



Briefing to the Incoming Hautū Te Mahau Te Tai Raro | Deputy Secretary (North)

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Briefing for Hautū Te Mahau | Te Tai Raro – Deputy Secretary (North)

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 Raro.

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 Tomorrow's 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

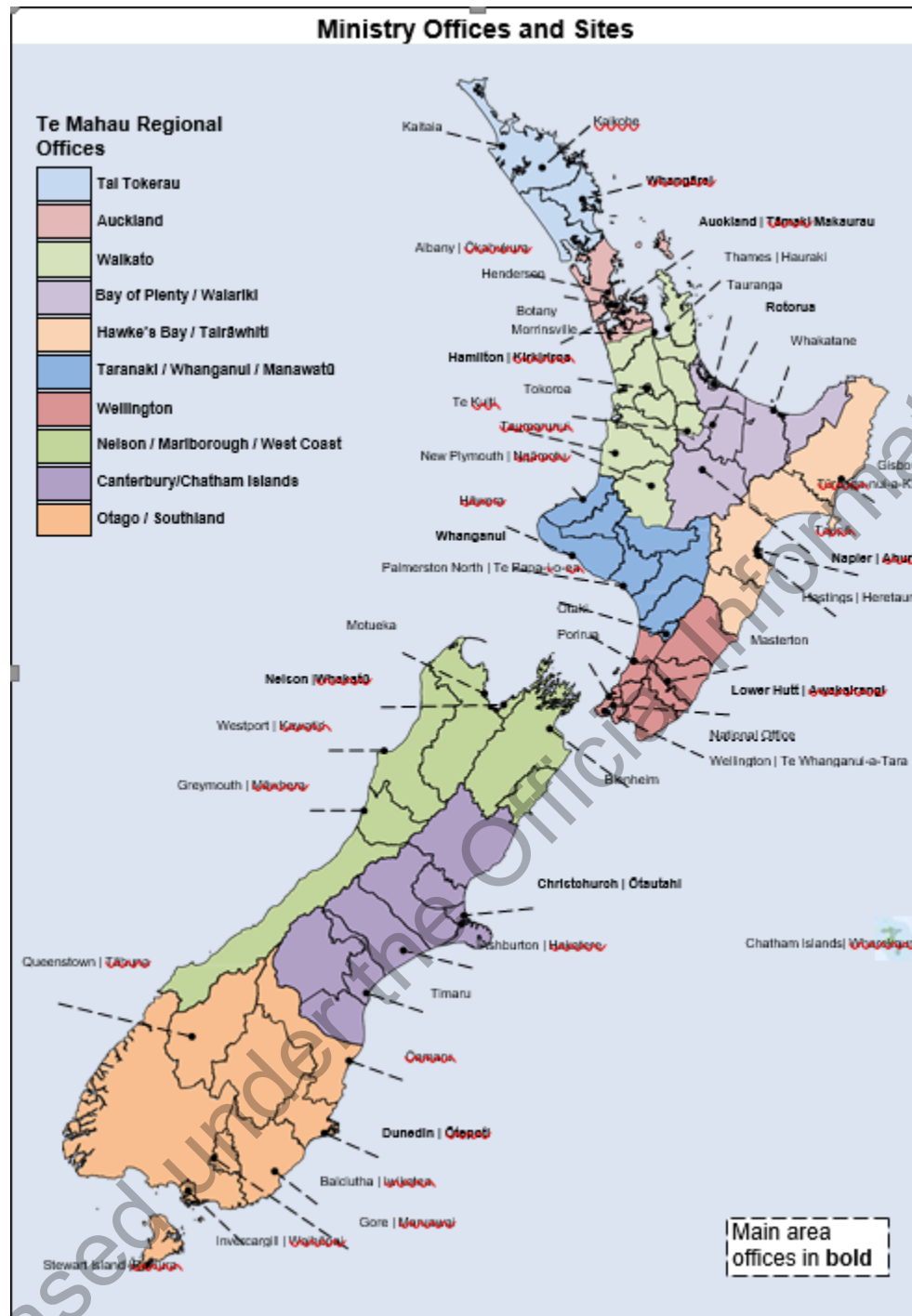
Roy Sye

Andrea Williams

Coralanne Child

Julie Anderson

Map of Regional Offices



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 Raro (North)

Region	Departmental			Non-Departmental		
	Learning Support	Other	Combined	Learning Support	Other	Combined
Tai Tokerau	\$13,276,685	\$3,974,188	\$17,250,872	\$519,969	\$4,241,023	\$4,760,992
Tāmaki Makaurau	\$62,508,732	\$21,931,422	\$84,440,153	\$1,821,296	\$15,434,545	\$17,255,841

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.

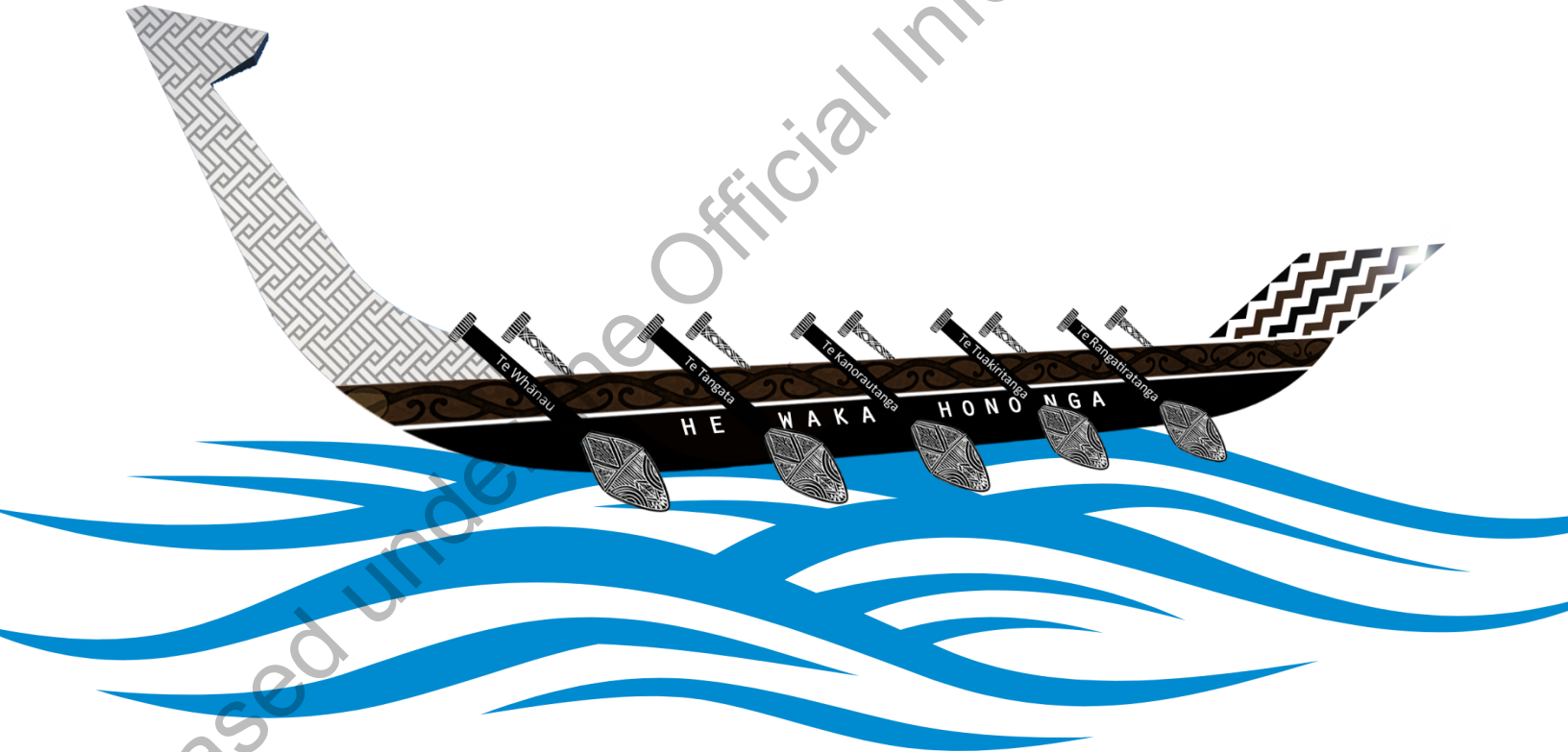
Section 2 - Regional Offices in Te Mahau | Te Tai Raro (North)

Te Tai Tokerau
Tāmaki Makaurau

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Briefing for Incoming Hautū

Te Tai Tokerau



He Waka Hononga is our regional strategy.



TE TAI TOKERAU ANGA WHAKAMUA

TE MĀRAMATANGA - ENLIGHTENMENT

Learning from the past to guide us forward.

TE HAERENGA - THE JOURNEY

We are all on this journey together.

HURITAO - REFLECTION

Honestly looking at where we are now to understand where we want to be.

HE WAKA HONONGA

TE TIRI O WAITANGI

WHAKAPAU KAHA - STRENGTHS

*He ora te whakapiri.
There is strength in unity.*

KIPAKIPA - MOMENTUM

*Kua tawhiti kē tō haerenga mai, kia kore e haere tonu.
He tino nui rawa o ōu mahi, kia kore e mahi nui tonu.
You have come too far, not to go further.
You have done too much, not to do more.*

NGĀ WERO - CHALLENGES

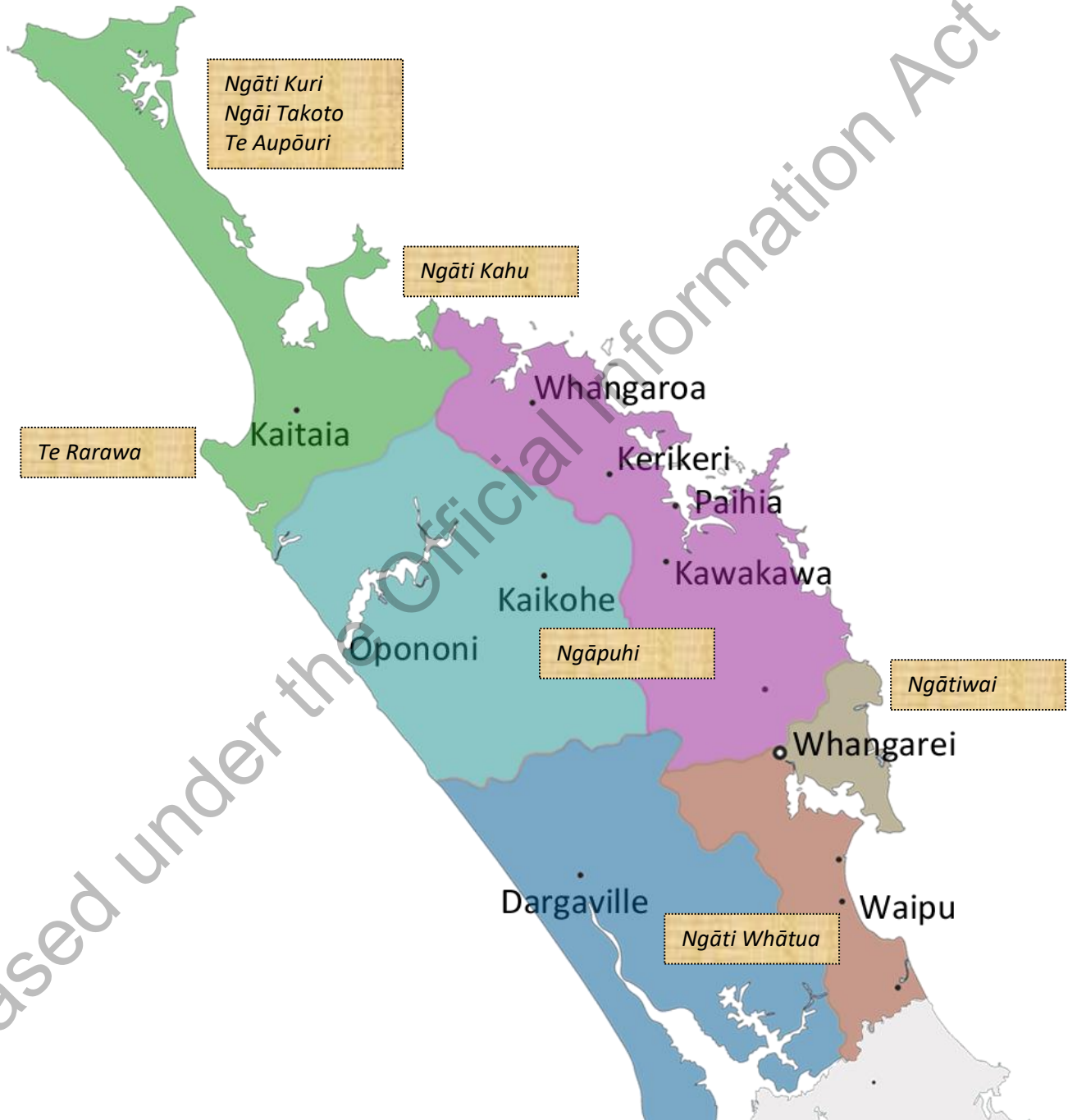
*Ahatia pukepuke te moana ka whakawhitia tonu.
Though the seas may be rough our destination will be reached.*

Whāia te pae tawhiti kia tata –
Explore beyond the distant horizon and
draw it near!

We are descendants of explorers, discoverers and innovators
who used their knowledge to traverse distant horizons.
Our learning will be inclusive, equitable and connected so we
progress and achieve advances for our people and their future
journeys and encounters

Whakamaua te pae tata kia tina –
Take hold of your potential so it becomes
your reality...

Te Tai Tokerau Iwi



Regional overview

- Te Tai Tokerau, or Northland, is the northernmost part of mainland New Zealand. It is comprised of three districts, governed by Territorial Local Authorities (TLA). These are the Far North, Whangarei and Kaipara Districts. Below data highlights are from NZ statistics census 2018.
- 179,076 people are usually resident in the area. This is a 18.1% increase since Census 2013.
- Tai Tokerau has 3.8 percent of New Zealand's population.
- 73 percent of people identified as Pakeha / European compared with 70.2 percent for New Zealand as a whole.
- 36 percent of people identified as Māori, compared with 16.5 percent for all of New Zealand.
- There are 64,458 Māori residents in Tai Tokerau with a median age of 27.2 years. The Māori resident population increase is 19,527 since Census 2013.
- Apart from English, the next most common language spoken is Māori which is spoken by 9.9 percent of people in Tai Tokerau. For New Zealand as a whole, the most common language apart from English is Māori, spoken by 7.5 percent of people.
- The median income in Tai Tokerau was \$24,800. This compares with a median of \$31,800 for all of New Zealand.
- The unemployment rate in Tai Tokerau Region is 5.2 percent for people aged 15 years and over, compared with 4 percent for all of New Zealand. 42.7% are reported as employed full time.
- Access to telecommunications is slightly less than for the rest of the country in Tai Tokerau:
- 80.1 percent of households have access to the Internet, compared with 86.1 percent of households for all of New Zealand.
- 90.0 percent of households have access to a cell phone, compared with 91.2 percent of households for all of New Zealand.
- Population projections for 2018 to 2028 (based on the medium variant) for Tai Tokerau Region indicate that:
 - The population will continue to grow, with an expected population of 207,800 by 2028.
 - The ethnic makeup of the region will not significantly change in this period. The Māori population will grow at approximately 1.4 % per year, the Asian population at 3.3 %, Pasifika at 3% and European/Other at 0.6%.
 - The number of children aged 0-14 will decrease marginally, from 38,600 to 38,100, whilst the average age of the population will increase significantly, from 42.2 in 2018, to 44.4 in 2028

Education context

In the Tai Tokerau region, we have:

Type	Quantity
Schools	151

- 31,630 Students enrolled
- 40 Māori medium
- 1 Specialist school

Early learning services and certificated Playgroups	Quantity
Education and Care	102
Kindergartens	25
Home based	16
Playcentres	36
Te Kōhanga Reo	44
Playgroups	72
Total:	295

