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OIA: 912951

15 APR 2015

Mamaeroa David  
[fyi-request-2535-87052033@requests.fyi.org.nz](mailto:fyi-request-2535-87052033@requests.fyi.org.nz)

Dear Mamaeroa

Thank you for your request of 2 March 2015 for information about Māori Language Proficiency Funding. As advised on 16 March 2015, we transferred the part of your request about personal grievances to the three schools you named. You will receive responses from Richmond Road School, Oranga Primary and Mt Eden Normal School for this part of your request.

The remainder of your request is as follows:

- *I request official government policy pertaining to Maori Language Proficiency Funding. Documents stating criteria for MLP funding. Rules and or Laws for the use of MLP funding.*
- *Furthermore I would like the MLP funding allocation for Richmond Road School, Grey Lynn, Auckland for the years of 2013, 2014 and 2015. Including Verification process reports for these years.*

Your request has been considered under the Official Information Act 1982 (the Act).

There are six documents in scope of the remainder of your request, as outlined above. These are itemised in the attached document list.

Policy information on Māori Language Resourcing (MLR) and Māori Language Factor Funding is contained in Circulars 1995/12, 1995/27 and 1996/17. These Circulars are provided by the Ministry to principals and boards of trustees of all state and state integrated schools. The Circulars also cover the application and verification process for MLR. I have enclosed copies of these Circulars with this response.

We have been unable to locate the original policy documents for Māori Language Programme funding. I am therefore refusing this part of your request under section 18(e) of the Act, as the information requested cannot be found.

The Eligibility criteria for boards of trustees (Boards) to receive Maori Language Programme (MLP) funding are contained in chapter 1 of the Funding, Staffing and Allowances Handbook which is publicly available at [www.minedu.govt.nz/resourcinghandbook](http://www.minedu.govt.nz/resourcinghandbook). Boards receive funding for students enrolled in MLP programmes that meet all the criteria for one of four immersion levels. Although MLPs have three degrees of involvement within which there are six levels which may be reported, only students enrolled in levels 1 to 4 (including 4b) have access to MLP funding. The six levels of MLP are listed below.

Boards are initially funded for the number of students the school predicts it will have in each MLP level. Funding is then recalculated once actual numbers of students taught at each level become available. Language verifiers also visit a sample of schools receiving MLP funding each year to ensure programmes are funded at the correct level. I have attached for your information copies of the Māori Language Resourcing (MLR) Funding 2014 Verification

which is provided to schools to explain the Ministry's auditing and verification process and the verification visit checklist.

The six levels of MLP funding are:

**Level Māori immersion – curriculum taught in Māori**

- 1 81-100% of time ie, for more than 20 and up to 25 hours per week.
- 2 51-80% of total time, ie, for more than 12.5 and up to 20 hours per week.
- 3 31-50% of total time, ie, for more than 7.5 and up to 12.5 hours per week.
- 4a 12-30% of total time, for more than 3 and up to 7.5 hours per week (ie, more than 70% of instruction is in English).

**Level Te Reo Māori – Māori language taught as a separate subject**

- 4b At least three hours per week.
- 5 Less than three hours per week.

**Level Taha Māori – cultural programme**

- 6 Māori songs, greetings and simple words.

In relation to the "rules and laws" for the use of MLP funding, MLP funding is part of the operational funding schools receive. Although the funding notices provided to schools are broken down into various components, operational funding is not earmarked for specific purposes and therefore there are no specific requirements on the use of MLP funding.

Richmond Road School offers MLPs that meet the criteria for three immersion levels. The MLP funding allocation for the School for 2013, 2014 and 2015 is provided in the table below:

<b>Richmond Road School - MLP funding</b>			
	<b>Level 1</b>	<b>Level 2</b>	<b>Level 4</b>
<b>2013</b>	\$42,206.39	\$8,955.65	\$5,917.72
<b>2014</b>	\$49,553.16	\$10,038.32	\$4,418.13
<b>2015</b>	\$63,895.28	\$3,723.27	\$4,567.17

Richmond Road School also receives funding for Māori Medium Immersion Staffing which is provided to schools delivering the curriculum in Māori at levels 1 and 2. Information on this is also available in chapter 2 of our handbook, on the link provided above.

As verification is not conducted annually for every school, for the years 2013, 2014 and 2015, Richmond Road has had one verification visit. The verification report from the visit is for 2014 and is attached. Personal information has been deleted under section 9(2)(a) of the Act to protect the privacy of individuals concerned.

