**TE WHĀNAU**

Education provision responds to learners within the context of their whānau

**› We will provide Māori learners and their whānau, with the right information, at the right time, through the right channels that enables them to make informed decisions about education.**

**› We will provide facilitation and brokerage support for Māori learners and their whānau, in ways that work for them, to ensure their voices are heard and responded to appropriately.**

**› We will support education services to develop their capability to engage with Māori learners and whānau in productive partnerships.**

**TE TANGATA**

Māori are free from racism, discrimination and stigma in education

**› We will set clear expectations for education services and the education workforce to eliminate racism in our education system.**

**› We will provide leadership and professional development to support education services to work to eliminate racism.**

**› We will support everyone participating in the education sector, including Māori learners and their whānau to “call out” racism, as we create professional and environmental norms that understand and prevent racism.**

**TE KANORAUTANGA**

Māori are diverse and need to be understood in the context of their diverse aspirations and lived experiences.

**› We will set and maintain professional standards for the education workforce that identify our expectations for how teachers will work with Māori learners and their whānau.**

**› We will provide initial teacher education and ongoing professional development to support the education workforce to achieve these standards.**

**› We will provide early and intensive support for Māori learners when this is needed.**

**TE TUAKIRITANGA**

Identity, language and culture matter for Māori learners

**› We will provide high quality Māori language education.**

**› We will incorporate Māori identity, language and culture into the teaching and curriculum for Māori learners.**

**› We will support the incorporation of Māori identity, language and culture into the day-to-day practices of our education services so that Māori learners can actively participate in te ao Māori, Aotearoa and the wider world.**

**TE RANGATIRATANGA**

Māori exercise their authority and agency in education

**› We will support whānau, hapū, iwi and Māori to develop and lead**

**Kaupapa Māori pathways within our education services.**

**› We will support whānau, hapū, iwi and Māori to participate in the governance and leadership of education services.**

**› We will grow the ability of education agencies and education services to give practical effect to the Kāwanatanga roles in Te Tiriti o Waitangi.**

**› We will monitor our performance and report to Māori learners and whānau so they can hold us to account.**

# ACTIONS

## WE WILL:

» investigate how we can support whānau to navigate education choices and pathways through better access to information as part of the Early Learning Action Plan.

# TO GET YOU STARTED

 [He Piringa Whānau – effective engagement](https://www.education.govt.nz/assets/Documents/School/Inclusive-education/HePiringaWhanauFinalWeb.pdf) [with whānau](https://www.education.govt.nz/assets/Documents/School/Inclusive-education/HePiringaWhanauFinalWeb.pdf) 1

 [Whānau centred policy framework](http://www.tpk.govt.nz/) 2

 [ERO guides for whānau](https://www.ero.govt.nz/publications/category/guides-for-parents) 3

## READING LIST:

 Rameka, L. & Glasgow, A. (2017) Tuākana/Tēina agency in early childhood education Special Edition, *Early Childhood Folio, Vol 12. No I*

**SUMMARY**: The relationship of tuākana-tēina is strongly grounded in whānau practices.

# ACTIONS

## WE ARE:

» setting expectations for education services that Māori learners and whānau should be free from racism, bullying and harassment through the:

**›** National Education and Learning Priorities

# TO GET YOU STARTED

 [Give nothing to Racism](https://teachingcouncil.nz/resource-centre/unteach-racism/) 4

 [Not Part of My World – challenging racism](https://www.educationcounts.govt.nz/publications/schooling2/learning-support/10022) 5

 [National Education and Learning Priorities](https://www.education.govt.nz/our-work/overall-strategies-and-policies/the-statement-of-national-education-and-learning-priorities-nelp-and-the-tertiary-education-strategy-tes/) 6

## READING LIST:

 Glasgow, A. & Rameka, L. (2017). Māori and Pacific Infant and Toddler cultural pedagogy: reclaiming a cultural lens. *International Critical Childhood Policy Studies Journal.* 6(1), 80-95

**SUMMARY**: Central to the educational success for Māori and Pacific children is an understanding that they are culturally located and the acknowledgement that effective education must encompass their culture.

# ACTIONS

## WE ARE:

» refreshing Tātaiako to support teachers to grow their skills for engaging Māori learners and whānau.

# TO GET YOU STARTED

 [Culturally responsive strategies to meet the needs](https://inclusive.tki.org.nz/guides/supporting-akonga-maori/) of Māori students who require additional support 7

 [Tātaiako: Cultural Competencies for Teachers of](https://teachingcouncil.nz/resource-centre/tataiako-cultural-competencies-for-teachers-of-maori-learners/#:~:text=T%C4%81taiako%20helps%20teachers%20to%20understand,present%20when%20engaging%20M%C4%81ori%20learners.) [Māori Learners](https://teachingcouncil.nz/content/t%C4%81taiako-cultural-competencies-teachers-of-m%C4%81ori-learners) 8

## READING LIST:

 Shields, C. (2010). Transformative leadership: working for equity in diverse contexts. *Educational Administration Quarterly*, 46(4), 558-589.