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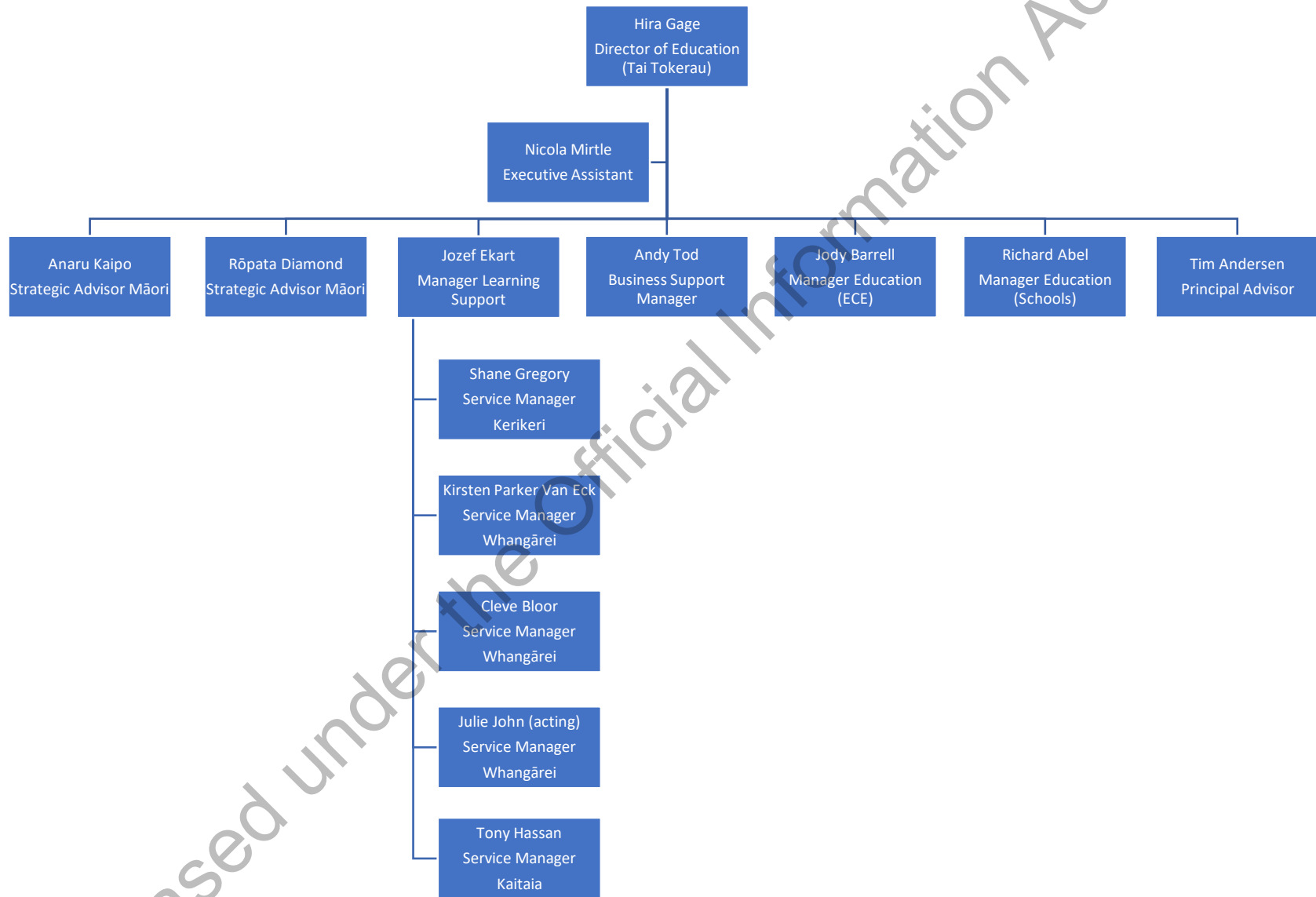
Regional office strategic and operating structure

Number of staff – broken down by functional team:

Team	Number of staff
Accountancy Team	2
Business Support	10
Curriculum Team	2
Early Learning Team	4
Intensive Wraparound Service	5
Leadership team*	12
Learning Support	71
Māori Advisory Team	4
Performance and Quality Team	5
Property	10
Schooling Team	13
Secondary Transitions	2
Contractors	6
Education Support Workers	13
Total	159

*The Tai Tokerau Leadership team meets for two hours once a week

Regional Office Operating Structure

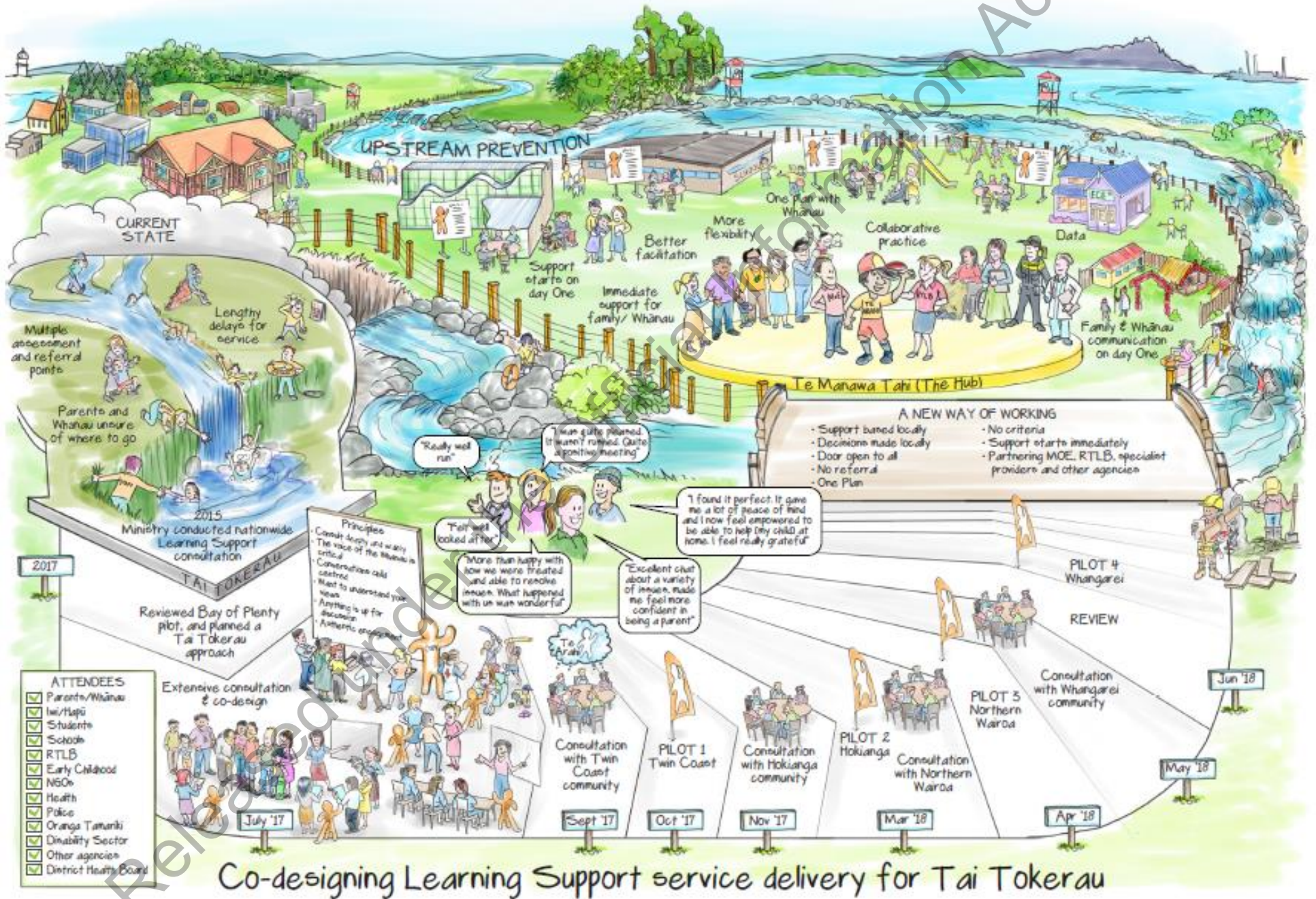


Key priorities

1. Learning Support (LS) services and work programmes

- Tai Tokerau region implemented a new LS Delivery Model in 2017 named Te Manawa Tahī (The Heart of the Community).
- This model was co-designed with communities and was first trialled in Twin Coast and Hooking geographical areas, and subsequently adapted through community co-design across the whole region.
- Te Manawa Tahī brings together MOE staff and RTLB in community settings such as community hubs, school hui and ECE hui with the purpose of pro-active engagement around learning support needs. These engagements are organised according to a recurring schedule agreed with communities.
- Te Manawa Tahī provides quick access to all LS services, such as:
 - Early Intervention,
 - Communication (Speech Language Therapy),
 - Behaviour services,
 - Support to children with Ongoing Resourcing Needs
 - RTLB services, etc.
- See specific LS performance data below under key regional issues

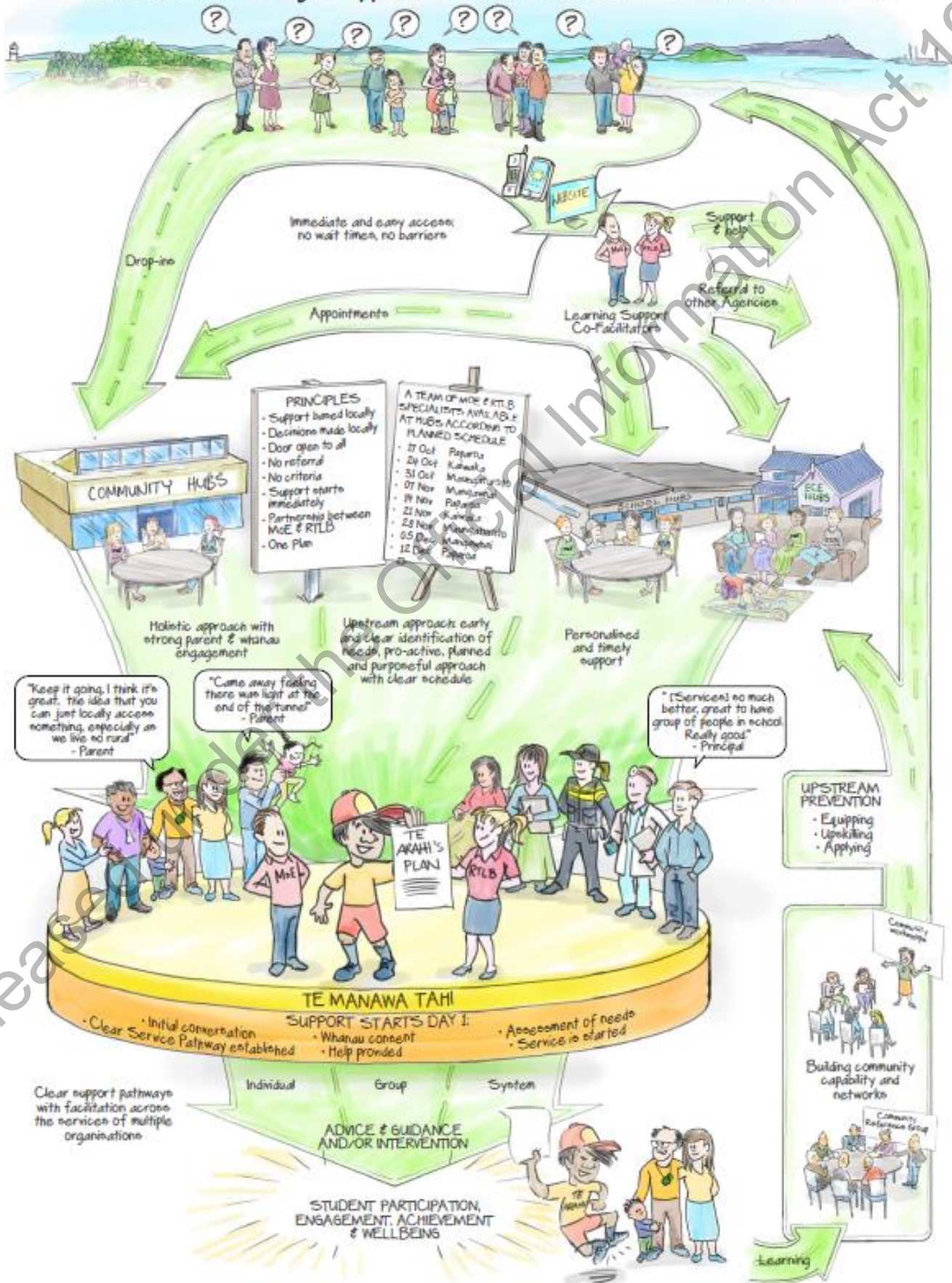
Te Manawa Tahī



Co-designing Learning Support service delivery for Tai Tokerau

Te Manawa Tahī

The new Learning Support Service Model / Te Manawa Tahī



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4. Overview of Early Learning services and work programme

- There are four Ministry ECE Advisors in Te Tai Tokerau. Three based in Whangarei and one in Kaitiaki.
- 1 Manager, new to the position which includes the ECE portfolio as part of her brief.
- There are over x300 early learning services made up of:
 - Standalone Education and Care services
 - Home-based
 - Umbrella Services e.g. Kindergarten, Educare, BestStart
 - Playcentre Aotearoa Tai Tokerau region
 - Nga Kohanga Reo Te Tai Tokerau
 - One Hospital based and two Teen Parent Unit provisions
 - Playgroups and Puna Reo
- The advisers work together to build relationships with their early learning client group enabling a focus on:
 - Attaining and maintaining compliance with the Early Learning Regulations
 - Working with new owners building a new early learning service or taking over the ownership of an existing one.
 - Responding to both parent and centre staff queries and complaints
 - On-going Participation in and quality of ECE services.
 - Community responsiveness and local curriculum.
 - Quality PLD and support for the region through SELO.
 - Ka Hikitia and Te Reo foundations in practice
 - Working with services in gaining an understanding of changes to regulation such as the move towards higher qualifications required in both Home-based and Playcentre provision
 - Keeping up to date with the changes that have arisen from the early learning strategic plan as it is rolled out over three separate tranches to the early learning community. This will eventually involve a significant rewrite of the early learning regulations and a new understanding required of the changes in practice.
 - The monitoring of building and outdoor playground provision ensuring ongoing maintenance and compliance.
 - Managing contracts delivering participation programmes in identified areas of need such as Targeted Assistance, Engaging priority Families, Supported Playgroups.
 - Managing Playgroup funding – both Operational and Special Grants through ERS.
 - Working closely with other agencies such as the Education Review Office team and the Tai Tokerau Health Protection Officer in reviewing early learning provisions.
- There are also many “incidental” expectations of Advisers, including responding to property requests, property occupancy documents for centres operating on crown land, Ministerials; Official Information Act requests; rapid responses; briefing notes

5. Overview of schooling - leadership, governance, teaching learning

The Schooling Team consists of:

- x8 Advisers (x2 Lead Advisers; x6 Senior Advisers, including x1 Senior Adviser- Māori. (x2 Based on Kaitaia; the others Whangarei)
- x2 Student Achievement Function Practitioners
- x2 Principal Adviser – Secondary Tertiary
- x2 Senior Advisers-Students
- x1 Lead Adviser – Network
- x1 Manager (current Manager retiring 1 October; new Manager appointed from within the team)
- The most important role for Advisers is to build strong relationships with appropriate personnel to enable a positive influence on the engagement and achievement of all tamariki
- The focus in our work with schools includes:
 - Attendance and engagement
 - Student achievement
 - The National Education Learning Outcomes (NELP)
 - Ka Hikitia
 - Changes brought about through the adoption of the Education and Training Act 2020
- Other responsibilities include:
 - Processing Home Schooling Applications
 - Te Kura enrolments
- Supporting Learning Support in their work in schools and kura, including sharing in Te Manawa Tahī hubs
- Working with schools and kura to reduce suspensions and stand-downs and ensure students out of school return as quickly as possible
- Managing interventions (there are currently only three in Tai Tokerau, and two of these will shortly be revoked and schools returned to an elected board)
- Managing the allocation of Professional Learning Development funding
- Supervising Alternative Education contracts
- Monitor Study Support Centres; Teen Parent units; out-of-school music and drama programmes
- Managing Interim Response Fund (IRF) requests
- Ensuring young people have the opportunity to investigate, and are exposed to a wide range of employment and post school-education opportunities
- Working with secondary schools to improve the preparations being provided for post-school life (social; vocational; educational)
- There are also many “incidental” expectations of advisers, including responding to parent queries and complaints; Ministerials; Official Information Act requests; rapid responses; briefing notes.

