



Tomorrow's School Report

A submission by Te Rūnanga-a-iwi o Ngāpuhi

15 March 2019

Submission from: Te Rūnanga-a-iwi o Ngāpuhi

Contact Address: PO Box 263
Kaikohe 0440

Contact Person: Lorraine Toki
Te Tumuhere – Chief Executive Officer

He mea hanga tōku whare, ko Papatūānuku te papa rahi.
Ko ngā maunga ngā pou pou, ko Ranginui e tū iho nei, te tuānui.
Pūhanga-tohora titiro ki Te Ramaroa e whakakurupaeake rā i te Hauāuru.
Te Ramaroa titiro ki Whiria, te Paiaka-ō-te-riri, Te kawa ō Rahiri.
Whiria titiro ki Panguru ki Papata ki ngā rākau tūpatapata e tū ana ki te Hauāuru.
Panguru, Papata titiro ki Maungataniwhā
Maunga Taniwhā titiro ki Tokerau e kī a nei a Ngāti Rēhia, he ripo kau, he ripo kau.
Tokerau titiro ki Rākaumangamanga.
Rākaumangamanga titiro ki Manaia, e tu kōhatu mai ra i te akau.
Manaia titiro ki Tutāmoe, Tutāmoe titiro ki Maunganui.
Maunganui taiāwhio atu tō titiro ko Pūhanga Tohora ko ia tēnei ko Te Whare-tapu o
Ngāpuhi
Ehara aku maunga i te maunga nekeneke, he maunga tū tonu, tū te Āo tū to Po.
Ko te whare tapu o Ngāpuhi tenei, tihei mauri ora

A. GENERAL POSITION

1. Te Rūnanga-ā-iwi o Ngāpuhi makes this submission as the only mandated iwi organisation able to officially represent Ngāpuhi.
2. Our responses to the ‘Tomorrows School Report’ are set out in section B.
3. **Te Rūnanga-ā-iwi o Ngāpuhi wishes to be heard** in support of this submission.

Te Rūnanga-ā-iwi o Ngāpuhi

4. Te Rūnanga-ā-iwi o Ngāpuhi (“the Rūnanga”) was incorporated as a charitable trust on 28 April 1989, and is registered under the Charitable Trusts Act 1957. It was established for all people of Ngāpuhi descent and is rooted firmly to Ngāpuhi tikanga and cultural values.
5. The Rūnanga is accountable to Ngāpuhi and is guided by the principles and powers embodied in the Trust Deed ‘to receive, hold, manage and administer the Trust Fund for every charitable purpose benefiting Ngāpuhi¹. The Rūnanga represents 68,000 registered members and increasing. In 2013 New Zealand Statistics confirmed 125,601 Maori affiliated to Ngāpuhi.
6. Ngāpuhi are the largest iwi in Aotearoa with a population of 125,601².
7. Through our ten takiwa and guided by the wisdom of our Kaumātua and Kuia we are able to reach out across the sacred house of Ngāpuhi to over 110 hapū and their Marae.

¹ Clause 3.1 and 3.2 of the Trust Deed www.Ngāpuhi.iwi.nz

² 2013 Census, Statistics New Zealand

- Te Takiwā o Ngāpuhi ki Whangārei
- Te Rōpū Takiwā o Mangakāhia
- Ngāpuhi ki to Hauauru
- Ngāpuhi Hokianga ki te Raki
- Ngā Ngaru o Hokianga
- Te Runānga o Taumarere ki Rakaumangamanga
- Ngāti Hine
- Ngāpuhi ki Waitematā
- Te Takiwā o Ngāpuhi ki to Tonga o Tāmaki Makaurau

8. With three subsidiary entities, the structure of **Te Rūnanga-ā-iwi o Ngāpuhi** provides the appropriate backdrop to support the development and delivery of benefits and services to Ngāpuhi³:

- Ngāpuhi Iwi Social Services
- Te Hau Ora o Ngāpuhi
- Ngāpuhi Asset Holding Company