I hope you find my response useful. If you are unhappy with my response you can ask an Ombudsman to review it. You can do this by writing to Office of the Ombudsman at PO Box 10152, Wellington 6143 or [info@ombudsman.parliament.nz](mailto:info@ombudsman.parliament.nz)

Yours sincerely



Dr Graham Stoop  
**Deputy Secretary**  
**Student Achievement**

*Document List:*

<b>Document number</b>	<b>Document date</b>	<b>Document name</b>	<b>Withholding section</b>
1	19 June 1995	Circular:1995/12	Released in full
2	N/A	Circular: 1995/27	Released in full
3	31 May 1996	Circular: 1996/17	Released in full
4	2014	Māori Language Resourcing (MLR) Funding 2014 Verification	Released in full
5	2014	Māori Medium Immersion Funding Verification Checklist 2014	Released in full
6	2 October 2014	Māori Medium Immersion Funding Verification – Richmond Road School	Information withheld under section 9(2)(a) of the Act.





19 June 1995

Circular: 1995/12  
Status: For Information and Action  
Category: Staffing and Funding

Chairpersons, Boards of Trustees, Principals  
State (including Integrated) Schools

## MAORI LANGUAGE RESOURCING

### Introduction

- 1 This circular gives information about resources to support Maori immersion and Maori language programmes and how to apply for these. The application process has been designed to enable schools to use the information they have provided in response to the relevant questions in their 1 July return.

### MRG Proposals

- 2 The Ministerial Reference Group made the following proposals, which have been accepted by Government and will be implemented in 1996:
  - (a) The following resources will be amalgamated to form one resource:
    - Maori Language Factor Funding (both Pool 1 and Pool 2)
    - Kaiarahi Reo A
    - Bilingual Teachers Allowance
  - (b) The Kaiarahi Reo A and Bilingual Teacher positions will be disestablished as from the beginning of 1996. Schools which currently have one or more of these positions will have to decide whether they will continue to resource the position using the new funding allocation.
  - (c) Per pupil funding will be available to support immersion programmes at the following levels:
    - Level 1 (81% to 100% immersion)
    - Level 2 (51% to 80% immersion)
    - Level 3 (31% to 50% immersion)

The higher the level of immersion, the higher will be the rate of funding per pupil.

- (d) Funding will also be available to support ongoing Maori language programmes. These programmes will be resourced at a lower per pupil rate than level 3 immersion programmes. (This circular refers to such programmes as Level 4 programmes).
- (e) Procedures should be developed to enable the Ministry to be confident of the accuracy of the levels of immersion stated in applications.

#### **Industrial Issues arising from MRG Proposals**

- 3 The Kaiarahi Reo A positions currently count towards the grading of primary schools. The disestablishment of these positions may well, therefore, have implications for some schools, regardless of whether the present staff member is re-employed using the new funding allocation. Protected salary for 18 months is provided for principals in schools affected by grading change.
- 4 Staff in the Kaiarahi Reo A positions are employed under the Kaiarahi Reo, Assistants to Teachers of Students with Severe Disabilities and Special Education Assistants' Collective Employment Contract. This provides that one month's notice should be given for termination of employment. The contract also states, however, that where practicable up to two months' notice of termination of employment should be given. These requirements need to be taken into account in situations where boards decide not to re-employ the kaiarahi reo using the new funding.
- 5 Bilingual Teacher positions are resourced under discretionary staffing provisions. Staff in these positions are employed on an annual basis. In cases where boards decide not to continue to resource the position, staff should be given at least one month's notice that the position will not be available in the new year.
- 6 In September this year, principals and boards of schools currently employing Kaiarahi Reo A and discretionary Bilingual Teachers will receive explanatory information specific to each school.

#### **Determining the Level of Resourcing**

- 7 There will be four levels of Maori Language resourcing for 1996. The first three of these will relate directly to the levels of immersion stated in paragraph 2(c) above.
- 8. The accurate description of the appropriate level of resourcing is therefore the most important task in applying for funding. A description of each of the levels is contained in the instruction booklet which accompanies the 1 July returns.



9 The following comments are intended to assist schools to determine the appropriate level of resourcing and should be read in conjunction with the material in the booklet mentioned above.