6. Overview of Business Support services and work programmes

- The Business Support Team, Te Tai Tokerau provides all aspects of administration support for Management and Staff across the 3 offices of Te Tai Tokerau – Kaitaia, Kerikeri and Whangārei. The team of Senior Support Officers are located in all three offices. One each in Kaitaia and Kerikeri with the rest located in the Whangārei office. The team is managed by the Business Support Manager.
- Functions/tasks supported include but are not limited to:
 - Learning Support – Request for Support data entry, ESW HR and Payroll support, Moderation Support, Funding Support, Te Manawa Tahī support.
 - Early Childhood Education – Licensing and Certification, Playgroup funding, K-Base and FIRST database support, SELO.
 - Schooling – Home Schooling, Alternative Education, ENROL, Network, PLD, NCEA.
 - Corporate - Front of House (Reception), Fleet Management, Facilities Management, P2P, Finance, Travel and Accommodation, Recruitment and Induction, IT Trouble Shooting.
- A more comprehensive list of tasks and functions supported is attached (see appendix one). This list also details the Senior Support officers responsible for providing support to specific tasks. Primary support and back up support. This is to ensure shared knowledge across the team and continuity of support.
- Business Support are also providing temporary contract administration support to the Strategic Advisers Māori and direct administration support to the Whangārei Learning Support Service Managers to support workload.

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Sector engagement and relationships

- Overview of Principal and Early Learning groups and associations, including engagement schedule for 2021
- Principal Associations:
 - Southern Bay of Islands Principals' Association
 - Tai Tokerau Primary Principals' Association
 - Te Mānihi Tumuaki (Tai Tokerau Secondary School Principals' Association)
 - Whangārei Principals Association
 - Te Aka Tokerau Principals
 - Te Kōitu – Ngā kura kaupapa Māori
- Early Learning Groups / Associations / Key Contacts:
 - Tai Tokerau Kindergarten Association
 - Aotearoa Playcentres Tai Tokerau Region
 - BestStart Services
 - Ngā Kohanga Reo
 - Blessings for Life Services
 - Provincial Group
 - Educare Services
 - Mauri Home-based services
 - Mokopuna Services
 - Three Little Birds Services

10). Relationships with Iwi and Pacifica communities:

- Engagement schedule for 2021

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Overview of funding streams

- **Toikuranui:** to support Iwi and Hapū in 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.
- **Whānau Engagement Fund:** to support Māori learners and their whānau reconnect with education services following COVID-19 and ensure they have the opportunity to access the full range of education and wellbeing services.
- **Iwi Partnering with Kāhui Ako:** to enable iwi to partner with Kāhui Ako to better enable Māori learner success as Māori through Kāhui Ako

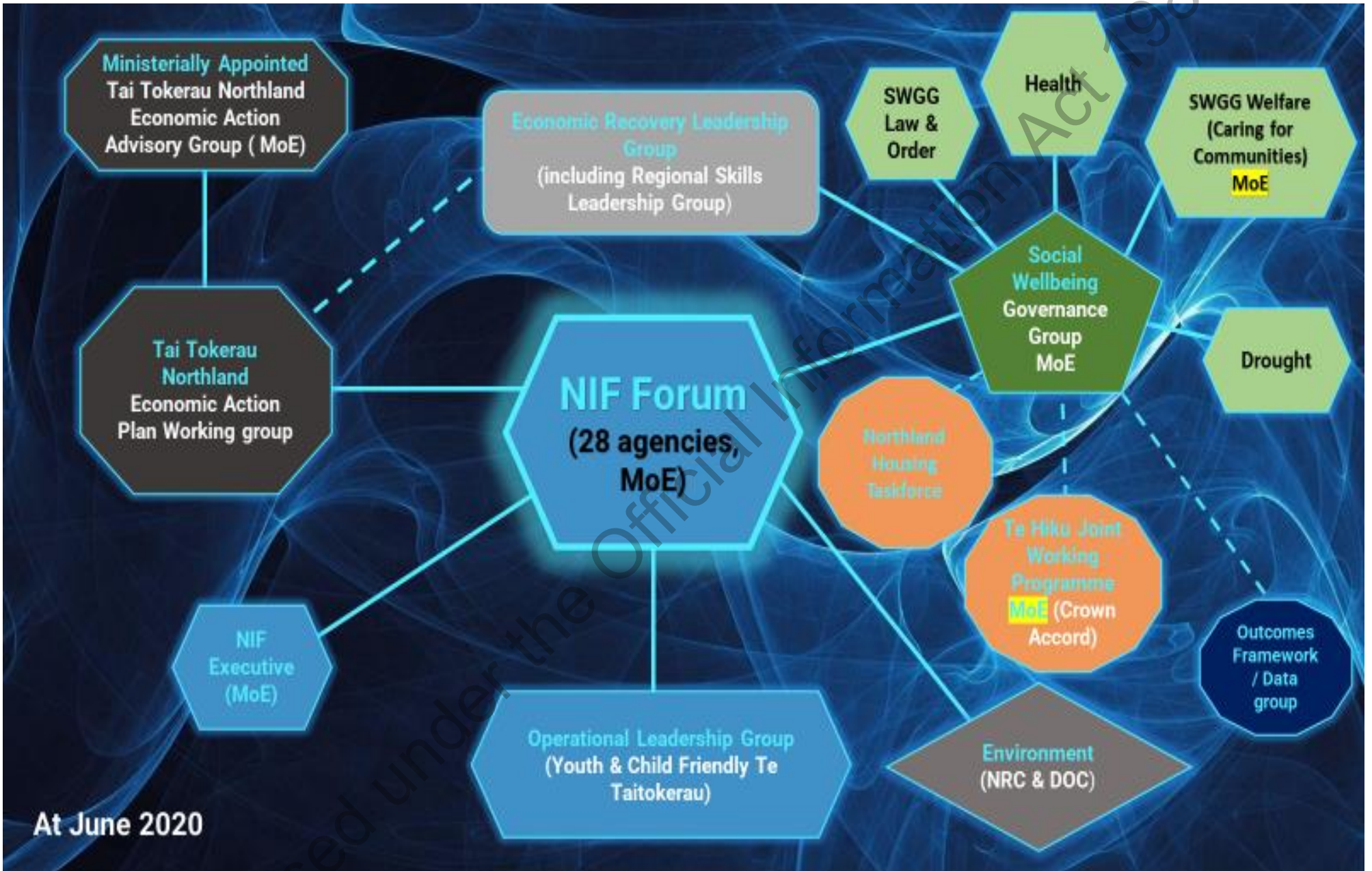
Map of Iwi and Ministry funding - [Whānau Engagement and Toikuranui Funding – Google My Maps](#)

Overview of funding streams and providers for Pacifica communities

Funding Type	Organisation Name	Funding Amount	Funding Year
Pacific Education Innovation Funding	Raumanga Kindergarten	\$1,500.00	2020/21
Pacific Education Innovation Funding	Ako Aotearoa	\$30,770.00	2020/21
Pacific Education Innovation Funding	Whangārei Boys High School	\$10,852.70	2021/22
Pacific Education Innovation Funding	Whangārei Boys High School	\$10,852.70	2022/23

Working with other agencies

Name:	Focus:	Connection
Fusion	Youth Suicide Prevention	Daily - virtual
Social Wellbeing Governance Group (SWGG)	COE / Director level focused on community wellbeing issues across the region	Monthly
Tai Tokerau Intersectoral Forum (NIF)	Regional leadership across Tai Tokerau	Monthly
Regional Attendance Group	Intersectoral group focused on addressing concerning attendance rates in the region	When required
NRLG	Covid Resurgence Leadership	As required
Te Kahu o Taonui iwi leaders	Assess and plan support for Māori whānau, hapū and iwi across Te Tai Tokerau.	As required
Learning Support Advisory Group	Te Manawa Tahī Advisory Group – support LSDM	Monthly



Appendix One

Whangarei Shared Services Team

Business Support Task/Contact List - August/September/October 2021			
WHANGĀREI			
TASK	Support #1	Support #2	Support #3
Learning Support			
CMS - Request for Service (R4S) ALL (Including Te Manawa Tahī)	ALL	ALL	ALL
Correspondence Schooling (For both Learning Support and Schooling teams)	Mikayla	Stephanie	N/A
ESW HR Support, payroll	Megan	Mikayla	Janene
ESW Centre Based Contracts	Megan	Mikayla	Janene
IWS Panel moderation support - <i>Monthly</i>	Megan	Marliese	Janene
Ors Decision list / new job set up	Janene	Mikayla	Mikayla
Section 9's	Stephanie	Mikayla	Janene
Teacher Aid funding /Invoicing Te Kereru - Data Entry ORS/HH (FOR ALL OF TT)	Janene	Stephanie	Joan
Teacher Aid funding Te Kereru /Invoicing - Data Entry ICS (FOR ALL OF TT)	Janene	Stephanie	Joan
Teacher Aid funding Te Kereru /Invoicing - Data Entry BEH (FOR ALL OF TT)	Janene	Stephanie	Joan
Teacher Aid funding Te Kereru /Invoicing - Data Entry LLI (FOR ALL OF TT)	Joan	Janene	Joan
Transport Applications (SESTA)	Stephanie	Mikayla	Janene
Te Manawa Tahī			
Termly:			
Assist in development of Te Manawa Tahī timetables	Haley	Mikayla	N/A
Distribute timetables to stakeholders incl newspapers, radio stations	Haley	Mikayla	N/A
Monitor HUB Car bookings and resources, in conjunction with Learning Support Facilitators (LSF)	Mikayla	Stephanie	N/A
Venue Hire	Mikayla	Stephanie	N/A
Print off Hub packs	Haley	Mikayla	N/A
Ad Hoc:			
Maintain stakeholder database	Haley	Mikayla	Katrina
Monitoring of Te Manawa Tahī Facebook pages	Haley	Mikayla	N/R
ECE			
ERO Reports (K-Base)	Diane	Janene	N/R
Licensing	Diane/Joan	Janene	Megan
Certification	Diane/Joan	Janene	Megan
Discretionary Funding	Diane	Janene	Joan/Megan

Monthly reporting (ERO)	Diane	Janene	Joan/Megan
Emergency Closure Letters (K-Base)	Diane/Joan	Janene	-
Playgroup Funding	Diane/Joan	Janene	Megan
Telephone enquiries (general)	Diane	N/R	N/R
Schooling			
IRF	Marliese	Megan	Katrina
Invoices from Schools and ECE's (Eg AE, PAST) - To scan and email to AP	Diane	Megan	-
Home Schooling	Megan	Diane	-
AE (Alternative Education)	Diane	Megan	-
SDS (Stand-downs & Suspensions) - regular monitoring and checking of the SDS database, monitoring rejected cases, allocating cases to Education Advisers and preparing files (To check 3 times a week ie M,W,F)	Ed Advisers	N/R	-
Early Leaving Exemptions (ELX) - ENROL entry (BS)	Megan	Diane	Haley
Networking			
Corporate			
Reception Duties	Marliese	ALL	ALL
IT - Mobile Devices - INITIAL SETUP AND INDUCTION ONLY	Mikayla	Stephanie	-
IT - Troubleshooting	Service Desk	-	-
COMMS ROOM (Server)	Andy/Mikayla	-	-
Catering	Marliese	Katrina	Stephanie
Venue Hire (External) - <i>excluding Te Manawa Tahī</i>	Marliese	Katrina	Stephanie
Cleaning - troubleshooting (OCS Contact)	Marliese	Katrina	Stephanie
DHB Car parking cards - topping up	Megan	Andy	N/R
Facilities	Marliese	Katrina	Stephanie
FIRST Administrators (Mataara and Touchpoint information)	Diane	Janene	Joan
Kitchen/Bathroom/Milk Supplies - Purchasing	Katrina	Marliese	Stephanie
Mail (logging Regional - Schooling & ECE)	Diane	Marliese	-
Professional Development process and database (All staff)	Megan	Marliese	-
Paper Recycling/Secure Document Destruction	Katrina	Marliese	Stephanie
Stationery	Katrina	Marliese	Stephanie
Business cards	Katrina	Marliese	Stephanie
Access Cards	Marliese	Katrina	Stephanie
Travel and Accommodation, Taxi cards	Janene	Mikayla	Joan/Katrina
Resource Processing (ALL)	Megan	Andy	-
Vehicle Fleet - Reporting (FBT, Auto cancellation, etc)	Stephanie	Katrina	N/R
Vehicle Fleet - Day to day operations (Vehicle repairs, valets, keys etc)	Stephanie	Mikayla	Katrina
P2P, Procurement and Contracting			
Agency Contracts and People Contracts (Creating Purchase Orders and processing of Invoices)	Mikayla	Janene	??
One Off Purchases (Creating Purchase Orders and processing of Invoices)	Katrina	Marliese	Stephanie
Open/Closed Purchase orders & Preparation and posting of accruals and journals (Monthly)	Mikayla/Katrina	-	-
SELO - Processing of invoices (<i>From July onwards</i>)	Haley	Mikayla	Janene
HR/Recruitment			

Recruitment - advertising/Shortlisting/interviews/Quickstart form	Mikayla	Janene	Megan
ESW Recruitment - advertising/Shortlisting/interviews/Quickstart form	Megan	Mikayla	Janene
Staff Induction	Managers/Mikayla	Janene	Megan
MyHR process (Internal paperwork)	Mikayla	Janene	Megan
Other			
OIA and Ministerial Support	Mikayla		
General			
End of day lock ups		ALL	
Document Management - Quality Checking/Formatting/Typing		ALL	
Enquiries Mailbox - EMAIL		ALL	
TT Support Mailbox		ALL	
General Enquiries - incoming phone calls		ALL	
General Enquiries - internal staff enquiries		ALL	
Morning Mail sort - other	Marliese	ALL	
Afternoon mail (courier)	Marliese	ALL	
Meeting Support		ALL	
Records Management		ALL	
PVBS Support - minimal		ALL	
Floor Wardens	Marliese, Di, Megan & Mikayla	N/R	N/R
Fire Warden - Head	Haley	N/R	N/R
Fire Warden - Deputy	Janene	N/R	N/R
OTHER			
Property Filing	Diane	N/R	N/R
Additional Tasks not listed			
Via Business Support Manager			

Business Support Task List - Kaitaia (2021)

TASK		Support
LEARNING SUPPORT		
CMS - Request for Service (R4S) ALL (Including Te Manawa Tahī)	Joan	ALL
CMS - Closed Files	Joan	Whangarei
Correspondence Schooling (TCS)	Joan	Whangarei
Resource/Equipment Booking System	Joan	Whangarei
File Requests	Joan	Whangarei
Student Analysis	Joan	Whangarei
Traumatic Incident Support	Joan	Whangarei
LLI Moderation support (FOR ALL OF TT)	Joan	Janene

Te Manawa Tahī		
Termly:		
Assist in development of Te Manawa Tahī timetables	Joan	Whangarei
Distribute timetables to stakeholders incl newspapers, radio stations	Joan	Whangarei
Monitor HUB Car bookings and resources (In conjunction with LSF)	Joan	Whangarei
Print off Hub packs	Joan	Whangarei
Monitor Face Book pages	Joan	Whangarei
Ad Hoc:		
Organise catering	Joan	Whangarei
Order resources	Joan	Whangarei
ECE		
Licensing	Joan	Diane
Certification	Joan	Diane
Discretionary Funding	Joan	Diane
Emergency Closure Letters (K-Base)	Joan	Diane
Playgroup Funding	Joan	Diane
CORPORATE		
IT - Comms Room	Joan	Whangarei
IT - Mobile Devices (Initial set up and induction)	Joan/Haley	Whangarei
Catering	Joan	Whangarei
Facilities	Joan	Whangarei
Fire Warden	Joan	N/R
First Aider	Joan	N/R
Staff Induction	Managers/Joan	Whangarei
MyHR process (Internal paperwork)	Joan	Whangarei
Kitchen/Bathroom/Milk Supplies	Joan	Whangarei
Morning Mail sort - other	Joan	Whangarei
Afternoon mail (courier)	Joan	Whangarei
Paper Recycling/Secure Document Destruction	Joan	Whangarei
Records Management	Joan	Whangarei
Stationery	Joan	Whangarei
Vehicle Fleet operations - PVBS Support and Troubleshooting	Joan	Whangarei
Travel and Accommodation - Kaitaia and Kerikeri	Joan	Whangarei
Document Management - Quality Checking/Formatting/Typing	Joan	Whangarei
Reception Duties/General enquiries	Joan	Whangarei
Internal staff enquiries	Joan	Whangarei
Meeting room set up and break down	Joan	Whangarei