B. Response to ‘Tomorrows School Report’

1. Education is a critical component of our Ngāpuhi strategy going forward - we make this submission to ensure the desires and aspirations of our Ngāpuhi whanau are expressed and encapsulated into this report.
2. We continue to advocate for Te Tiriti o Waitangi and the true history of our whenua to be encapsulated and made compulsory in all schools throughout Aotearoa.
3. Relationships between the Crown and Ngāpuhi have never been equal.
4. Institutional racism is a major issue within the Education system which is the vehicle that perpetuates the status quo of inequity.
5. If the Crown is genuine about the inequity in education between Ngāpuhi and Pākehā tamariki within the current education system, they will listen, better understand and action our recommendations.
6. As Te Tiriti o Waitangi partners (not stakeholders or ethnic groups), we do not want to be “consulted”, we want this relationship to be in collaboration with: co-governance, co-design, equal decision making and equal power sharing.
7. Ngāpuhi expect adequate provision and representation of iwi and mana whenua to be engaged at the inception and have regular and meaningful input at all decision-making phases and levels.
8. Ngāpuhi mita is our taonga that must be developed further and protected. Adequate provision needs to be made to increase the capability and capacity of leaders and teachers. Our taitamariki must have access to the best provision of Ngāpuhi mita.

³ Te Rūnanga-ā-iwi o Ngāpuhi website www.Ngāpuhi.iwi.nz

9. **Te Rūnanga-ā-iwi o Ngāpuhi** supports a transformative structural and cultural change within the current education system.
10. Our recommendations below are specific to Ngāpuhi. These are set out according to the eight recommendations within the Tomorrow's School Report.

RECOMMENDATIONS

GOVERNANCE

Recommendation 1.

We recommend that the roles of boards of trustees are reoriented so that their core responsibilities are to:

1. Provide input into, and retain final approval
2. Be responsible for managing and reporting on locally raised funds
3. Provide advice to the principal on matters
4. Work with its Education Hub

Ko te whakaaro Te Rūnanga-a-iwi o Ngāpuhi

- *At least 30% of mana whenua are represented in Governance at the Hub level.*
- *Ngāpuhi Education strategic plan is prominent in all Kāhui Ako/Community of Learning and individual school documentation, and is activated in practice across all educational institutions across the rohe of Ngāpuhi.*
- *Kawenata between Ngāpuhi and Education Hubs.*
- *Ngāpuhi taitamariki wellbeing, belonging, student success and achievement is co-constructed and co-designed with mana whenua.*
- *Localised curriculum is co-constructed and co-designed with mana whenua.*
- *Education hubs report back to the Ngāpuhi Rūnanga annually with a focus on reducing inequity between Ngāpuhi taitamariki and Pākehā.*

Recommendation 2:

We recommend that local Education Hubs are established

Ko te whakaaro Te Rūnanga-a-iwi o Ngāpuhi

- *Ngāpuhi support that Education Hubs are replaced by the current Ministry regional offices however, we do not want the local Ministry performance and practice to be regurgitated within the Hub structure.*
- *Ongoing professional development for Education Hubs regarding equity and the part they play in ensuring they understand the obligations and responsibilities towards Te Tiriti o Waitangi.*
- *Ngāpuhi do not support a single national Hub for Kaupapa Māori education. Ngāpuhi would have their own Hub that would cover the rohe of Ngāpuhi.*
- *Each Hub would be guided under the Te Tiriti Partnership framework.*
- *Mana whenua and iwi must be consulted on how this representation is organised within the Education Hubs.*

- *We support Hubs for formalise effective relationships with Whanau Ora, District Health Boards, Ministry of Social Development.*
- *A Whanau Ora approach is embedded in disciplinary procedures to identify support pathways (social, cultural, economic etc) for taitamariki and their whānau.*
- *95% reduction in stand downs, suspensions and exclusions across the rohe of Ngāpuhi.*
- *Iwi endorsed representative alongside the Ministry and Education Hub at a National level to ensure schooling provision across the motu.*

Recommendation 3:

We recommend that Education Hubs are regularly reviewed

Ko te whakaaro Te Rūnanga-a-iwi o Ngāpuhi

- *Ngāpuhi endorsed representation in the Leadership centre.*
- *Ngāpuhi endorsed representation on the new Education Evaluation Office (EEO) to enable greater accountability, with reporting and data provided.*

SCHOOL PROVISION

Recommendation 4

We recommend that a Te Tiriti o Waitangi-led, future focused state schooling network planning strategy be developed by the Ministry alongside the Education Hubs

Ko te whakaaro Te Rūnanga-a-iwi o Ngāpuhi

- *We support the Te Tiriti o Waitangi-led future focused state schooling network planning strategy should underpin the structural and cultural transformative change. We would expect this to occur within 12 months.*
- *Ngāpuhi are to be included through genuine power sharing relationships so that these meet the expectations and needs of whanau, mana whenua and iwi.*

Recommendation 5

We recommend consideration be given to the formation of a dedicated national Education Hub for Kaupapa Maori settings that provides a strong and coherent parallel pathway within the overall network

Ko te whakaaro Te Rūnanga-a-iwi o Ngāpuhi

- *Ngāpuhi does not support a single Hub for Kaupapa Maori education. Iwi have unique needs and contexts that a single Hub would not meet.*
- *We support the increased provision and support for Kaupapa Maori schooling.*
- *Ngāpuhi mita is prioritised for all taitamariki within the rohe of Ngāpuhi and promotion of this through the Education Hub.*

Recommendation 6

We recommend that work is undertaken to ensure that student transitions between schools or providers are seamless as they progress through the education system

Ko te whakaaro Te Rūnanga-a-iwi o Ngāpuhi

- *Ngāpuhi taitamariki transitions between schools and providers are seamless as they progress through the education system including tertiary.*
- *Taitamariki are identifiable through their identification number and can be tracked from the cradle to the grave. (Similar to the NHI number).*
- *Whanau, mana whenua and iwi endorsed groups are able to access this information for strategic planning purposes.*

Recommendation 7

We recommend the phasing in of school provision that provides more stability and better transitions for students, and over time, establishing a schooling model based on:

- Primary schools (Years 1-6)
- Middle schools (Years 7-10)
- Secondary schools (Years 9-13)
- Composite schools

Ko te whakaaro Te Rūnanga-a-iwi o Ngāpuhi

- *Ngāpuhi recommend a tuakana/teina approach where the structures within year levels are permeable and effective transitions to and from year groups and across schools.*

Recommendation 8

We recommend that national guidelines are developed for schools to become full-service sites that offer extensive wraparound services in socio-economically disadvantaged communities.

Ko te whakaaro Te Rūnanga-a-iwi o Ngāpuhi

- *Ngāpuhi support this recommendation with inclusion of Maori specific services such as Whanau Ora navigators.*

Recommendation 9

We recommend that Education Hubs, working with schools and communities, design community-wide flexible curriculum, assessment and timetable offerings for schools. These options should:

- Use digital infrastructure and delivery options more intensively
- Enhance and incentivise school and tertiary programmes, especially in senior schools
- Encourage the use of just-in-time assessment badging and micro credentialing
- Make better use of school facilities by students and the community throughout the day and at weekends

Ko te whakaaro Te Rūnanga-a-iwi o Ngāpuhi

- *Ngāpuhi support this recommendation with the inclusion of tertiary programmes offered at secondary level.*
- *All educational institutions within the Ngāpuhi rohe have access to wifi and devices.*

- *Mana whenua are included in the development of a community-wide flexible curriculum which take into account the pūrakau and mātauranga of the whenua.*
- *Ngāpuhi supports the integration of employment agencies and global business in to meaningful learning pathways.*
- *Ngāpuhi supports the use of school facilities becoming vibrant learning Hubs across ethnicities and generations where genuine community engagement and participation occurs.*

Recommendation 10

We recommend an investigation into the role of Te Kura with the aim of more closely incorporating its specialist areas of learning expertise and resource development into Education Hub schooling network provision