(a) The level of immersion is related to two factors:

- \* the proportion of the total curriculum delivered in Maori
- \* the Maori language proficiency of the teacher delivering the programme.

(Note: The immersion level is related only to the instruction time given by the teacher and is not affected by the contribution of a kaiawhina)

(b) For a school to qualify for the resourcing at level 1, teaching staff must be delivering at least 81% of the total curriculum in Maori. For levels 2 and 3 the minimums are 51% and 31% respectively.

(c) Level 4 programmes are not immersion programmes at all, since less than 30% of the total curriculum is delivered in Maori. However, such programmes qualify for funding as level 4 programmes provided that they are ongoing (run throughout the year) and developmental (lead on to more advanced study in later years). (See the booklet which accompanies the 1 July returns).

10 Some thought should be given as to how the school will continue to deliver the programme at the stated level in the event of the loss of key personnel.

#### **Making an Application**

11 Please complete the attached application form and return it to the Ministry management centre which serves your area.

12 The most important thing to do is to attach to the application form a copy of the relevant section from your 1 July return relating to your predicted numbers for next year. The relevant section to be copied is as follows:

RS 31	Primary Schools	-	Section 16.4
RS 33	Intermediate Schools	-	Section 16.4
RS 43	Secondary Schools	-	Section 12.4
RS 51	Area and Composite Schools	-	Section 12.4

#### **Verification of Immersion Levels**

13 MRG recommended that the Ministry of Education develop strict criteria for the verification of immersion levels, as part of the application approval process.

14 Procedures for assessing the accuracy of the levels of immersion stated in applications have been developed in association with representatives from a wide range of sector interests experienced in Maori medium education.

- 15 The level of immersion will be verified through a programme of visits to schools. Details will be communicated to schools at a later date.
- 16 Secondary, Intermediate, Area and Composite school visits will occur later this year. Primary schools will be visited in the early part of 1996.
- 17 Initially the Ministry will be able to visit only a representative proportion of schools. All schools, however, will be visited as part of an ongoing cycle.
- 18 The Education Review Office will continue to review programme delivery.

#### **Funding Levels**

- 19 Until the number of students at each level is known, it will not be possible to determine the per pupil rates. We hope to be able to give schools indicative per pupil funding rates by 1 October. This will assist schools in their planning for the following year. Actual funding allocations will be notified in the funding entitlement notice which will be sent to schools before 15 November.
- 20 Funding will be based on the number of Maori students in the programme (as in 1995).
- 21 Funding will be delivered quarterly through the Operations Grant. While the initial allocation of funding will be made on the basis of predicted roll numbers and resourcing levels for 1996, an adjustment will be made to reflect actual numbers and levels as at 1 July for primary schools and 1 March for all other schools.

#### **Posting your Applications**

- 22 THE CLOSING DATE FOR ALL APPLICATIONS IS FRIDAY 21 JULY 1995.
- 23 You should post your applications in plenty of time to ensure that you meet this deadline.
- 24 Send your applications to the Ministry management centre which serves your area.

There are management centres at:

Auckland: Private Bag 92614, Symonds Street, Auckland, Fax:(09) 302 3020  
Hamilton: Private Bag 3011, Hamilton, Fax: (07) 838 3710  
Wanganui: Private Bag 3012, Wanganui, Fax: (06) 345 5817  
Lower Hutt: 2nd Floor, 65 Waterloo Road, Lower Hutt, Fax: (04) 566 1944  
Christchurch: Private Bag 2522, Christchurch, Fax: (03) 364 1631  
Dunedin: PO Box 1225, Dunedin, Fax: (03) 479 0250

- 25 Faxed applications are acceptable but should be timed to arrive at the Ministry management centre at least 24 hours before the deadline.
- 26 If you wish to make an enquiry regarding any of the matters covered in this circular please contact the appropriate management centre. (See paragraph 20 above).



Elizabeth Eppel  
Group Manager Implementation

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**APPLICATION FORM**  
**MAORI LANGUAGE RESOURCING**

School Name: \_\_\_\_\_ Number: \_\_\_\_\_

- 1 Attach a copy of the relevant section of your 1 July return showing your predicted roll numbers and level(s) of immersion for 1996. The relevant section to be copied is as follows:

- RS 31 Primary Schools - Section 16.4  
 RS 33 Intermediate Schools - Section 16.4  
 RS 43 Secondary Schools - Section 12.4  
 RS 51 Area and Composite Schools - Section 12.4

**Note:** Schools will be contacted later concerning verification of the immersion level. There is no need to attach details of programmes or endorsements from iwi at this stage.