Business Support Task List - Kerikeri (2021)

TASK	Support
------	---------

Learning Support		
CMS - Request for Service (R4S) ALL (Including Te Manawa Tahī)	Tui	ALL
Correspondence Schooling (TCS)	Tui	Whangarei
Resource/Equipment Booking System	Tui	Whangarei
File Requests	Tui	Whangarei
Traumatic Incident Support	Tui	Whangarei
Te Manawa Tahī		
Termly:		
Assist in development of Te Manawa Tahī timetables	Tui	Whangarei
Distribute timetables to stakeholders incl newspapers, radio stations	Tui	Whangarei
Monitor HUB Car bookings and resources (In conjunction with LSF)	Tui	Whangarei
Print off Hub packs	Tui	Whangarei
Monitor Face Book pages	Tui	Whangarei
Ad Hoc:		
Organise catering	Tui	Whangarei
Order resources	Tui	Whangarei
CORPORATE		
IT – Server	Tui	Whangarei
IT - Mobile Devices (Initial set up and induction)	Tui/Haley	Whangarei
Catering	Tui	Whangarei
Facilities	Tui	Whangarei
Fire Warden	Tui	N/R
First Aider	Tui	N/R
MyHR process (Internal paperwork)	Tui	Whangarei
Staff Induction	Managers/ Tui	Whangarei
Morning Mail sort - other	Tui	Whangarei
Afternoon mail (courier)	Tui	Whangarei
Paper Recycling/Secure Document Destruction	Tui	Whangarei
Records Management	Tui	Whangarei
Stationery	Tui	Whangarei
Vehicle Fleet operations - PVBS Support and Troubleshooting	Tui	Whangarei
Document Management - Quality Checking/Formatting/Typing	Tui	Whangarei
Reception Duties/General enquiries	Tui	Whangarei
Internal staff enquiries	Tui	Whangarei
Meeting room set up and break down	Tui	Whangarei
Cultural Support (Powhiri/Whakatau)	Tui	N/R



Briefing to the Incoming Hautū Te Mahau Te Tai Raro Deputy Secretary (Northern)

Regional office: Tāmaki Makaurau

Released under the Official Information Act 1982

Contents

Section One Regional Context.....	3 - 11
Section Two Iwi.....	12
Section Three How we are organised.....	13 - 15
Section Four Services.....	16 - 28
Section Five Key Work Programmes.....	29 - 45
Section Six Education sector groups and key stakeholders.....	46 - 47
Section Seven Upcoming events.....	47
Appendices	48 - 62



This painting commissioned in 2019 by and for the Tāmaki Makaurau team hangs proudly in the Maungawhau office as a symbol of our commitment to working together to achieve equity and excellence for ākonga.

Kia tapatahi te hoe, whāia rawatia te pae tawhiti, te pae o angitu whakamau kia tina!

Paddling in unison towards equity and excellence

Section One

Regional Context

Tāmaki Makaurau is a vibrant and fast-growing region that is bounded by three major harbours and incorporates both rural and urban communities. We are about a third of Aotearoa’s population, yet we make up less than 2% of the total land area. The current population of Tāmaki Makaurau is 1.65 million and is projected to reach two million by 2028.

We recognise 19 Iwi authorities who we are building relationships with and working alongside to enable their educational aspirations. These are:

Ngāti Rehua Ngāti Wai ki Aotea	Waikato - Tainui	Marutūahu
Ngāti Manuhiri	Te Kawerau-a-Maki ki Waiohua	Ngāti Paoa
Ngāti Rehua	Ngāti Tamaoho ki Waiohua	Ngāti Whanaunga
Te Uri o Hau	Te Akitai Waiohua	Ngāti Maru
Ngāti Whātua o Kaipara	Ngāti Te Ata Waiohua	Ngāti Tamatera
Ngāti Whātua o Orakei	Te Ahiwaru Waiohua	Te Patukirikiri
Nga Maunga Whakahī	Ngai Tai-ki-Tamaki Waiohua	

We are unique

Tāmaki Makaurau means Tāmaki desired by many. This name refers to the abundance of natural resources, strategic vantage points, portage routes, and mahinga kai which first attracted Māori, and then other settlers.

The spiritual and cultural connection Māori have to Tāmaki Makaurau is tied to their relationship with the land, maunga, harbours and waters.

Tāmaki Makaurau is one of the most linguistically and culturally diverse cities in the world.

We are home to people from 155 ethnic groups, and 120 languages are spoken by children attending our 1520 early learning services and 568 state and state integrated schools and kura.

62% of English Second Language (ESOL) funded ākonga live in Tāmaki Makaurau. Most migrants to New Zealand choose to settle in Tāmaki Makaurau because of the wide range of employment and commercial opportunities.

Tāmaki Makaurau is New Zealand’s gateway to the world and generates around a third of the country’s GDP. It provides the key opportunity to drive New Zealand’s productivity growth and economic diversification. With the city projected to account for 75% of growth in the working age population out to 2043, widespread planning for Auckland’s growth is crucial.

Tāmaki Makaurau large population size relative to the rest of New Zealand is likely to remain during the next 30 years. Around 1.7 million or one third (35%) of New Zealand’s population live in Tāmaki Makaurau. This proportion is projected to increase to 39% by 2043. Over the next 30 years this population could increase by another 720,000 people to reach 2.4 million. Tāmaki Makaurau population is growing at an average of 2% per year (Stats NZ) or 34,000 people per year, the equivalent of adding a Gisborne.



Covid-19

The past 18 months have been challenging for the Tāmaki Makaurau education sector and with further lockdowns in August/September this year recovery from the impacts remains.

The impact looks different across Tāmaki Makaurau. While participation, engagement and achievement data is improving, the rate and depth of that improvement is sub-regionally contextualised and influenced by existing social and economic factors pre-covid. These factors have amplified as a result of covid.

To respond to the challenges, there are some key projects that we have joined up with the education sector, ākonga and communities. One of those was the Urgent Response Fund (August 2020 – June 2021) where education sector leaders and our teams work together. This provided a tremendous opportunity to work together in a new and different way to support ākonga wellbeing, participation and engagement in learning. Our insights from this experience describe the significance of open engagement, respect, listening to learn and a way of doing things that values the mahi of those working with tamariki and rangatahi.

During Alert Level 4 August/September this year there was growing concern about loss of participation and learning for many tamariki and rangatahi. **Reconnecting our young people with school and kura is a major focus for Tāmaki Makaurau.**

We are geared up to support the education sector through transitions of alert levels including their distance learning and onsite learning programmes and ensuring continuity of service delivery for early learning services, kura and schools.

We are growing and fast!

Our school-age population is already experiencing unprecedented growth, and this is expected to continue at an increased pace over the next decade. This results in pressure to provide the right physical space and

associated infrastructure within schools and to deliver a system that enables all children and young people to reach their potential.

Tāmaki Makaurau is projected to receive 55% of New Zealand’s growth over the next decade – which means an additional 60,000 student places needed in Tāmaki Makaurau by 2030.

The Ministry has undertaken engagement with the Tāmaki Makaurau education sector, obtaining their ideas for managing the growth in their local schooling networks in the next decade. Amongst the ideas and views gathered, the sector told us that what is important to them is all-weather outdoor spaces and facilities so that both young children and teenagers can play and move outside all year round. They also said that schools need to be linked more effectively to the community, offer the use of school facilities, and work more closely in partnership with the council and local organisations so everyone can benefit.

The sector identified the need for increased wellbeing services housed in schools, so that they could partner with health care organisations to provide physical and mental health services necessary to support our most vulnerable students.

There is heightened demand for accessible and effective pathways for Māori medium and Te Reo Māori education and for children with learning support and wellbeing needs, and Iwi centric schooling provision.

In 2019 we released the National Education Growth Plan (NEGP) – a new way of thinking about and co-ordinating the Ministry’s response to population growth across New Zealand. It will ensure that sufficient capacity in the school network is delivered as the right type, in the right place, at the right time. [National Education Growth Plan – Education in New Zealand](#).

This incorporates the Auckland Education Growth Plan (AEGP) which accounts for half of the nation’s identified growth catchments. As communities change, so too do the schooling needs of their tamariki and rangatahi. The NEGP and AEGP identifies what we know about the anticipated location and patterns of growth in school aged children between now and 2030 and identify what the Government may need to consider meeting this growth

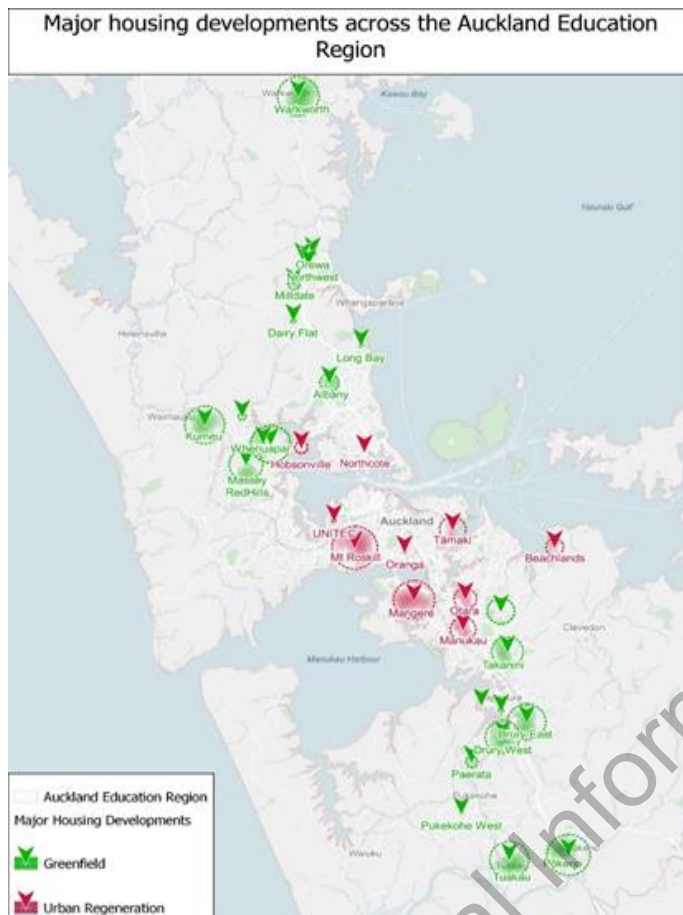
An update to the National Education Growth Plan was released in May 2021. The Auckland update can be viewed here. <https://www.education.govt.nz/assets/NEGP/NEGP-Update-Auckland-March-2021.pdf>

Population growth is placing pressure on our school network in specific areas. The high growth areas are all unique and are experiencing growth in different ways. In some areas, we are seeing redevelopment and intensification of existing urban areas, while in other areas entire new communities are being established.

We expect growth will continue and will bring challenges with it. Our school-aged population in Tamaki Makaurau and Tai Tokerau are already experiencing unprecedented growth, and this is expected to continue at an increased pace over the next decade. This results in pressure to provide the right physical space and associated infrastructure within schools and to deliver a system that enables all children and young people to reach their potential.

Our Greenfield growth is equivalent to adding Christchurch city to Tāmaki Makaurau within the next 30 years. Greenfield refers to land that has been identified for future urban development that has not been previously developed. Our urban regeneration and brownfield growth are equivalent to adding two Wellington cities to Tāmaki Makaurau within the next 30 years. Urban regeneration is the planning of neighbourhoods and improvement of buildings to strengthen communities and the economy to make it an even better place to live.

This map shows the major greenfield developments and urban regeneration areas spread throughout the Tāmaki Makaurau Region:



Tāmaki Makaurau is projected to receive 55% of New Zealand’s growth over the next decade – which means an additional 60,000 student places needed in Tāmaki Makarauri by 2030.

Kāinga Ora are undertaking the ‘Auckland Housing Programme’ across a number of the Auckland Education Growth Plan (AEGP) catchments. The Roskill Development is an example where 11,000 new, high quality, healthy homes will be built over the next 10 years. This will include approximately 3,000 state homes, 3,500 affordable homes and 3,500 homes for the open market. The impact of this development on our school property is doubling the rolls of existing primary schools and the provision of a new primary school.

Giving practical effect to Te Tiriti o Waitangi

The development and advancement of Māori medium education is a key priority for our rohe. Our vision is for whānau in Tāmaki Makaurau to have seamless Māori medium learning pathways for their tamariki and mokopuna that are accessible, respond to whānau aspirations and are sustainable.

A key focus for us is to continue to further develop and extend our partnerships and relationships with Iwi, hāpu, whānau and the education sector. This is critically important in helping us to understand the needs, interests, and aspirations of ākonga within the context of their whānau.

A part of this focus is to support collaborative planning for future Māori Medium provision and to further develop existing learning pathways to meet the needs of local communities.

Ka Hikitia and Tau Mai te Reo national strategies guide and shape the work we do including the development of our Arotahi (vision/focus) for our region. Tāmaki Makaurau Ministry staff have worked together this year on a vision statement and high-level goals:

9(2)(f)(iv)

Our People

The regional team consists of approximately 625 staff working within and across function groups to provide integrated service delivery.

To further support and enable staff to give effect to Te Tiriti of Waitangi and our Arotahi, a range of learning and development programmes including Beyond Diversity, Te Tiriti o Waitangi workshops and regional forums have been offered to all staff members – with a focus on continuous improvement to enhance and strengthen service delivery.

Our regional Professional Learning & Development Committee are developing the calendar of opportunities for the year ahead.

In June this year, our teams participated in geographic team hui focused on ways to collaborate more with each other. Guest speakers 9(2)(a) and 9(2)(a) spoke at two of our hui and led a session on Forgotten Histories.

The third hui had seven exceptional guest speakers which included ākonga from six schools. The ākonga shared their current lived experiences and personal thoughts of the education system. The seventh guest speaker was a young man who shared his story and experiences of the education system.

What we heard:

- Productive partnerships and relationships between school, whānau and ākonga are key to participation and engagement in school and learning.
- A school culture that valued each learner for who they are and enabled them to be their best.
- That the opportunities to succeed in the system requires effort on behalf of the individual and some ākonga need support to access those opportunities.
- That physical environments of buildings and classrooms and resources are important tangible indicators of equity in our system.

The voice of Ākonga

We are proud of the work that young people in Tāmaki Makaurau are doing every day; we recognise the importance and the power of giving young people an opportunity to lead and to make a difference in their own way.

This year we have been working alongside a group of ākonga from across Tāmaki Makaurau to design and establish an **Auckland Youth Advisory Group (AYAG)** to specifically focus on Auckland's strengths within our unique and diverse community. The AYAG's aim is to bring authentic ākonga lived experiences and voice using agentic practices into our Regional Office.

The AYAG will offer advice based on their experiences living as young people (aged 12 to 18 years) to help us improve outcomes for our education community.

They will:

- identify the issues that are important to young people and the communities they live in and are influenced by,
- provide advice on our regional strategies, policies, and plans, and
- help us effectively engage with the needs and aspirations of young people.

9(2)(f)(iv)

- 9(2)(f)(iv)

The AYAGs are representative of a diverse and broad range of youth across Tāmaki Makaurau.