Ko te whakaaro Te Rūnanga-a-iwi o Ngāpuhi

- *Ngāpuhi support this recommendation.*
- *Te Kura cannot be used as an “Alternative Education” pathway. Te Kura should be accessed as a means of increasing choices for whānau.*
- *Whānau have access to wifi and devices.*

COMPETITION AND CHOICE

Recommendation 11

We recommend that each Education Hub has a planned network for state and state-integrated schools

Ko te whakaaro Te Rūnanga-a-iwi o Ngāpuhi

- *Ngāpuhi support this recommendation with the inclusion of mana whenua, whānau or iwi endorsed representation on the decision making panel.*

Recommendation 12

We recommend for state-integrated schools that:

- Transport subsidies for students attending state-integrated schools are, over time, aligned with transport subsidies for students attending state schools.
- Enrolment scheme ballots for non-preference students use the same criteria as other state schools.
- The level of attendance fees required and justification for them is reported to the Education Hub on an annual basis (to ensure that the attendance fees are used as required by law).

Ko te whakaaro Te Rūnanga-a-iwi o Ngāpuhi

- *Ngāpuhi do not want whānau to be penalised for wanting their taitamariki to attend iwi or kaupapa Māori specific schools.*
- *Equitable access to services and transport for those wanting to attend kaupapa specific schools.*

DISABILITY AND LEARNING SUPPORT

Recommendation 13

We recommend that the Ministry continue to lead national strategy and policy in Disability and Learning Support, and that the Ministry work with the Education Hubs to support their work and learn from effective practice.

Ko te whakaaro Te Rūnanga-a-iwi o Ngāpuhi

- *Alongside the Teaching Council and initial Teacher education, co-construct with Ngāpuhi what inclusion is in theory and what it looks like in practice for whānau.*
- *The similarities and differences between learning difficulties and cultural differences need to be understood by those who are leading in these roles.*
- *Appropriately trained specialists are identified and paid equitably to provide cultural support.*
- *Whānau and mana whenua are at the table to have input into any strategies, guidelines or programmes.*
- *Barriers to access and resources are eliminated for whānau.*

Recommendation 14

We recommend that every school is supported to be inclusive through having a designated Learning Support Coordinator, working with the support of its local Education Hub and sharing good practice

Ko te whakaaro Te Rūnanga-a-iwi o Ngāpuhi

- *Ngāpuhi supports that the Learning Support Coordinator is competent and confident with culturally relational and responsive practices.*
- *Ngāpuhi support a Whanau Ora approach be implemented enabling whānau to access a variety of services through a single access point.*
- *Kaupapa Māori based whānau assessments to identify wrap around support requirements.*

Recommendation 15

We recommend the Education Hubs:

- Are funded appropriately to employ specialist staff, RTLBs, Resource Teachers of Literacy, and a pool of teacher aides, and coordinates work with local agencies and other specialists to enable a seamless identification of student need and support
- Work closely with Learning Support Coordinators, parents, whanau and schools to provide professional learning and sharing of good practice for both Learning Support Co-ordinators and teacher aides.
- Make applications to national funding pools for students with additional learning needs. This will ensure consistency amongst applications and reduce the burdens on parents/whanau and schools.
- Ensure appropriate local provision of special schools and the use of their expertise for children and young people with very high needs
- Identify expertise within schools to share effective practice and try well-founded innovation, and share effective practice and through funding, secondment and grants.
- Work with a disability and Additional Learning Needs Forum, bringing together principals/tumuaki, teachers/Kaiako, specialists, parents and students, teacher aides, and disability groups to review the quality and kind of provision available and to tackle issues identified.

- Share its expertise nationally, through networks focussed on additional learning needs, which would be supported by the Ministry.

Ko te whakaaro Te Rūnanga-a-iwi o Ngāpuhi

- *The opportunity for the roles of kaiawhina, RTLB's, MRTLB's and RTL's to be rethought and repurposed.*
- *Measures put in place of the value added through professional learning and development are agreed upon by mana whenua and whānau.*
- *Funding reflects the support required.*
- *A pool of effective Learning Support Coordinators/kaiawhina are identified that can be accessed and made available to maintain the support for whānau.*
- *Regular cycle of whānau hui alongside school leaders and all supporting personnel and agencies.*

TEACHING

Recommendation 16

We recommend that the Ministry of Education work with the Teaching Council of Aotearoa New Zealand to ensure there is a coherent future-focused workforce strategy, including ensuring Initial Teacher Education provision is future focused and fit for purpose. The test of this strategy will be whether every school can appoint and retain the teachers/Kaiako it requires to deliver excellence and equity.