- 2 Immersion Levels

For those schools operating immersion programmes, complete the following table to show how you have arrived at your assessment of the level of your immersion programme(s).

- (a) Primary Schools

Curriculum Area	Estimated hours per week spent in delivering the curriculum area using the Maori Language.		
	Level 1 (81%-100%)	Level 2 (51%-80%)	Level 3 (31%-50%)
Language			
Mathematics			
Science			
Technology			
Social Sciences			
The Arts			
Health and Physical Well-being			
<b>Total Hours</b>			

(b) Secondary Schools

Curriculum Area	Estimated hours per week spent in delivering the curriculum area using the Maori Language						
	Form 1	Form 2	Form 3	Form 4	Form 5	Form 6	Form 7
Language							
Mathematics							
Science							
Technology							
Social Sciences							
The Arts							
Health and Physical Well-being							
<b>Total Hours</b>							
<b>Level of Immersion</b>							

We certify that the material contained in this application is accurate.

Signed:

\_\_\_\_\_ and \_\_\_\_\_  
(BOT Chairperson or Trustee with delegated authority) (Principal or nominee with delegated authority)

Date: \_\_\_\_\_ Date: \_\_\_\_\_

ALL APPLICATIONS CLOSE ON FRIDAY 21 JULY 1995

SEND TO THE APPROPRIATE MINISTRY MANAGEMENT CENTRE





Principals of State Schools  
Chairpersons of Boards of Trustees of State Schools  
Principals and Proprietors of Private Schools

Circular: 1995/27  
Status For Information  
Category: Funding

### OPERATIONAL FUNDING: 1996

#### TARGETED FUNDING FOR EDUCATIONAL ACHIEVEMENT MAORI LANGUAGE RESOURCING TRANSITION EDUCATION RESOURCING

This circular is about:

- changes to Targeted Funding for Educational Achievement (TFEA) (State Schools only)
- per student funding rates for Maori Language Resourcing (All Schools)
- transitional arrangements for schools with a Kaiarahi Reo or discretionary Bilingual Teacher position (State Schools only)
- resourcing arrangements related to Transition Education (State Secondary Schools only)

Please direct any enquiries about information in this circular to the Ministry Management Centre which services your area.

#### TARGETED FUNDING FOR EDUCATIONAL ACHIEVEMENT

- 1 The Ministry of Education has been monitoring the operation of TFEA since decile ratings and funding steps were first announced.
- 2 Early feedback from principals and boards of trustees indicated that the inclusion of two separate ethnic dimensions in the socio-economic indicator disadvantaged schools with a very high proportion of one ethnic group. Some schools, particularly those in the South Island, also felt that the inclusion of two ethnic dimensions placed undue weight on ethnicity compared with other factors affecting academic achievement. For these reasons, the ethnic dimensions were combined. During 1995, schools have been resourced using either one or two ethnic dimensions (whichever was the more favourable). 286 schools received an increase in resourcing as a result of this modification.
- 3 Because 1995 was the first year of implementation of TFEA, all schools were given the opportunity to request a review of the indicator result for the school if they considered that it did not fairly represent the school's position. Of the 370 schools which sought a review, 25 had their TFEA funding increased.



- 4 In 1995 a TFEA review committee, comprising representatives of school sector groups, was set up to consider whether any changes were warranted for 1996.
- 5 After considering the committee's recommendations, the Minister has approved the following changes for 1996:
- the allocation of TFEA will be expanded to include decile 4 schools
  - there will be 12 funding steps (3 per decile) instead of the present 10
  - the TFEA indicator will contain a single, combined ethnicity dimension (Maori and Pacific Islands students as a proportion of the school roll).
- 6 As a result of these changes, some schools which are currently in deciles 1-3 may experience the following adjustments for 1996:
- an upward adjustment in funding step because in 1996 there will be only 9 funding steps in the bottom 3 deciles, instead of the current 10.
  - a downward adjustment in funding step (and possibly also a higher decile rating) because of the move to a single, combined ethnicity dimension.
- 7 Schools outside the funded deciles may also experience an upward or downward adjustment because of the move to a single, combined ethnicity dimension.
- 8 Attached to this circular is a notice which shows your school's decile, funding step and per student funding.
- 9 Twenty one schools will receive a separate letter about TFEA for 1996. These are schools which are either new (or newly integrated) or which sought a review in 1995 on the basis of a changed roll profile.