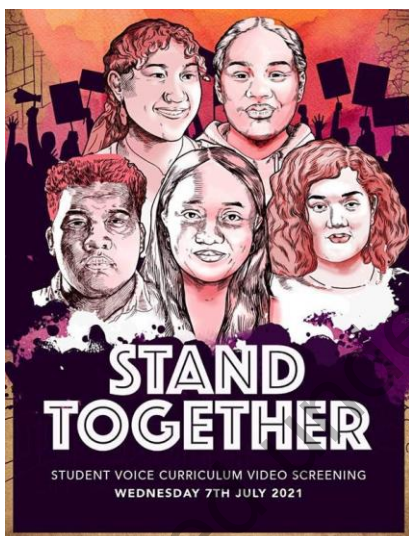
We are excited to share that the AYAG is youth centric and is ako in intent, function, and form. This means that there is a genuine commitment that the connection is reciprocal (mutually beneficial and responsive), and that the ākonga will gain tangible outcomes in terms of skill development and leadership. Ākonga will be working in teams to problem solve, discuss, collaborate, create, think, and connect.

2-4-1 Stand Together: Tāmaki Makaurau’s Pacific Ākonga Community

Another example of ākonga leading the way, is the 2-4-1 group, borne out of the ākonga march for unity to stop interschool rivalry in July 2020. 2-4-1 represents Tū Fa’atasi – Tu’u Fakataha – Tu Fakalataha – Tū Kapiti – Tū Kotahi – Cakacaka Vata meaning “stand in unity”. This group represents an ākonga movement across Tāmaki Makaurau to build a community regardless of the schools they attend.

Following the ākonga march in July last year, representatives from Police, Local Boards, The Cause Collective, Unitec, as well as teachers, Board of Trustees representatives and our staff, met with the ākonga leaders to listen and respond to their feedback.

The ākonga leaders, with the support of the above agencies, met weekly to share their individual and collective journeys; to support each other during a difficult year; to discuss key issues around identity, language and culture; to exercise their ākonga voice and voice of their peers, and to plan an end of year celebration which was held on 11 December last year. The event celebrated unity and leadership as a Pacific ākonga community. About 300 ākonga, teachers and whānau from 42 schools across Tāmaki Makaurau gathered at the Vodafone Events Centre in Manukau for the celebrations.



The students from 2-4-1 have also been busy being interviewed for a video documentary series (filmed by a pacific communications agency). The video documentary series captures the experiences of ākonga, and what ākonga agency and ākonga leadership looks like in action. The documentary shows ākonga who are motivated, positive in their own identity, resourceful and resilient - all things our curriculum aspires for our young people.

The video and accompanying curriculum resources are available on the Ministry’s website.

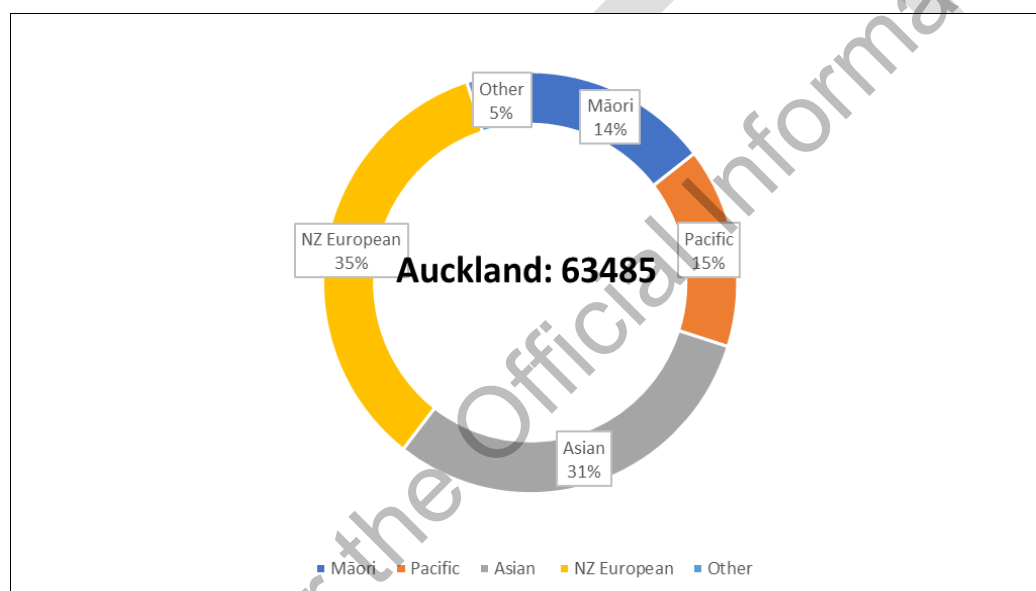
Early learning provision

At July 2021, there are 1520 early learning services and Ngā Kōhanga Reo in Tāmaki Makaurau:

Breakdown of numbers by type:

Early Learning Type	Number of early learning services	July 2020 Roll
Education and Care Service	1063	47809
Free Kindergarten	144	6419
Homebased Network	175	6359
Playcentre	78	1893
Te Kōhanga Reo	46	1005
Hospital Based	10	
Casual-Education and Care	4	
Auckland Total	1520	63485

Breakdown by ethnicity



Breakdown of numbers by regional sub-areas

Area	Number of services	July 2020 Roll
Central	286	11681
East	217	9066
North	298	13003
South	268	11131
South West	175	6893
West	276	11711
Total	1520	63485

Schooling provision

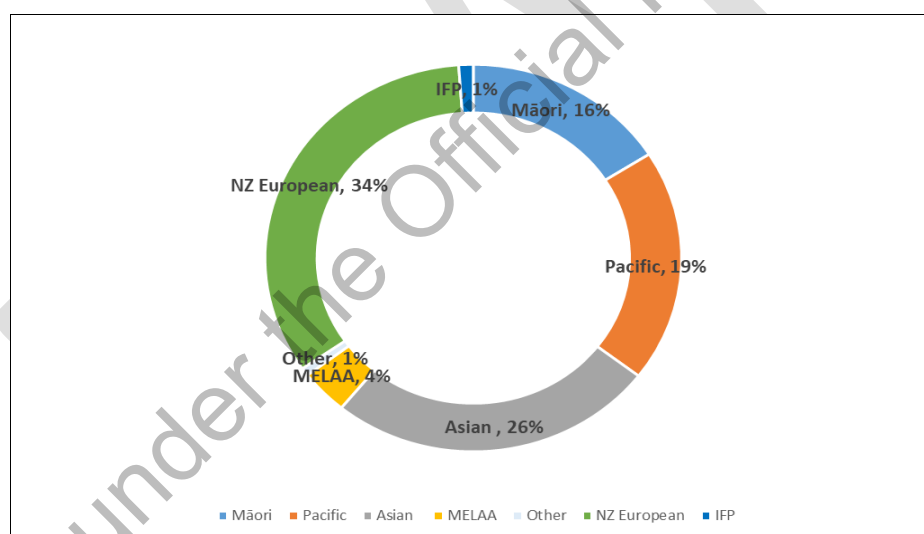
As at July 2021 there are 568 state and state integrated schools and 44 independent (private) schools in Tāmaki Makaurau.

Breakdown of numbers by schooling type (state and state integrated only):

School Type	Number of schools	July 2021 Roll*
Primary	378	141743
Intermediate	42	22980
Composite	38	19541
Secondary	97	99933
Special School	13	2034
Auckland Total	568	286231

Māori Medium	Number of kura	July 2021 Roll*
Kura	10	1109
Ngā Kura-ā-iwi	1	268
Te Kōhanga Reo (ELS)	46	1005

Breakdown by ethnicity



Breakdown of numbers by regional sub-areas

Area	No. of Schools	July 2021 Roll*
Central	102	54591
East	94	52772
North	109	60050
South	92	34443
South West	84	43788
West	87	40587
Total	568	286231

Section Two

lwi

9(2)(g)(i)

Section Three

How we are organised

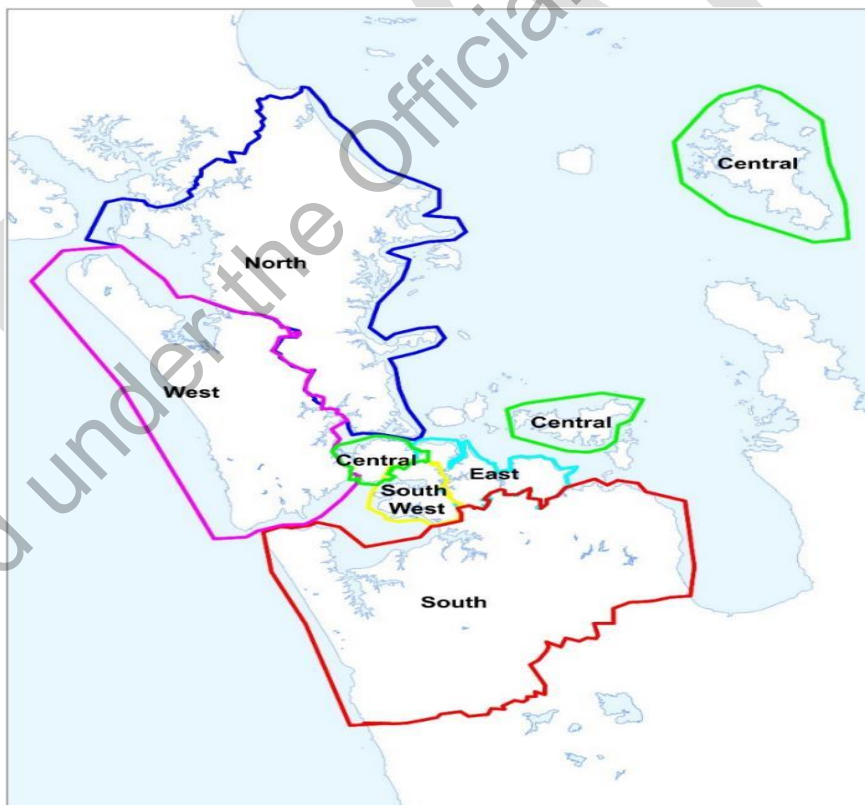
Important to note:

- The establishment of Te Mahau | Te Tai Raro, and the appointment of the Director of Auckland, into the Hautu | Deputy Secretary, Te Tai Raro role has provided an opportunity for us to review Auckland's current leadership structure.
- On 10 September, the Director of Education proposed an interim and temporary management structure in Tāmaki Makaurau while the longer-term changes needed to ensure that Tāmaki Makaurau is well placed to deliver services that meet the aspirations of a Regional Service Delivery Model are considered. Given the size and complexity of the region, it will take time to determine, and put in place, a design that will deliver the best education outcomes for the region. **It is expected the interim structure will be in place from 4 October until 30 June 2022.**

As of September 2021

We organise service delivery across six geographic areas: North, West, Central, Southwest, South and East.

The northern boundary between Tāmaki Makaurau and Te Tai Tokerau is Te Hana and the southern boundary with Waikato is Mercer. Great Barrier Island and Waiheke Island are included in the central geographic area. This map shows the boundaries for each geographic area:



We have four offices located in Henderson (West Tāmaki Makaurau), Albany (North Shore), Mt Maungawhau (Central Tāmaki Makaurau), and Botany (East Tāmaki Makaurau).

Office for the Director of Education – Tāmaki Makaurau

The below reflects the Director of Education's leadership structure up to 1 October 2021.

The Director of Education has nine direct reports:

- Deputy Director (with responsibility for Learning Support operations)
- Deputy Director (with responsibility for Education, Curriculum, Business Support operations)
- Strategic Advisors Māori (x2)
- Principal Advisors (x2)
- Manager Network
- Regional Strategic Advisor
- Executive Assistant.

Interim Leadership Structure

The following reflects the interim/temporary leadership structure for Tāmaki Makaurau from 4 October 2021 to 30 June 2022. Two Directors of Education have responsibility for the full suite of education services across designated geographical areas of Tāmaki Makaurau as follows:

- Director of Education – Tāmaki Makaurau (Area One) – Deidre Alderson. Deidre leads education operations for South, East and Central areas.
- Director of Education – Tāmaki Makaurau (Area Two) – Tanya Harvey. Tanya leads education operations for South West, North and West.
- Each Director is supported by two Learning Support Managers, three Education Managers, a Strategic Adviser, a Principal Adviser and Executive Assistant.
- The following positions report to a Director and are responsible to both Directors as the teams work across Tāmaki Makaurau:
 - Curriculum Manager - reports to Tanya Harvey.
 - Business Support Manager - reports to Tanya Harvey.
 - Performance and Quality Lead - reports to Deidre Alderson
 - Systems and Services Manager- reports to Deidre Alderson.

Regional Communications

The Principal Advisers support the Director of Education and teams with regional communications through quality assurance processes for Ministerials, Official Information Act Requests, Privacy Act Requests, Media Request and drafting internal and external communications.

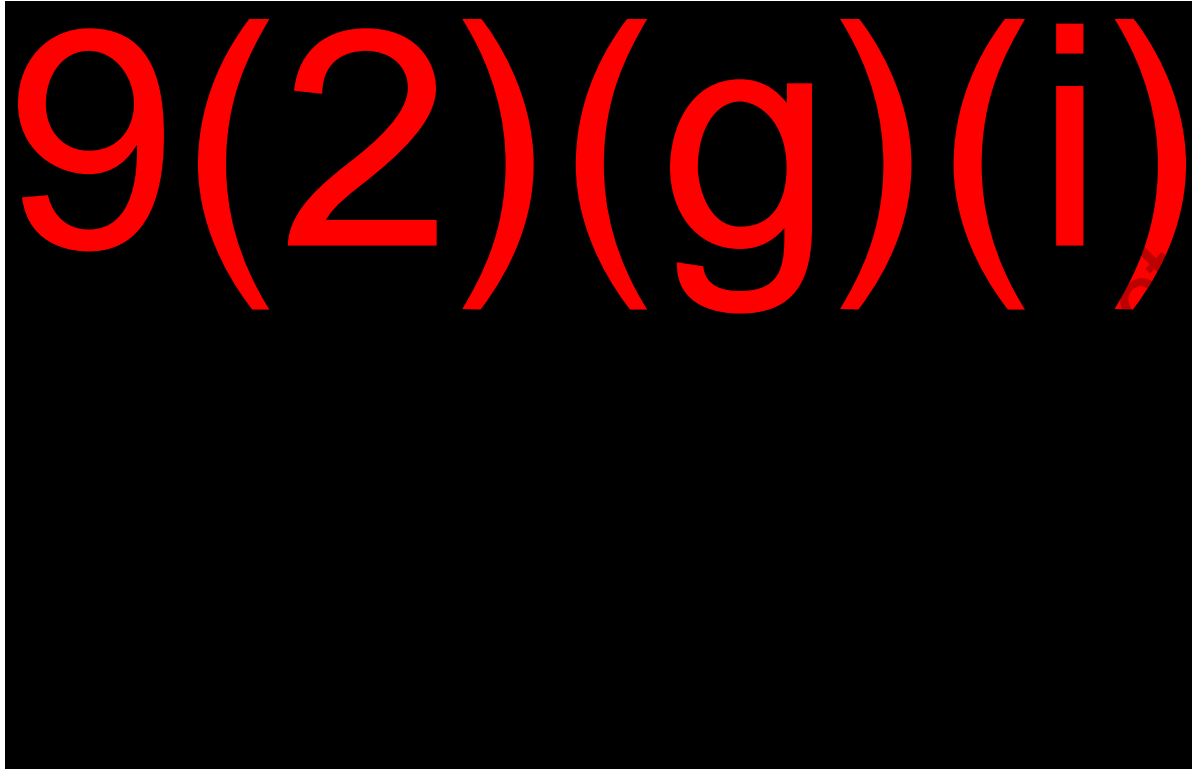
Important things to note:

- Final approval of regional communications is with the Director of Education.
- Education Weekly Updates are due to National Office every Tuesday afternoon. Principal Advisers will work with the teams to draft the items and forward to the Director for final approval.
- The Director writes to the early learning and schooling sector every 6 weeks with updates on key regional information.
- Special Projects - in addition to supporting Regional Communications, the Principal Advisers/ Strategic Advisor also supports the Director with significant region-wide initiatives as identified by the Director.

Reporting

The Director of Education provides a monthly report to National Office. A standard template is used for the report. Each regional business group provides detail for the report.

Situation Reports are provided to National Office as required for any current risks or issues of significance. Business group managers provide a Status Report (at least once a month) to the regional executive and management meetings – example below



We are currently streamlining current performance reports and preparing a simplified region-wide dashboard to support operational decisions.