Ko te whakaaro Te Rūnanga-a-iwi o Ngāpuhi

- *Ngāpuhi recommends that a dedicated position which is iwi chairs endorsed, is represented on the Teaching Council.*
- *Initial Teacher Education at tertiary level is invested and engaged in cultural relationships for responsive pedagogy theory and practices.*
- *Current teacher professional development is invested and engaged in cultural relationships for responsive pedagogy theory and practices.*
- *Opportunities are provided for paraprofessional development regarding cultural relationships for responsive pedagogy.*

Recommendation 17

We recommend that a Curriculum Learning, Assessment and Pedagogy unit at the Ministry of Education works with the Education Hubs to ensure teachers/Kaiako can:

- Readily access what they need to support learning, through whichever medium works best. There should be ongoing review of the efficacy of this work.
- Have access to proven PLD programmes linked to National Education Learning Priorities.

Ko te whakaaro Te Rūnanga-a-iwi o Ngāpuhi

- *Ngāpuhi recommend that all those who are employed by the Ministry of Education undertake professional development regarding cultural relationships for responsive pedagogy theory and practices.*
- *Ngāpuhi recommend that PLD programmes that work within the rohe of Ngāpuhi can link their mahi to Te Tiriti o Waitangi and show evidence of reducing inequity and increasing excellence and belonging for Ngāpuhi taitamariki.*

Recommendation 18

We recommend that requirements for the Kāhui Ako pathway model enable more flexibility in clustering arrangements, achievement challenges, and in the use of staffing and funding resources

Ko te whakaaro Te Rūnanga-a-iwi o Ngāpuhi

- *The current Kāhui ako pathway model needs more flexibility regarding release time for teachers and for professional development.*
- *Achievement challenges need to include and focus on improving the standard of pedagogy across teachers and leaders within a Kāhui Ako. Too often the achievement challenges are focussed on Māori boys and implies they are in deficit compared to others. The focus needs to be on the professionals.*

Recommendation 19

We recommend that the Teaching Council develop more flexible guidelines for teacher appraisal including team appraisal, peer appraisal, and the frequency of reporting.

Ko te whakaaro Te Rūnanga-a-iwi o Ngāpuhi

- *Ngāpuhi recommend that the Teaching Council develop a cyclic review and understand the links between the Te Tiriti partnership framework and My code, my standards and for these to be concomitant with the teacher appraisals and peer appraisals.*
- *Ngāpuhi recommend that cultural competency be a part of appraisal*

Recommendation 20

We recommend that Education Hubs co-ordinate learning and development (PLD) and advisory services in order to provide local support and grow and sustain local expertise.

Ko te whakaaro Te Rūnanga-a-iwi o Ngāpuhi

- *Ngāpuhi recommend that mana whenua and iwi are working alongside Education Hubs and advisory services in the design of professional learning and development in order to provide local support and grow and sustain local expertise.*
- *Initial Teacher Education at tertiary level is invested and engaged in cultural relationships for responsive pedagogy theory and practices.*
- *Current teacher professional development is invested and engaged in cultural relationships for responsive pedagogy theory and practices.*
- *Opportunities are provided for paraprofessional development regarding cultural relationships for responsive pedagogy.*
- *Ngāpuhi recommend that PLD programmes that work within the rohe of Ngāpuhi can link their mahi to Te Tiriti o Waitangi and show evidence of reducing equity and increasing excellence and belonging for Ngāpuhi taitamariki.*
- *Teaching policies eg. My code, my standards, Ka Hikitia etc align with practice.*
- *Provision made for critical, coherent and iterative cycles of inquiry that are focussed on reducing inequity between Ngāpuhi taitamariki and Pākehā.*

SCHOOL LEADERSHIP

Recommendation 21

We recommend that the Leadership Centre be established within the Teaching Council.