**SUMMARY**: Transformative leadership in education challenges school leaders to work towards deep and equitable change.

# ACTIONS

## WE ARE:

» providing further support for Kōhanga Reo including additional funding.

» supporting early learning and schooling workforces to integrate te reo Māori into education services through the Early Learning Action Plan and Te Ahu o te Reo Māori.

# TO GET YOU STARTED

 [Kauwhata Reo – Central online hub for te reo Māori](https://kauwhatareo.govt.nz/en) [resources](https://kauwhatareo.govt.nz/en) 9

 [Te Whāriki professional learning & development](https://tewhariki.tki.org.nz/en/professional-learning-and-development/videos/) [resources](https://tewhariki.tki.org.nz/en/professional-learning-and-development/videos/) 10

 [Resources to help measure the extent to which](https://www.education.govt.nz/our-work/overall-strategies-and-policies/ka-hikitia-accelerating-success-20132017/ka-hikitia/) [activities and initiatives are making a difference](https://www.education.govt.nz/our-work/overall-strategies-and-policies/ka-hikitia-accelerating-success-20132017/ka-hikitia/)

[to Māori enjoying and achieving education success](https://www.education.govt.nz/our-work/overall-strategies-and-policies/ka-hikitia-accelerating-success-20132017/ka-hikitia/) [as Māori](https://www.education.govt.nz/our-work/overall-strategies-and-policies/ka-hikitia-accelerating-success-20132017/ka-hikitia/) 11

## READING LIST:

 Rameka, L. (2018) *A Māori Perspective of Belonging.*

*Contemporary Issues In Early Childhood.* Sage Publications. Vol. 19(4) 367–378

**SUMMARY**: This article considers belonging and being from a Māori world view

# ACTIONS

## WE ARE:

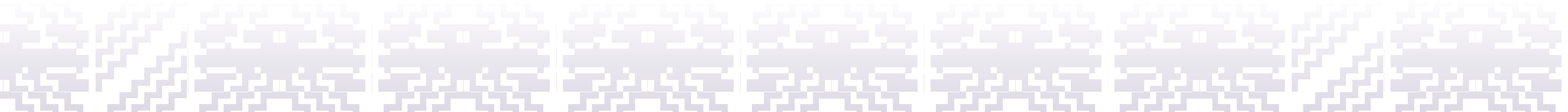
» providing support for Kaupapa Māori education organisations to grow and engage with the Crown.

» recommencing the production of an annual Māori Education data profile.

» preparing an annual stocktake of Māori Education expenditure to inform our performance and investment planning.

# TO GET YOU STARTED

[Effective practice in kōhanga reo](https://www.ero.govt.nz/publications/unearth-our-ancestral-treasures-so-that-we-may-prosper-2018/) 12



WEB LINK ONLINE RESOURCE PRINTED RESOURCE

**REFERENCES**

**TE WHĀNAU**

**TE TANGATA**

**TE KANORAUTANGA**

**TE TUAKIRITANGA**

**TE RANGATIRATANGA**

1. [He Piringa Whānau – Effective engagement with whānau (education.govt.nz)](https://www.education.govt.nz/assets/Documents/School/Inclusive-education/HePiringaWhanauFinalWeb.pdf)
2. <http://www.tpk.govt.nz>
3. <https://www.ero.govt.nz/publications/category/guides-for-parents>
4. <https://teachingcouncil.nz/resource-centre/unteach-racism/>
5. [Promoting positive race relations in New Zealand schools: Me Mahi Tātou | Education Counts](https://www.educationcounts.govt.nz/publications/schooling2/learning-support/10022)
6. [The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES) – Education in New Zealand](https://www.education.govt.nz/our-work/overall-strategies-and-policies/the-statement-of-national-education-and-learning-priorities-nelp-and-the-tertiary-education-strategy-tes/)
7. [Supporting ākonga Māori | Inclusive Education (tki.org.nz)](https://inclusive.tki.org.nz/guides/supporting-akonga-maori/)
8. [Tātaiako: cultural competencies for teachers of Māori learners :: Teaching Council of Aotearoa New Zealand](https://teachingcouncil.nz/resource-centre/tataiako-cultural-competencies-for-teachers-of-maori-learners/#:~:text=T%C4%81taiako%20helps%20teachers%20to%20understand,present%20when%20engaging%20M%C4%81ori%20learners.)
9. [Kia māhorahora te reo Māori | Kauwhata Reo](https://kauwhatareo.govt.nz/en/)
10. [Videos | Te Whāriki Online (tki.org.nz)](https://tewhariki.tki.org.nz/en/webinars-and-workshops/videos/)
11. [https://www.education.govt.nz/our-work/overall-strategies-and-](https://www.education.govt.nz/our-work/overall-strategies-and-policies/ka-hikitia-accelerating-success-20132017/ka-hikitia/) [policies/ka-hikitia-accelerating-success-20132017/ka-hikitia/](https://www.education.govt.nz/our-work/overall-strategies-and-policies/ka-hikitia-accelerating-success-20132017/ka-hikitia/)
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