Meeting structures

Executive Team Meeting

The purpose of these meetings is to maintain strategic oversight of Auckland Regional business and risks; it's people, partnerships, and priorities.

Management Team Meeting

The purpose of these meetings is to implement actions from the Executive team and make operational decisions.

Section Four

Services

This section outlines the range of services we deliver including an overview of the service and important things to know about the priorities, issues and opportunities.

Service delivery is supported by approximately 625 Sector Enablement and Support and Education Infrastructure staff.

Network Planning

What we do

Network services comprise of 8 and is led by Janet Schofield – Manager Network. The team identifies demand pressure on schools within geographic catchments. We model growth scenarios affecting networks of schools, and work with Education and Property teams to identify options to manage these growth pressures.

Network advisers assist schools with targeted responses to growth or change. Responses may include:

- enrolment scheme set up or amendment
- new school establishment and
- change of year level or status

Where significant change is proposed we run a community engagement and consultation process.

The Network team works with a range of school types; mainstream, integrated, kura, specialist, dedicated character, contributing, full, intermediate, junior or senior college or high school.

Important things to know

We estimate that Auckland will require an additional 60,000 student places to accommodate growth to 2030. The NZ Catchment Demand Model (NZCDM) is supported technically from the Auckland office Network team. The Long-Term Outlook (LTO) tracks when teaching spaces are required at catchment and individual schools' level, and where and when new schools are required (this is administered nationally but contains the latest Auckland data). We work with the Acquisitions team to identify options for new school sites.

Network services priorities include the following work streams:

1. Auckland demand modelling - Auckland Education Growth Plan (AEGP)
2. Learning support | Specialist school network
3. Te Tira Hou | Māori Medium Network
4. Accelerated Enrolment Scheme Programme
5. New School establishment
6. Network change programmes

Network services to be established by August 2022:

1. Early childhood network planning

Learning Support

What we do

Learning Support comprise approximately 380 staff.

Managers Learning Support guide and lead the work in their Area.

Service Managers (25) lead teams that work directly with early learning services, schools, kura, ākongā and whānau to deliver the following services:

- Behaviour/Wellbeing Support
- Communications Support
- Early Intervention
- Ongoing Resourcing Scheme
- School High Health Needs
- Physical Disability Services
- Deaf and Hard of Hearing Services
- Assistive Technology
- Property Modifications
- Traumatic Incidents
- Specialist support programmes
- Safe Restraint training

These teams work with schools and services to support and enable the Learning Support Delivery Model including working closely with Resource Teachers of Learning and Behaviour (RTLB) to support the implementation of He Pikorua - practice framework that supports mokopuna with additional learning needs and their whānau.

The Performance and Quality team supports the work of the Auckland Region teams to enhance service delivery performance and quality outcomes including:

- Building people capability through professional learning and development programme, practice induction programme and supervision support
- Contributing to National initiatives and new projects
- Working with Pacific and Māori services to further support their inclusive practices and services
- Promoting quality evidence based/informed practices
- Advising and supporting responses to specific queries about practice issues
- Internal – data management and reporting
- Contract management – for sector contracts such as Early Intervention Specialist Service Providers (EISSPs)
- Fund Management – provide and monitor financial data and lead the allocation and delivery of sector funding e.g., ORS, In Class Support, Assistive Technology, Language Learning Initiative.

The Systems and Services team provide services to early learning, schools, kura and whānau including:

Building Capability System:

- School-Wide (Positive Behaviour for Learning – PB4L)
- Incredible Years
- Restorative Practice

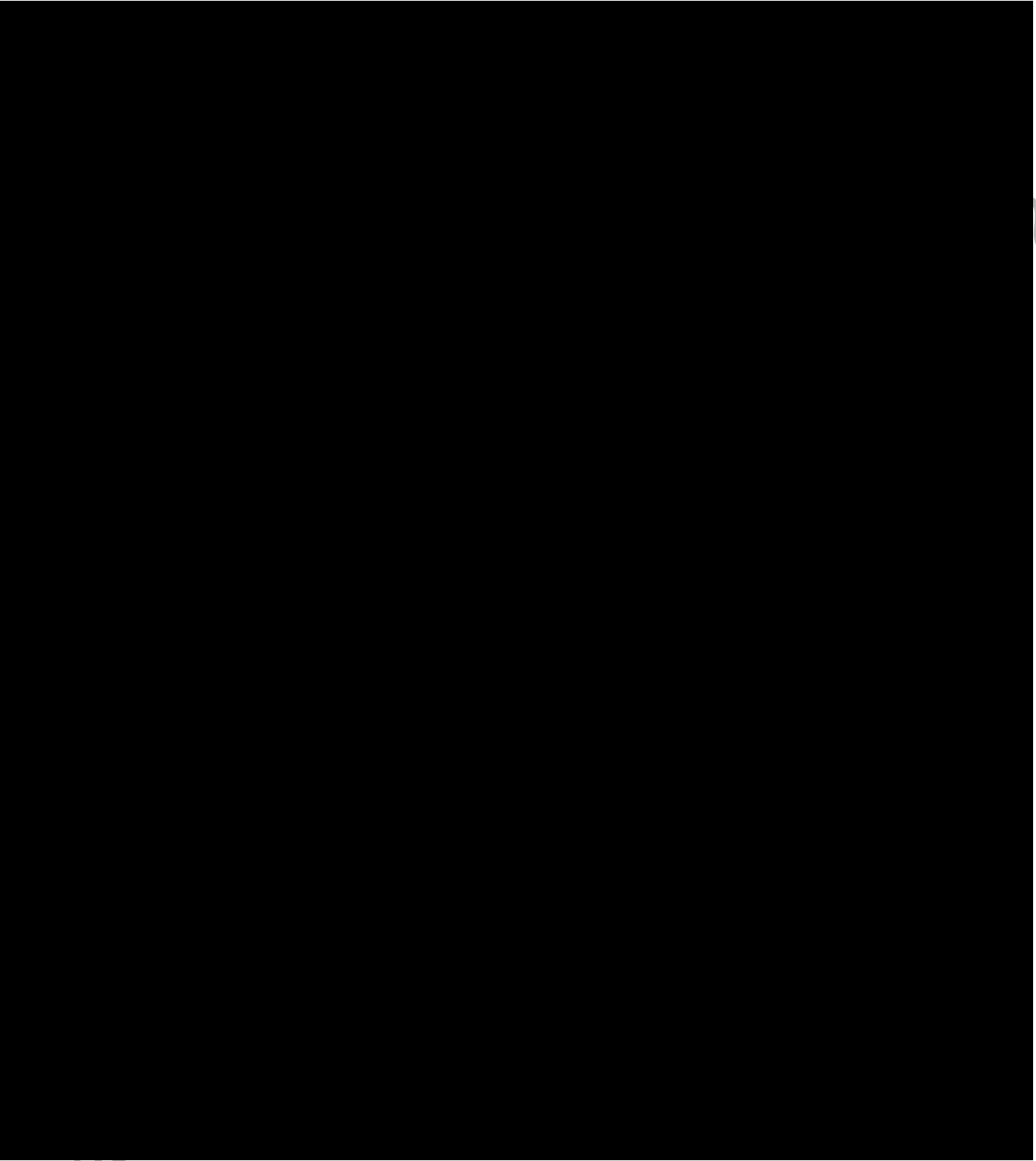
Support Services:

- Behaviour Crisis Response
- Te Kahu Tōi, Intensive Wraparound Service (IWS)
- Check and Connect
- Traumatic Incidents
- Youth Justice - assessments for youth offending
- Understanding Behaviour Responding Safely
- Safe Restraint (aka Management of Actual or Potential Aggression training – MAPA)

Important things to know

9(2)(g)(i)

9(2)(g)(i)



2

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Education and Curriculum

What we do

Education, Curriculum and Business Support services comprise approximately 120 staff led by:

- Education Managers(x6)
- Curriculum Manager
- Business Support Manager

The Education teams are organised by geographic sub- areas and led by Education Managers and their teams. This team has responsibility for the following key areas:

- Advice and guidance on the Education and Training Act
- Statutory Interventions
- Schooling Improvement
- Secondary – Tertiary pathways
- Attendance, participation and engagement
- Education pathways including Kāhui Ako provision
- Student services including directed enrolments, youth justice, home education, early learning exemptions
- Iwi and whānau engagement
- Pacific community engagement and contract management for providers
- Managing at a regional level the deployment of funds including Interim Response Fund and Special Reason Funding.
- Contract relationship management – Attendance Services and Alternative Education.
- Managing complaints about the education sector
- The Education team has a key role as the day-to-day key contact for and with schools, kura and early learning services. This includes bringing together internal groups to help streamline responses for schools or services. The team also works alongside alternative education, tertiary institutions, and industry.
- Assessing and issuing of Home Education Certificates
- Assessing and recommending approval/decline Directed Enrolment applications
- Supporting Kāhui Ako in implementing their Achievement Challenges Early Learning
- Advice and guidance on the Education and Training Act, Education (Early Childhood Services) Regulations 2008 and the Licensing Criteria for ECE Services 2008
- Issuing and amendment of Licenses
- Monitoring and assessing breaches of legislation
- Managing complaints about and incidents in the sector
- Curriculum development support

The Education team collaborates with other agencies such as the Education Review Office and Oranga Tamariki to provide joined up support for the best outcomes for ākonga.

Important things to know

The Education teams are driven by the Auckland Regional Education plan which is annually reviewed. In direct alignment with the new Education and Training Act 2020 (Section 127), Auckland's Regional Plan is set within the framework of Ka Hikitia and Tau Mai Te Reo.

We use the Schooling Improvement Framework (SIF) to help shape, guide and priorities our approaches and engagement with schools and kura. The SIF plans are reviewed on a quarterly basis and reported to National Office. Student Achievement Practitioners are available to work with schools and kura that would benefit from additional support through a change and improvement process.

We have a newly established Curriculum team comprising of Manager Curriculum and 10 Curriculum Leads who work with and for early learning services, schools and kura to support and advance curriculum development. There is currently a significant focus on the development of Aotearoa New Zealand Histories.

We currently have nine Statutory Interventions in Tāmaki Makaurau. 9(2)(g)(i)

[Redacted content]

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Business Support

What we do

Business Support is led by Bree Foley – Manager Business Support, supported by two Support Managers and their teams. Within Business Support we have two teams consisting of Business Support and Contracts & Licensing:

Business Support

The work that is undertaken by the Business Support team falls into two key areas, Sector Enablement and Support (SE&S) and Business Enablement and Support (BE&S). All business support staff are familiar with the BE&S tasks and the team are expected to cover these tasks as part of their Senior Support Officer role. Individual team members are assigned 1 or 2 key Portfolios.

Contracts & Licensing

This is a unique small regional team only located in Auckland and based in the Maungawhau office. Its function is to manage contracts that support learners that are primarily Māori, Pacific or in low socioeconomic backgrounds and the administration of early learning licensing applications and associated functions.

We do the administration for early learning licensing applications and other related functions like quality assurance, providing advice, regional reports and monitoring of application progress through the Ministry system.

Important things to know

Business Support is the engine room of the organisation, the team are a touch point for every part of the business - see appendix two for a detailed overview of Business Support work streams.

- Currently we manage 20 portfolios within the Auckland region.
- Contracts and Licensing currently manage 12 various contracts which both Nationally and Regionally.

Business Support Services include the following workstreams

- Providing a seamless level of customer service to both internal and external key stakeholders via our Receptionists and our Portfolio Management.
- Ensuring strong contract management processes across the variety of regional and national contracts undertaken in Auckland. We have 6 initiatives that funded from our regional budget and 7 that are funded nationally.
- Effective communication between the national and regional teams connected to us (EC Implementation Planning, Provider services, Procurement, Auckland Education Managers and their teams, Auckland Performance and Quality lead, Strategic adviser Māori, Pacific Function Group, Curriculum Leads, Business Support).
- Be agile to the requirements of different COVID Alert level responses and the subsequent funding to support learners that are Māori, Pacific or in low socioeconomic backgrounds.

Te Puna Hanganga, Matihiko | Infrastructure & Digital

What we do

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 ākongā.

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

Te Puna Hanganga, Matihiko in Tāmaki Makaurau is led by David Bos – Regional Asset Manager. The team in total is around 100 members. David and his team are responsible for the delivery of property in Tāmaki Makaurau, including asset management, capital works, modular classrooms, construction observation, regional engagement, procurement, acquisitions and designation, school design, property delivery and administrative support.

The focus for EIS in Tāmaki Makaurau is the implementation of Te Rautaki Rawa Kura – The School Property Strategy 2030. It sets the long-term direction for how we will manage school property to support all schools having quality learning environments by 2030. The Regional has created a Regional Property Plan to set the strategy and direction of

Important things to know

Te Puna Hanganga, Matihiko resources in Tāmaki Makaurau

Asset Management – Robert McAllister (32)

Asset Management are the 'internal' client within Te Puna Hanganga, Matihiko. Most of the work for this team is focused on managing the existing stock of buildings and planning for new investments in new buildings. They manage the daily interface with schools.

Capital Works – Malcolm Gamet (44)

The Capital Works Team are the largest in numbers. They are responsible for the implementation of major build projects and are instructed by Asset Management

Acquisitions and Designations – James Puketapu (5)

The A&D Team purchase new land and deal with the legal aspects of the Resource Management Act and other land related legislation.

Design – Renelle Gronert (5)

The Design Team are responsible for setting design standards for schools and providing design assurance reviews on all large value investment projects.

Construction Observation – Fred Cox (2)

The Construction Observation Team are responsible for checking sites on both Capital Works and School-led construction projects. Their role is primarily there to ensure all construction meets the Ministry's Design / Quality standards.

Procurement – Stephanie Sommerville (8)

A team of procurement professionals support the Capital Works and Asset Management functions with their consultancy and construction sourcing needs in Auckland and Tai Tokerau.