Ko te whakaaro Te Rūnanga-a-iwi o Ngāpuhi

- *Ngāpuhi recommend that there is provision for an iwi endorsed person to be on the Leadership Centre panel.*

Recommendation 22

We recommend that the Leadership Centre:

- Champion a coherent approach to leadership which is based on the Leadership Strategy at all levels of the school system. The Leadership Centre would do this through its work with the Education Hub Leadership Advisers, principals/tumuaki, leadership networks, and through involvement in Ministry of Education workforce planning.
- Use the Leadership Capabilities to provide national guidelines criteria for ‘eligibility for application to be a principal’, for appointments for identification of professional learning needs, for appraisal, and for professional learning providers to ‘badge’ their work.
- Ensure leadership development and support are consistent and connected across the Education Hubs
 - a. Through ongoing work with the Leadership Adviser roles in Education Hubs
 - b. By taking part in the appointment of the Overall Leader Adviser role in each Education Hub
- Provide a repository for leadership research, sharing periodic updates of relevant research with the profession, and commissioning new research and evaluations

Ko te whakaaro Te Rūnanga-a-iwi o Ngāpuhi

- *Ngāpuhi recommend that we have representation on the appointment panel.*
- *Ngāpuhi support five year contracts of principals.*
- *Ngāpuhi recommend that the leadership strategy incorporates the Ngāpuhi education strategy for those principals working in our rohe. We also expect that each principal can articulate their roles and responsibilities in addressing Ngāpuhi aspirations of culture, language and identity and the links to Te Tiriti o Waitangi.*

Recommendation 23

We recommend that the education Hubs are expected to:

- Identify leadership potential, provide development opportunities for potential leaders, and create a talent pool to draw on for leadership appointments that lead to greater ethnic diversity in principal/tumuaki appointments to match student diversity.
- Employ Leadership Advisers using national guidelines
- Work with school boards to employ school principals/tumuaki using national guidelines and ensure the principal’s effective performance management.
- Ensure schools with significant challenges get highly effective leadership which is well supported by the Education Hub.
- Provide customised, connected processes for the induction and ongoing mentoring and support of principals/tumuaki.

- Support all principals/tumuaki through regular discussion of school progress, and work with them closely enough to identify problems early, and provide additional support, particularly for those facing persistent challenges.
- Provide or broker diverse, innovative leadership development and support for schools and clusters through an ongoing analysis of leadership needs across the Education Hub.
- Ensure that effective principals/tumuaki contribute top leadership support and growth across the Education Hub network.
- Ensure learnings from effective Education Hub and leadership practices are fed back into the Leadership Centre.

Ko te whakaaro Te Rūnanga-a-iwi o Ngāpuhi

- *Ngāpuhi recommend that there is a secondment process of identifying “effective principals” based on evidence of reducing disparity, to work alongside principals in our rohe in order to grow cultural relationships for responsive leadership practices.*
- *Ngāpuhi recommend a range of gender and ethnicities are representative of the community in each Hub. Ngāpuhi recommend that National guidelines must have iwi involvement.*
- *Ngāpuhi recommend that principals report back to mana whenua, marae and whanau regarding their leadership inquiry that focusses on Ngāpuhi and whānau aspirations.*
- *Ngāpuhi recommend that ongoing professional development for principals focussed on cultural relationships for responsive leadership practices.*

RESOURCING

Recommendation 24

Because the proposed equity index better identifies those schools with the highest proportions of disadvantaged students, we recommend that it is implemented as soon as possible. We also recommend that equity resourcing is prioritised to the schools with the most disadvantaged students, is increased to a minimum of 6% of total resourcing and applied across operation, staffing and property.