#### MAORI LANGUAGE RESOURCING

- 10 Circular 1995/12 explained the reorganisation of Maori language resourcing resulting from the report of the Ministerial Reference Group.
- 11 To assist boards of trustees to plan for next year, the Ministry is now able to advise schools of the indicative per student funding rates which will apply in 1996. Please note that the following per student rates are generated by Maori students in the programme.

Level 1 resourcing (To support Level 1 Maori immersion programmes)	\$800
Level 2 resourcing (To support Level 2 Maori immersion programmes)	\$400
Level 3 resourcing (To support Level 3 Maori immersion programmes)	\$200
Level 4 resourcing (To support ongoing Maori language programmes)	\$58


- 12 Circular 1995/12 explained that immersion levels would be verified through a programme of visits to schools. Secondary, Area and Intermediate Schools to be visited will be notified in October 1995 of the timing of the visit, which will take place before the end of 1995. Primary Schools to be visited will receive notification in January 1996.
- 13 The Minister has approved transitional funding arrangements for those schools which are adversely affected by the loss of Kairahi Reo or Bilingual Teacher positions. As a transitional measure for 1996, affected schools will receive 50% of the difference between their 1996 funding and the dollar equivalent of their 1995 resourcing. More detailed information will be sent separately to the schools concerned, together with their 1996 operational funding entitlement notice (in early November).

#### TRANSITION EDUCATION OPERATIONS GRANT AND TRANSITION EDUCATION CENTRES

- 14 The transition education staffing allowance for secondary schools was reallocated into the new core resource entitlement under the Ministerial Reference Group (MRG) Resource Entitlement For School Staffing, but the operational funding for transition education (ancillary staffing, travel and operations) was not. In addition, MRG did not address the issue of the three transition education centres at Whangarei, Christchurch and Invercargill.
- 15 The following decisions have now been made:

- The three transition education centres will continue to be staffed and to receive operations grant funding for 1996.
- Operational funding for transition education will be distributed to all secondary and area schools on the per student basis of:

Years 9 and 10	\$17.19
Years 11 and above	\$19.06

  
Eric Pedersen  
Senior Manager  
Early Childhood and Schools Resourcing





Circular: 1996/17  
Status: For Information  
Category: Māori Education

31 May 1996

Principals of State and Integrated Schools  
Chairpersons of Boards of Trustees

**MĀORI LANGUAGE RESOURCING**

**Introduction**

- 1 Māori Language Resourcing (MLR) aims at encouraging high quality Māori medium education and the revitalisation of te reo Māori. Schools are funded to teach the entire curriculum. MLR remains a supplementary fund in recognition of the additional costs of immersion teaching and learning.
- 2 MLR replaces the former Māori Language Factor Funding (MLFF). This change is in response to wide community representation and consultation about the resourcing of Māori medium education. As a result, Cabinet agreed to change from MLFF, where funding was given to all Māori students, to MLR where Māori students in Māori language programmes only were funded.
- 3 Over the period 1990-1995 MLR was a capped fund of \$8.6m. Since then it has progressively increased as follows:

1996/97	to	\$13.871m
1997/98	to	\$14.906m
1998/99	to	\$16.183m

The additional funding will be targeted at higher level immersion programmes in schools.

- 4 In 1995 the definitions for each level of immersion were clarified, and a verification process added. The verification process involves a selection of schools being visited by verifiers whose prime role is to assess the level of the programme and the ability of the classroom teacher to deliver the curriculum at the level the school has applied for.

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### Māori Language Resourcing in 1997

5 The following changes will occur from 1997, unless otherwise indicated.

6 *Changes in definition of Level 4*

Level 4 programmes will be defined as those where Māori is taught for a minimum of three hours per week or 36 minutes per day over a 5 day week in primary schools, or 4 periods per timetable week in a secondary school. This will enable Level 4 programmes to be easily distinguished from Taha Māori programmes, which are not funded from MLR.

7 *Applications for MLR*

Funding for MLR will now be determined by 1 July roll returns - therefore schools will no longer need to apply for funding. The 1 July roll return has two parts to it. First it asks for actual numbers of students in immersion programmes at the school at 1 July. Secondly there is the section on predicting numbers for the following year.