Health and Safety – Martina McVey (1)

The H&S Team supports our stakeholders and provider partners to implement health and safety practices at all stages of construction through:

- Review and acceptance of Asbestos Removal Control Plans (ARCPs) for Ministry-led projects
- Development of policies, procedures and 'how to' guidance for EIS staff involved in project delivery
- Produce health and safety information for schools, boards of trustees and third-party service providers
- Advice on specific health and safety matters
- Incident reporting and management of Ministry-led construction projects
- Investigation of notifiable events on behalf of the Ministry

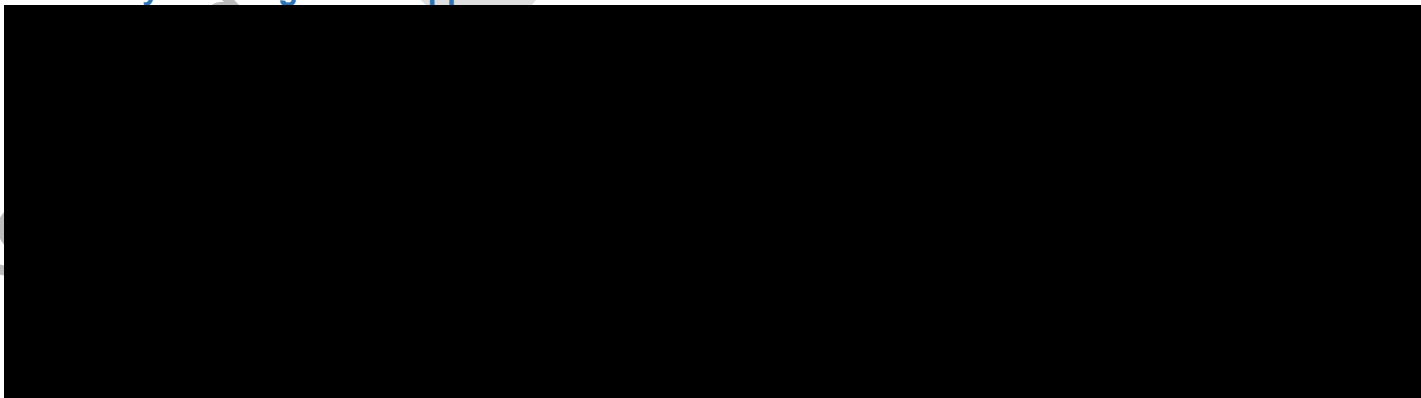
Off-site Manufactured Buildings (OMB) – Simon Hampson (2)

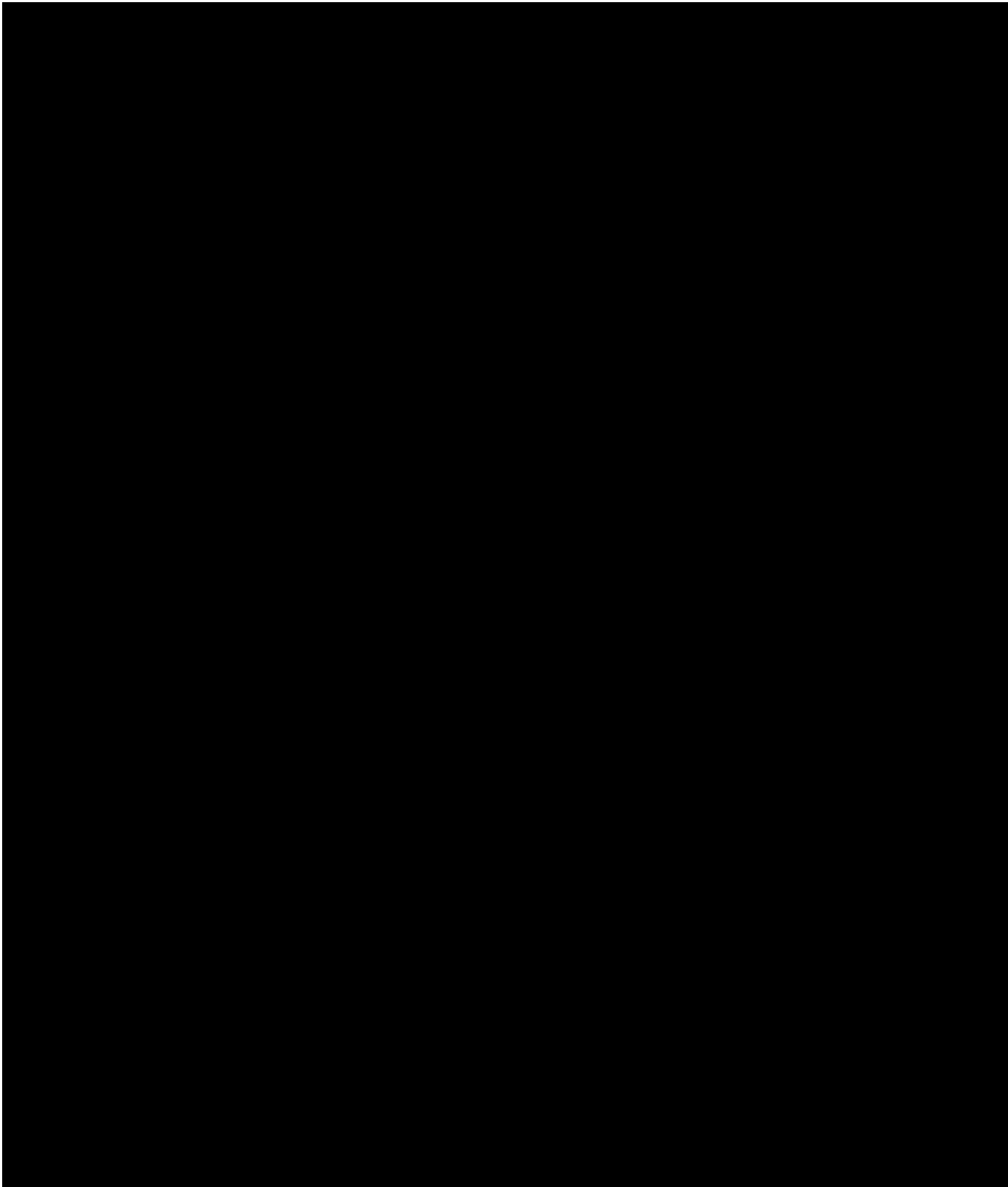
Modular / Transportable buildings built off-site account for a large portion of the overall portfolio of classrooms in the region. This team leads the implementation of Short-Term Roll Growth in the region and the management of these buildings nationally.

Engagement – Danielle Van Sambeek (1)

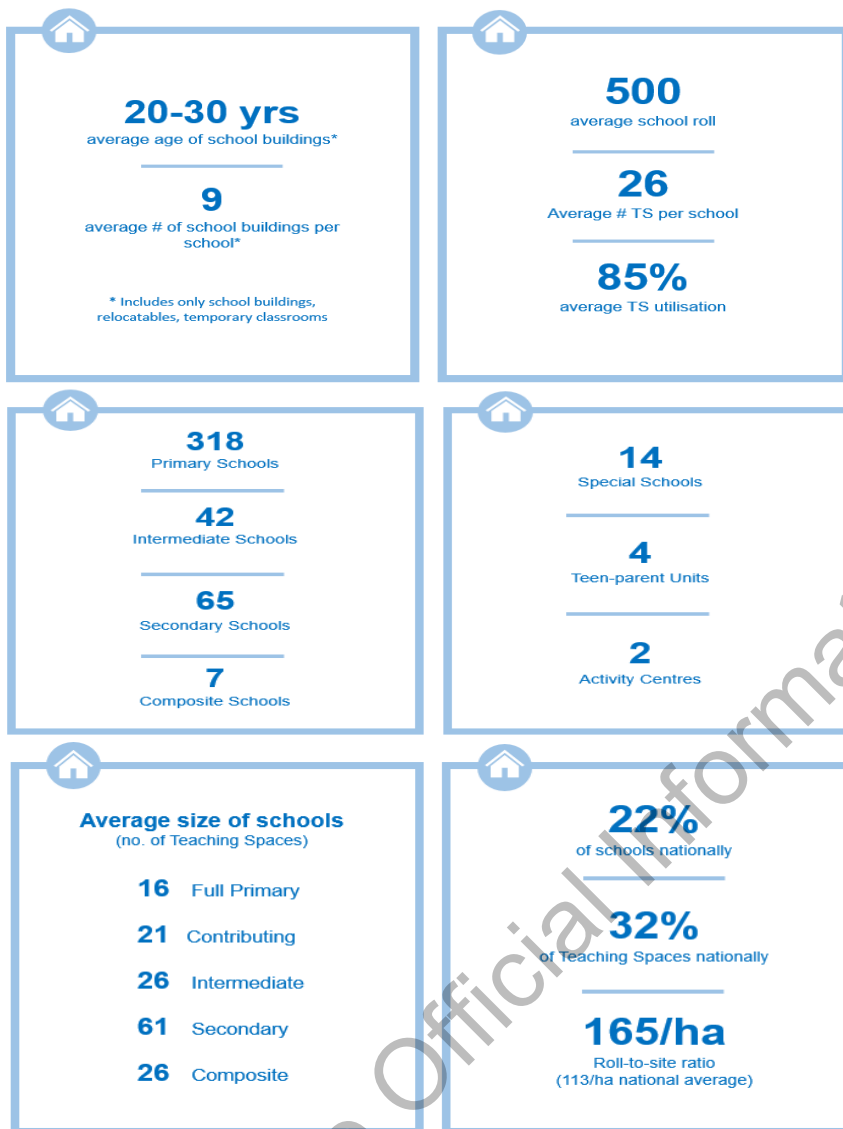
The Senior Engagement Advisor provides school property, project-specific, external and internal engagement support on all school major redevelopments and new school builds. Engagement support may include supporting issues resolution, supporting ministerial correspondence and media responses, developing and assisting with implementing stakeholder engagement plans for school property projects, content for school websites, intranet content, social media content and creating proactive media content. Alongside the Capital Works Senior Engagement Advisor, this position also provides support for roll growth and national programmes and offers internal regional communication support as required.

Key challenges and opportunities





Releas



English for Speakers of Other Languages (ESOL), Refugee Migrant, International Team

What we do

ESOL Team comprise of 16 staff across the country and is led by Maree Jeurissen – National Manager, ESOL, Refugee Migrant, International Education Team.

The team administers **ESOL funding** so that schools can offer extra English language support for eligible students who speak more than one language. We also provide resources and professional development support to help teachers and teacher aides develop their skills in working with English language learners.

There are two Senior Advisers and three Verifiers for ESOL. They provide advice on ESOL programming and ensure the schools are adequately and appropriately utilizing the ESOL funding and other supports.

There are six Senior Advisers and one Lead Adviser for **Refugee Migrant Support**. They are based in Ministry regional offices in Dunedin, Nelson, Wellington, Palmerston North, Hamilton, and Auckland. The Senior Advisers liaise between refugee communities, agencies, and schools to help with education and

resettlement. The Senior Advisers administer flexible, discretionary funding to schools to support newly arrived refugee students.

There is a new **Community Partnerships Team**, made up of a Team Lead and three Senior Advisers. This team's kaupapa is to work in partnership with refugee/migrant communities to set up learning hubs in Christchurch, Wellington, and Auckland.

The ESOL Team also manages funding and support for the education programme at the **Centre for Refugee Education** in the Mangere Refugee Resettlement Centre/Te Āhuru Mōwai o Aotearoa.

Important things to know

- In August 2021, we provided ESOL-funding for 56,381 students in 1,550 schools. The total amount of funding was \$22,092,965 (GST Excl).
- ESOL funded students in the Auckland region made up 61 percent of the national total of 56,381 students.
- The August 2021 funding allocation in the Auckland region was for 34,638 students in 464 schools.
- 90% of ESOL funded students in Auckland region are primary school students and 10% are secondary school students.
- In Auckland, 53% of the ESOL funded students are New Zealand born, 46% are migrants, and only 1% are former refugee students.
- The most commonly spoken languages of ESOL funded students in Auckland are (in order) Mandarin, Samoan, Hindi, and Tongan.



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Section Five

Key Priorities and Work Programmes

Māori Education

Te Tira Hou | Māori Medium Network and Education

Network provision

Engagement with iwi, kura, rumaki, puna, peak bodies, and other Māori groups occurred in 2020. Current state data and mapping was collated for Māori medium provision in Tāmaki Makaurau, with a focus on level 1 and 2, but also gathering information on level 3 and 4 programmes, as well as puna and kōhanga reo services. We are in the process of identifying gaps and options to strengthen provision, to align with our commitments under Te Tiriti o Waitangi, Tau Mai Te Reo and Ka Hikitia.

Ongoing kōrero with Māori providers and Iwi are opening opportunities to grow the network that can be further explored.

Education provision

This work is led by an Education Manager and includes staff from across functional teams. Our emphasis is on creating actions to meet Tau Mai Hononga/Engagement aim by 2040 - 150,000 Māori 15 + fluency in te Reo.

In 2020, Māori members of our region's Urgent Response Fund (URF) group **9(2)(a)** gave the description Indigenous Pathways for Māori Medium in Tāmaki Makaurau. **9(2)(f)(iv)**

9(2)(f)(iv)

9(2)(f)(iv)

9(2)(g)(i)

External engagement

Ngā Kura Kaupapa Māori and Ngā Kura-a-Iwi engagement with the Ministry is led through a Lead Adviser (Education team). The Lead Adviser supports the internal coordination of activities to further support coherent and coordinated communication and engagement with the kura. The Director of Education established quarterly hui with the kura Tumuaki with support for hosting this hui from Te Kura Māori o Ngā Tapuwae – 9(2)(a)

The Director of Education and Te Kura Kaupapa Māori and Ngā Kura-a-Iwi leaders agreed that core business engagement between the Ministry and the kura will be led through a Lead Adviser (Education team). The Lead Adviser supports the internal coordination of activities to further support coherent and coordinated communication and engagement with the kura. The Director of Education has established quarterly hui with the kura Tumuaki within their respective settings and across Tāmaki Makaurau.

Lead Adviser engagement with Kura Kaupapa Māori and Kura-a-Iwi continue to strengthen, and they have shared the need for our regional office to understand the rangatiratanga of their respective pathways.

9(2)(g)(i)

9(2)(f)(iv)

9(2)(f)(iv)

Ka Hikitia and Tau Mai te Reo

9(2)(g)(i)

9(2)(g)(i)

9(2)(f)(iv), 9(2)(g)(i)

32

Released

Learning support

Learning Support Delivery Model

The Learning Support Delivery Model (LSDM) continues to provide the strategic direction for our decision-making around service delivery developments within Learning Support. It allows us to look for innovations and ways to work differently guided by the Six Elements. Each of the elements are in focus at different times and across different work areas. For example, for Element 5 Sharing Data, the work with schools on the roll-out of Te Rito has been extensive, and while on hold at present as we support schools to address student information privacy issues, the work has been driven by the goal of finding effective ways to share data to enable more integrated supports for mokopuna and their whānau.

Another example is Element 4 More Flexibility, flexible funding within our budget has allowed us to innovate and work differently to meet local needs. Our ongoing focus has been on reducing the length of wait that mokopuna and whānau have before they can access our specialist supports. For young mokopuna this is particularly challenging as the wait may come at time soon after a diagnosis which is a particularly vulnerable time for many whānau as they begin their parenting journey. We have been developing ways to use the flexible funding for the 2021-22 Budget to reduce this wait time, by looking at how support can be provided closer to mokopuna and whānau natural supports such as ELS employing specialists to develop their own intervention or capability and capacity building programmes for the early learning service kaiako.

Element 2 Working Together Service Managers have been building on, or actively supporting the development of connected and committed Kahui Ako/groups/clusters of schools and early learning services has been done in collaboration with RTLB and had led to a more sustainable approach to service delivery, (e.g. interagency panels) with less emphasis on individual requests for specialist support. Different approaches are being taken to support, such as schools and early learning services joining together for PLD opportunities to build their capacity and capability to meet the learning and wellbeing needs of all ākonga in their local communities. Work is ongoing to build on what is already in place and facilitate this approach across areas in Auckland where it is not well developed.

The Learning Support Action Plan is also a focus, with support for the development and implementation of the Learning Support Co-ordinator Role (LSC role) via zoom PLD and hui.

He Pikorua – Practice Framework

He Pikorua was developed in partnership with our RTLB colleagues and aims to bring our practitioners together alongside whānau and educators to support the learning and well-being of mokopuna. The website, which is constantly updated, provides clear, consistent and practical guidance which supports competencies, standards and codes to build on our collective strengths. Joint work with RTLB has also led to stronger alignment in practice between the two services. Other practice partners such as health funded Child Development Services and Early Intervention Specialist Service Providers have been involved in joint work as the principles of He Pikorua align strongly with the Enabling Good Lives principles for disability services.

Within He Pikorua, there is a strong emphasis on meaningful partnerships with whānau, cultural humility, services for mokopuna Māori and integration of supports with other practice partners and agencies via a one plan approach. Journey to Tino Rangatiratanga (a development from He Pikinga ki runga), a framework for assessment and strengthening identity and cultural connectedness in which practitioner's partner with Kaitakawaenga to support whānau, is to be integrated into He Pikorua. This will be a big focus for practice support over term four 2021 and all of 2022.

The He Pikorua framework has provided the touchstone for decisions about practice development. The Practice & Implementation Advisers (PIA) for each of the areas of our work (Behaviour and Wellbeing, Speech

& Language Therapy, Early Intervention, Complex Needs, Māori & Pacific) have developed our own PLD programmes (e.g. Way to Play Workshop series, Routines Based Model, Risk Assessment), induction and supervision supports to help our workforce make the shifts to align practice with He Pikorua. This is alongside the sourcing, selection and sustainable delivery of a comprehensive programme of externally provided PLD (such as Hanen, Triple P, Pū Rakau – Motivational Interviewing and Trauma informed practices). In line with Ka Hikitia and the Tāmaki Makaurau Arotahi, our PLD programme decisions prioritise Māori, both in terms of content offered and access by Māori staff.

As part of our Ka Hikitia implementation plan the development of our staff's awareness and capacity to deliver culturally safe services for whānau and mokopuna Māori is ongoing. We have the Poipoia Te Reo attestation process to encourage staff to develop their Te Reo Māori and tikanga confidence, skills and knowledge. We also have ongoing work by the PIA Māori to source and arrange Te Reo classes for beginners, but also for kaimahi Māori.