Ko te whakaaro Te Rūnanga-a-iwi o Ngāpuhi

- *We would like to receive more information regarding the equity index especially relating to Primary and Secondary schools within the Ngāpuhi rohe.*
- *Ngāpuhi recommend that resourcing not be based on a % basis but on the actual needs of each school and appropriately funded.*
- *Education Hubs in collaboration with mana whenua identify the needs of the schools and resourcing is provided to reduce the inequity currently in place across the rohe of Ngāpuhi.*

Recommendation 25

We recommend that the allocation of staffing entitlements and management resources is reviewed to ensure that there is alignment and coherence across primary and secondary schools.

Ko te whakaaro Te Rūnanga-a-iwi o Ngāpuhi

- *Ngāpuhi supports this recommendation and that parity between primary and secondary school resourcing is in place.*

Recommendation 26

We recommend that Education Hubs work with school principals/tumuaki who receive equity funding to identify and share best practice around the use of this funding both within and across Education Hubs.

Ko te whakaaro Te Rūnanga-a-iwi o Ngāpuhi

- *Ngāpuhi support this recommendation with the inclusion that “best practices” are identified and validated by mana whenua.*

Recommendation 27

We recommend that Education Hubs carry out school network reviews to ensure smaller schools that are unable to deliver quality education services are merged with others, or closed, where this is a practical possibility.

Ko te whakaaro o Te Rūnanga-a-iwi o Ngāpuhi

- *Ngāpuhi recommend and expect genuine power sharing relationships with mana whenua for input into any review within their rohe from conception through to final decision making.*
- *Ngāpuhi have a unique situation where we have many remote regional Kura. How will this impact on our people?*

CENTRAL EDUCATION AGENCIES

Recommendation 28

We recommend that the Ministry of Education is reconfigured.

Ko te whakaaro Te Rūnanga-a-iwi o Ngāpuhi

- *Ngāpuhi supports this recommendation as long as the Ministry of Education practices, attitudes and theories are not regurgitated into the Education Hubs.*
- *Any reconfiguration must align with whanau, marae, hapū and Ngāpuhi aspirations and these to be clearly visible.*
- *The reconfiguration MUST benefit our taitamariki, their whanau, marae, hapū and iwi.*

Recommendation 29

We recommend that the Education Hubs are created.

Ko te whakaaro o Te Rūnanga-a-iwi o Ngāpuhi

- *Ngāpuhi support this recommendation. Please refer to previous whakaaro.*

Recommendation 30

We recommend that an independent Education Evaluation Office is created.

Ko te whakaaro Te Rūnanga-a-iwi o Ngāpuhi

- *Ngāpuhi support this recommendation.*
- *Iwi endorsed representation are employed within the Education Evaluation Office.*

Recommendation 31

We recommend that the Teaching Council is expanded

Ko te whakaaro Te Rūnanga-a-iwi o Ngāpuhi

- *Ngāpuhi recommend the expansion if this includes Māori immersion.*
- *Ngāpuhi recommend that there are dedicated Māori seats on the Teaching Council. This position needs to be iwi endorsed.*

Recommendation 32

We recommend that the Education Review Office and the New Zealand Qualifications Authority are disestablished

Ko te whakaaro Te Rūnanga-a-iwi o Ngāpuhi

- *Ngāpuhi support this recommendation with the inclusion of co-design and co-construction (not consultation) with Ngāpuhi on any reconfiguration across the Ministry of Education, Evaluation Office, Tertiary Education Commission and the Teaching Council regarding the work previously conducted by the Education Review Office and the New Zealand Qualifications Authority.*
- *Ngāpuhi recommend and expect courageous and transformative practice to emerge.*

C. CONCLUSION

Te Rūnanga-ā-iwi o Ngāpuhi has a dedicated interest and commitment in the affairs of Ngāpuhi to ensure that the economic and social benefits that the Crown has asserted will occur as a result of sound process, legislation and policy. We will support initiatives that fully incorporates Ngāpuhi whānau, hapū and iwi provided this is done for the benefit, and not to the detriment, of all Ngāpuhi regardless of where they reside. We believe this is possible.

Te Rūnanga-ā-iwi o Ngāpuhi wish to speak to this submission.



Lorraine Toki
Te Tumuhere – Chief Executive Officer