It is important that schools calculate these accurately as an over calculation can mean the loss of considerable funds in some cases. Any changes made as a result of roll returns or verification are for the **whole** school year.

8 *Verification of MLR programmes*

A selection of schools will be visited by verifiers in February and March of 1997.

The verifiers role is to examine:

- a The proportion of time given to **curriculum** delivery in Māori;
- b The ability of the teacher to sustain the immersion programme at the level stated;
- c The roll numbers in immersion programmes.

Verifiers will **not**:

- a assess student competencies;
- b assess the programme in action, although this does not preclude schools from inviting verifiers to view programmes.

Principals are advised to consult with their immersion programme teachers when determining immersion levels for their 1 July roll return. Verifiers found in the 1995/96 round that a common cause for downgrading of levels was the different perceptions of principals and classroom teachers about the level of immersion of their programmes.

The verifiers will conduct their business under the auspices of section 78A of the Education Act 1989. They will visit all Level 1 immersion programmes and cover a selection of all other levels.

9 *Review of Verifications*

Schools will have the right of appeal and review of any decision from the verification process and from any sanction applied by the Ministry. Details of the appeal process will be supplied to schools when they are advised that their school will be visited by a verifier.

10 *The Immersion Definitions*

Immersion programmes at Levels 1 to 3 will retain the definitions provided in 1995. These are:

- a Level 1 - where Māori is the exclusive language of instruction and communication for 81 to 100% of the total time. This means that schools are teaching in Māori for between 20 and 25 hours per week in all curriculum areas.
- b Level 2 - where Māori is the exclusive language of instruction and communication for 51 to 80% of the total time. This means that schools are teaching in Māori for between 12.5 and 20 hours per week in all curriculum areas.
- c Level 3 - where Māori is the exclusive language of instruction and communication for 30 to 50% of the total time. This means that schools are teaching in Māori for between 7.5 and 12.5 hours per week.
- d Level 4 - cannot be described as immersion programmes, since less than 30 % of the total curriculum is delivered in Māori. However, such programmes will be funded provided they are ongoing (run throughout the year) and developmental (lead on to more advanced study in later years). To qualify for Level 4, primary schools need to be devoting at least 3 hours per week to Māori language and secondary schools at least 4 periods per timetable week.

**These definitions are specifically for funding purposes whereas the definitions in the Primary Teachers Collective Employment Contract are for application to the Māori Immersion Teachers Allowance (MITA).**

11 *Immersion class teacher replacement and MLR*

Where a school needs to replace a teacher of an immersion programme during the year, the school should immediately contact the local Ministry of Education Management Centre with details. A period of up to 25 weeks may be granted to find a replacement before the funding is cancelled. This provision is effective immediately.

12 *Immersion Courses for Teachers*

Opportunities are available in a number of areas to attend inservice courses for te reo Māori upskilling for up to 12 weeks. If a teacher is working in any of the programmes referred to in '10' above, their attendance at such a course does not jeopardise their MLR funding.

The opportunity to take part in such courses is open to all teachers, Māori and non-Māori, and whether or not the teacher is presently involved in Māori immersion teaching. All teachers who participate in such courses are eligible for relief teacher assistance

Such courses are advertised periodically in the Education Gazette.

13 *Māori Immersion Teachers Allowance*

The Māori Immersion Teachers Allowance (MITA) is available to all full time primary teachers presently teaching in Levels 1 to 3 immersion programmes. Funding for MITA is separate to that of the MLR. This allowance must be applied for annually. Please refer to circular 1995/32 for more information. Application forms are available from the local Ministry Management Centres.

14 *Ministry of Education contacts on Māori Education*

Auckland Management Centre  
Ph 09 377 7655

Lily Lee  
Buddy Wilson

Waikato Management Centre  
Ph 07 838 3705

Angus McFarlane

Wanganui Management Centre  
Ph 06 345 5707

Wi Matuku

Lower Hutt Management Centre  
Ph 04 560 4406

George Kingi  
June Tangaere

Napier Ministry Office  
Ph 06 835 9671

David Goldsmith  
Soe Schofield



Christchurch Management Centre  
Ph 03 364 1615

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Ph 03 474 0152

Dennis Hughes

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Ph 04 471 4426

Group Manager Māori Unit  
Beau Reweti

Nāku noa, nā



Rawiri Brell  
Group Manager Māori

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