116/17 and 2017/18	Whānau Engagement Fund 2020-2023
<a href="#">Ngāti Tama o Taranaki</a>	<ul style="list-style-type: none"> <li>• New Plymouth</li> <li>• Stratford</li> <li>• Settled 2003</li> </ul>		No engagement presently
<a href="#">Ngāti Mutunga</a>	<ul style="list-style-type: none"> <li>• New Plymouth</li> <li>• Settled 2005</li> </ul>		No engagement presently
<a href="#">Ngāti Maru</a>	<ul style="list-style-type: none"> <li>• New Plymouth</li> <li>• Stratford</li> <li>• Ruapehu</li> <li>• Settled 2021</li> </ul>		Whānau Engagement Fund 2020-2023
<a href="#">Te Atiawa</a>	<ul style="list-style-type: none"> <li>• New Plymouth</li> <li>• Settled 2016</li> </ul>		No engagement presently
<a href="#">Taranaki Iwi</a>	<ul style="list-style-type: none"> <li>• New Plymouth</li> <li>• South Taranaki</li> <li>• Settled 2016</li> </ul>		No engagement presently
Parihaka Papakainga Trust <a href="https://parihaka.maori.nz/parihaka-reconciliation-process/">https://parihaka.maori.nz/parihaka-reconciliation-process/</a> <a href="https://www.beehive.govt.nz/release/9-million-reconciliation-package-parihaka">https://www.beehive.govt.nz/release/9-million-reconciliation-package-parihaka</a>	<ul style="list-style-type: none"> <li>• Opunake Coastal Taranaki</li> <li>• Settled 2017</li> </ul> <p>Te Huanga o Rongo. Deed of Reconciliation</p>	Toikuranui Investment Fund 2020/21 Aotearoa New Zealand Histories 2020/21	Both contracts from 2020/21 have been extended out to 30 November 2021

### Strategy and Approach with Iwi

The principles of Whakapūmautia Papakōwhaitia Tau Ana underpin all partnership relationship activities with iwi and hapū and as they are outward facing, the relevance of these principles remains.

## Toikuranui Investment Fund

### Approach

The intent of the Toikuranui fund is to support initiatives that contribute to strengthening educationally powerful connections for Māori learners and enable Māori learners to participate, engage and achieve as Māori in and through the education system. In 2018/19 we completed a series of Think Tank hui with iwi and hapū from the Taranaki Whanganui Manawatū region to co-design an approach that would enable them to make applications to the Toikuranui Investment Fund. We identified three top shared priorities:

- Te Reo Māori.
- Immersion and Māori Medium Education pathways that are sustainable and supported.
- Iwi must be a partner in leading change.

### Align with key criteria

- Iwi and hapū involvement in the development of Marae-based learning.
- Marae, iwi, hapū, kura based scoping project.
- Iwi and hapū curriculum design, content, assessment, evaluation, develop capability and resources.
- Iwi and hapū involvement in professional learning and development plans for teachers and supporting whānau engagement in learning.
- Te Reo me ona Tikanga (iwi identity and culturally rich).
- Develop and/or review iwi or hapū Education Strategy/Plans.
- Implement iwi or hapū Education Strategy/Plans.

### How funds are awarded to iwi:

As part of the co-design and allocation process, an allocation panel was established including iwi and Ministry staff with an iwi representative chairing the panel. The panel assess the applications and award funds to successful applicants against the criteria as developed through the co-design process. The Toikuranui allocation panel has now been in place for three years and the Iwi representatives on the panel believe is a very successful strategy and model for awarding funds to iwi.

## Whānau Engagement Fund

This funding is for iwi to support Māori learners and whānau to access the full range of education and wellbeing services being delivered by local education services during the COVID-19 pandemic response. There are iwi that are well-placed to facilitate engagement and broker relationship opportunities between Māori learners and their whānau and local education services with the aim of re-engaging those Māori learners back into education pathways.

How funds are awarded to iwi:

Whānau Engagement Project team was formed to develop a plan which enabled us to identify where Māori student achievement was of greatest concern and which iwi were well placed to support their rangitahi.

### Approach

- We analysed all the attendance data to determine what area and schools had poor attendance by Māori students.
- We identified which iwi were best placed to offer support to our Māori learners and their whānau. We did this by drawing on our current knowledge and work iwi from across our region.
- We then held initial conversations with thirteen iwi to explain the aim and intent of the fund
- Interested, iwi then present their proposals and strategy to the Ministry.
- A second conversation was held to discuss the respective proposal from iwi (application).
- When both parties agreed on strategy, approach and proposals Funding Agreements were drawn up and actioned

Total iwi with Whānau Engagement Projects in the TWM region = 10

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## Pacific Action Plan

We have started to rebuild relationships with the Pacific communities across the rohe. The Pacific Innovation fund is supporting growing these relationships.

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