He Pikorua also emphasises the shift contained in the LSDM to a tiered approach to service delivery. This involves a move to working across Universal support as well as the more traditional targeted and Individualised service delivery approaches. 9(2)(f)(iv)

[Redacted text]

9(2)(g)(i)

Funding

We manage, allocate and administer several funding streams for schools and early learning services to enable them to provide quality inclusive education.

It is expected that over 2022, there will be changes to teacher aide funding policies and processes, due to the two reviews which are currently underway; the review of the way schools and kura are funded for Teacher Aides and the Highest Needs Review.

9(2)(g)(i)

9(2)(g)(i)

9(2)(g)(i)

9(2)(g)(i)

Network Planning

Demand modelling – Auckland Education Growth Plan

Auckland region is experiencing a high growth phase with an additional 60,000 students needing to be accommodated by 2030. 20 of the 39 catchments in the National Education Growth Plan (NEGP) are in Tāmaki Makaurau. We have assessed demand at a regional, sub-regional, catchment and network level using our modelling tool – the NZ Catchment Planning Model (NZCPM). We model demand out to 2043 and use this analysis to identify responses for catchments in the short, medium, and long term. We work with property teams to identify which schools require short term roll growth (STRG), permanent builds or master planning for the future.

9(2)(f)(iv)

9(2)(f)(iv)

9(2)(f)(iv)

New School establishment

Tamaoho in Pukekohe and the relocated Paerata School opened this year, 2021. Establishment processes are underway for Ngākōroa School in Drury West (due to open in Term 1, 2022), 9(2)(f)(iv)

[Redacted text block]

9(2)(f)(iv)

Early Learning

This work programme is led by an Education Manager with support from Early Learning Advisers and Education teams.

Nancy Bell and some national office staff attended the Early Childhood Conference on 3 August with Deputy Director Education Auckland to provide an update on progress made with Early learning Action Plan and the future work programmes.

9(2)(g)(i)

Strengthening Early Learning Opportunities (SELO)

- SELO is a professional development programme (funded by the Ministry) to support early learning services. PLD facilitators work with management and teachers/educators to support a shift in practice towards high quality management, teaching and learning.,.
- 9(2)(g)(i) [Redacted]
- 9(2)(g)(i) [Redacted]

9(2)(g)(i), 9(2)(f)(iv)

Regulation Review

Consultation with the sector (in 03.08.2021 Early Learning Bulletin).

Discussion documents and surveys on the proposals will be released when the consultation commences. The topics and timeframes for the consultation are:

Tranche two proposals	Consultation period
1. Changes to qualifications required for the home-based ECE standard funding rate, based on the Review of Home-based Early Childhood Education . The timeline for this consultation is driven by the Government's commitment for changes to be in place by 1 January 2022.	August – September 2021
2. Implementing the new network planning function under the Education and Training Act 2020 (the Act). This function must be implemented by 1 August 2022. 3. Regulating for 80% qualified teachers for teacher-led centres and hospital-based services. 4. Strengthening the person responsible requirement for teacher-led centres and hospital-based services. 5. Strengthening the person responsible requirement for home-based services.	September – October 2021

9(2)(g)(i)

Schooling

Participation and Engagement in Learning

9(2)(g)(i)

9(2)(g)(i)

Exclusions

The Auckland SE&S Exclusion Panel convene a weekly hui comprising an Education Manager, a Senior Advisor, Education Advisor, a Learning Support Manager and Psychologist to analyse the “overdue” exclusion cases across the rohē. The objective of this hui is to provide support and guidance to staff facilitating these student’s re-engagement in education and to prioritise Tamariki Maori in line with the Ministry’s commitment to Te Tiriti o Waitangi.

The Panel has initiated a number of new approaches to supporting students including daily updates to Education Manager of all 5 day stand-downs and all suspensions that have not had any previous Learning support in place. Manager Learning Support are notified of students engaged with learning Support in the same circumstance. This has enabled Senior Advisors to engage with the schools to ensure appropriate supports are offered, identify possible alternative actions to the use of the disciplinary processes and discuss the responsibilities and accountabilities outlined in the Education and Training Act 2020.

In addition, the weekly analysis of exclusion data has enabled the Panel to identify schools with a high rate of exclusions and target them for further training and support e.g., access to the PB4L suite of supports, whanau supports and community engagement and development of inclusive practices. The Panel is also able to identify those schools who willingly enrol excluded students and are successful in meeting their educational needs. This has facilitated stronger communities of good practice around the support of students at risk of exclusion.

Youth Court

We provide education services for the Manukau, Auckland and Waitakere Youth Courts including providing education information, advice, and guidance to assist decision making processes during youth court proceedings. We continue to provide education information to Youth Courts during Alert Level 4 and 3 operations, and we will appear through video link or any urgent appearance request by the Youth Court. We are working closely with TROW Group and Auckland Chamber of Commerce around opportunities for employment for young people including connecting with Oranga Tamariki Youth Justice around what this could look like and how it can fit in with Social Worker plans with and for the young people.

Curriculum

New Zealand Curriculum (NZC) and Te Marautanga o Aotearoa (TMOA) Refresh

9(2)(g)(i)

. There are all available on the following webpage [Curriculum and assessment changes – Education in New Zealand](#).

Timelines for TMOA refresh and trialling also shared on the same website as above.

Aotearoa NZ Histories (ANZH) and Te Takanga o te Wa

Regional plan

The Regional project plan is in place with actions and responsibilities articulated. Focus is on Strategic Adviser Maori working with Curriculum team & Lead Advisors on Iwi engagement strategy and resource applications and Curriculum Leads (CL) working on sector engagement and support around implementation of the curriculum

At the National Office hosted hui for CLs on 12 August it was expected that the final version of the curriculum will be released at start of Term 4 – Mid October – and we were provided with a template for regional implementation that we will look at and compare with our current plan and adapt as needed.

First tranche of resources to support ANZH delivery is now live. [Aotearoa New Zealand's histories / Social Sciences Online - eZSSOL \(tki.org.nz\)](#)

Sector Engagement with ANZH

We have reached out to the Networks of Expertise who have a role in supporting the Primary & Secondary sectors with implementation of ANZH curriculum to see if we can meet with Auckland reps to discuss what they are planning in their roles so we can have as 'joined up' an approach as possible.

9(2)(g)(i)

NCEA Change Programme

Teacher Only Days

Tumuaki, Principals and senior leaders in Tāmaki Makaurau participated in the one of two recent Senior Leaders Teacher Only Days Zooms. We shared our slide deck (attached), including notes, to assist them to prepare for the Accord Teacher Only Day. We shared some key messages and quick links:

- By the close of the working day Friday July 30, all of the Level 1 NCEA Phase 2 RAS products will be accessible under the "Subjects" tab on [The new home for NCEA | NCEA \(education.govt.nz\)](#)
- Supporting materials for TOD3 can be found in the LMS by entering as a guest <https://training.education.govt.nz/logon.asp>
- Teacher Only Days scheduled on official Accord dates will be supported by a live Q&A which will be capable of providing subject specific support
- The [L2/3 consultation](#) for proposed subjects is currently open and this survey will close on 13 August

- The Level 1 (Phase 2 Products) consultation will open on 2 August and will close on 13 August
- Expressions of Interest to participate in the 2022 [L1 Pilot](#) are now being accepted and close on 22 August

Literacy/ Numeracy plan

- Workshops facilitated by National Office were held in Auckland in August.

- 9(2)(f)(iv)

[Redacted text block]

Whanau Toolkit

- A support package for parents and whānau with a specific focus on 2021 NCEA changes has been produced and are now ready for distribution to schools and kura.
- The kits include:
 - Kaiako wānanga NCEA Facilitation Guide to use when the school leaders are running a workshop with kaiako to build school-wide readiness for conversations with ākonga and their whānau
 - Whānau and NCEA Facilitation Guide to use when running a workshop with and/or by whānau to empower whānau to understand the NCEA change package and how they can support their tamaiti to succeed.
- The estimated dates for these to arrive at schools in Tāmaki Makaurau is between 5-10 August.

9(2)(g)(i)

Te Hurihanganui

Te Hurihanganui is a nationally led and regionally supported programme. Te Hurihanganui seeks to address inequity, racism, and bias for ākonga Māori by:

- strengthening the place of Māori knowledge, culture, and language in education.
- improving Māori engagement, leadership and design in early learning and school settings; and
- developing critical consciousness about racism and equity.

Evidence confirms that these activities will lead to increased ākonga and whānau engagement and greater capability of the education workforce to support Māori achieving success in education.

We are partnering with Poutama Pounamu and Te Werohau.

Poutama Pounamu provides iterative, research and development services to help grow the capacity and capability at multiple levels in each of the communities to address racism, build equity and improve success and wellbeing for Māori ākonga and their whānau. They work alongside communities to grow through the stages of Te Hurihanganui through the use of tools, resources, hui, wānanga, workshops, and on-the-ground support. They build educator and community capability to understand how structural racism and inequities

manifest and how they can be addressed. These responsive services support communities to activate, embed and sustain critical actions so that the aspirations of ākongā Māori, their whānau, mana whenua and the wider community can be realised. This iterative research and development process that is being undertaken in communities also informs systemic change and development so that cultural and structural reform is being undertaken at both a community and system level. 9(2)(f)(iv)

Te Werohau's role is to mobilise a community led kaupapa Māori evaluation approach to Te Hurihanganui. They work within communities and the education system to complete an iterative kaupapa Māori evaluation that supports continuous improvement and system-wide changes.

A meeting of all three partners was held on 16 July:

- To build our connections with each other and set the key contacts with regional office and kaupapa partners (Poutama Pounamu – work team partner and Te Werohau- the evaluation team partner)
- To get a shared understanding of the community context and the work/the plan/approach that is happening in the community
- To plan our communication and catch ups with each other going forward

On 12 August, we met with Poutama Pounamu. Discussion centred around iwi and mana whenua engagement and inviting more schools to participate. The Strategic Advisor Māori would consider next steps for iwi and mana whenua engagement. 9(2)(g)(i)

We have now set up monthly meetings with Poutama Pounamu. We were to meet on 8 September but due to lockdown, we will meet on 12 October.

Regionally Allocated Professional Learning and Development (RAPLD)

Schools and kura can apply for regionally allocated professional learning development (RAPLD). Panels consisting those from the sector have been appointed to oversee the distribution of allocated hours that schools/kura have applied for. Internally these are peer review to ensure a fair and equitable process has taken place.

9(2)(g)(i)

Cross Agency

We are involved in a broad range of cross-agency work and have highlighted a few of the key work programmes:

South Auckland Social Wellbeing

Who's involved: Oranga Tamariki, Ministry of Justice, NZ Police, Southern Initiative, Counties Manukau District Health Service, Te Puni Kokiri, Ministry Social Development, Kāinga Ora, ACC, Department of Corrections, Ministry for Pacific Peoples, Children's Team, Ministry of Education.

Purpose: Collaborative action to support all children in South Auckland to be healthy, learning, nurtured, connected to their communities and culture, and building a positive foundation for the future (vision statement)

Priorities: local evidence, insights and cross-cutting themes from focus area prototyping informs:

- System improvements
- Improved core business ways of working
- Investment for wellbeing and whānau centred commissioning.

The Director of Education (or delegate) attends the monthly meetings.

Auckland Regional Leadership Group

This group is facilitated by Zoe Griffiths – Regional Public Service Commissioner and includes Ministry of Business Innovation and Enterprise, Department of Corrections, Kāinga Ora, Ministry of Transport, Ministry of Justice, Ministry of Social Development, Te Puni Kōkiri, NZ Police, Office of Ethnic Communities, Auckland Council, Ministry Primary Industries, Oranga Tamariki, and the Ministry of Education.

Note, the ARLG meetings have varied in response to the lock down and the structure of meetings has changed over time to try and be responsive to need, purpose and people's capacity.

The following is an overview of the regional priorities for the Auckland Regional Leadership Group.

9(2)(f)(iv)

Section Six

Education sector groups and key stakeholders

The key education sector groups and stakeholders that we work with include:

Education sector	Key contact	Key information
Auckland Primary Principals Association (APPA). www.appa.org.nz	Stephen Lethbridge , President. Stephen is the Principal of Pt Chevalier School on currently on secondment with the Teaching Council. Dr Wendy Kofoed , Vice President. Wendy is the Principal of New Market School.	APPA is a collective voice for primary and intermediate school principals in the Greater Auckland Region – from Mercer in the south to Wellsford in the north – for close to 120 years. APPA usually invite the Director and Deputy Directors to attend part of its meeting.
Te Kura Kaupapa Māori	Lucy Te Moana – Tumuaki TKKM o Mangere. Mahanga Pihema – Te Runanga Nui	Lucy is the key contact for the kura.
New Zealand Association Intermediate Middle School Association (NZAIMS)	Sharon Keen President Jonathon Tredray Vice President – Principal of Northcross Intermediate.	NZAIMS is the Promoter of Middle Schooling (Years 7–10) in New Zealand
Auckland Secondary Principals Association (ASSPA)	Steve Hargreaves , President. Steve is the Principal of McLeans College.	Members meet four times each year. ASSPA next meeting dates is:

www.asspa.co.nz	Tom Webb , Vice President. Tom is the Principals of Mangere College.	<ul style="list-style-type: none"> Term 4: 26 Nov 2021 ASSPA usually invite the Director and Deputy Directors to attend part of its meeting.
Auckland Pacific Principals Association	Jason Swann Principal of Otahuhu Primary.	Jason is the President of NZ Pacific Principals Association, including representing Auckland interests.
Te Kōhanga Reo Trust	Kerry Jones – District Manager	Our team meets regularly with Kerry for business-as-usual activities and forward planning.
Te Akatea – Māori Principals Association	Hayley Milne Principal Kia Aroha College	Hayley is the Tāmaki Makaurau representative and is Vice President of Te Akatea – national.
Ngā Kura-a-Iwi	Arihia Stirling – Tumuaki Te Kura Māori o Ngā Tapuwāe.	Te Kura Māori o Ngā Tapuwāe is the NKAI affiliated kura in Tāmaki Makaurau.

Key stakeholders	Key contact	Key information
Education Review Office	Phil Cowie Phil.cowie@ero.govt.nz	Phil is acting manager for Auckland and Northland services.
New Zealand School Trustees Association - Auckland	Patrick Ikuia pikiua@nzsta.org.nz	Patrick leads the Auckland and Northland regional services.
Oranga Tamariki	Alison Cronin – Regional Manager South Alison.cronin@ot.govt.nz Anna Palmer – Regional Manager Central Anna.palmer@ot.govt.nz Peter Hepburn – Regional Manager North/West Peter.hepburn@ot.govt.nz	
Ministry Social Development	Jules Lynch – Regional Commissioner South Jules.lynch012@msd.govt.nz Mark Goldsmith – Regional Commissioner Central Mark.Goldsmith015@msd.govt.nz Tracey Smith – Regional Commissioner North Tracey.smith001@msd.govt.nz	
NZ Police	Local key contacts can be provided as needed.	

Section Seven

Upcoming key events

As a result of recent Alert Level changes, most key regional events have been postponed or cancelled.

Our core business education sector and government agency engagement continue online, and once alert level permits in-person engagement will resume.

We will provide a schedule of events once we are aware of new dates and arrangements.

Ko te ahurei o te tamaiti, arahia o tatou mahi!

Let the uniqueness of the child guide our work.



Appendix One

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Appendix two

Below is an overview of Business Support workstreams:

Sector Facing Portfolio work

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Contracts & Licensing – Tamaki Makaurau

Who we are:

This is a unique small regional team only located in Auckland and based in the Maungawhau office. Its function is to manage contracts that support learners that are primarily Māori, Pacific or in low socioeconomic backgrounds and the administration of early learning licensing applications and associated functions.

The team comprises of four Senior Contract Advisers and two Contract and Licensing Administrators.

We do the administration for early learning licensing applications and other related functions like quality assurance, providing advice, regional reports and monitoring of application progress through the Ministry system. In the last financial period the team processed 730 applications. This was a reduced amount from the previous year (850) because of the COVID Alert level changes and the impact this had on the early learning sector.

Contract overview

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