

Cabinet Paper material Proactive release

Minister & portfolio Hon Erica Stanford Minister of Education
Name of package Māori Education Action Plan
Date considered 25 November 2024
Date of release 29 January 2025

These documents have been proactively released:

Māori Education Action Plan

Date considered: 25 November 2024

Author: Office of the Minister of Education

Cabinet Social Outcomes Committee

Date considered: 20 November 2024

Author: Committee Secretary

Cabinet Minute CAB-24-MIN-0461.02

Date considered: 25 November 2024

Author: Secretary for the Cabinet

Cabinet Minute CAB-24-MIN-0461

Date considered: 25 November 2024

Author: Secretary for the Cabinet

Material redacted

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Proactively Released

In Confidence

Office of the Minister of Education

Cabinet Social Outcomes Committee

Māori Education Action Plan

Proposal

1. This paper sets out my approach to lifting achievement and attendance for three distinct parts of our education system:
 - 1.1. **Māori learners in English medium settings:** 180,500 Māori learners who are disproportionately represented in the lower quartile of student achievement and attendance data.
 - 1.2. **Māori medium settings:** including 1,170+ mokopuna (children) learning in Puna Reo early learning settings, and 10,300 Māori learners in Rumaki Reo Rua (immersion and bilingual Māori medium classrooms) across 202 mainstream schools. These settings provide education in various levels of immersion in te reo Māori.
 - 1.3. **Kaupapa Māori settings:** 8,200 mokopuna in Kōhanga Reo, and 14,400 Māori learners across 142 kura (schools), made up of Kura Kaupapa Māori, Kura ā Iwi, and Kura Motuhake. These settings are immersion te reo Māori.

Relation to Government Priorities

2. We have set a target of 80% of Year 8 students being at or above the expected curriculum level for their age in reading (pānui), writing (tuhituhi), and maths (pāngarau), by December 2030. My six education priorities and this Action Plan are designed to work together towards achieving this target [SOU-24-MIN-0026 refers]. Actions set out in this paper contribute to the Government's attendance target of 80% of students being present for more than 90% of the term by 2030.
3. My officials have prepared this paper with reference to Cabinet Office circular [CO (24) 5: *Needs-based Service Provision* refers]. They are confident there is a strong and long-standing evidence base about the need to improve achievement rates for Māori learners. My plan is to reform the education system to improve outcomes for all learners, and I also recognise that Kaupapa Māori, and Māori medium education have an important role to play and unique needs.
4. My officials also advise me, with reference to section 8.3 of the circular, that while Kaupapa Māori, and Māori medium education are predominantly attended by Māori learners, non-Māori learners can and do participate in these forms of education.

Government Targets for Attendance and Achievement – the case for change

5. This Government has set ambitious targets for attendance and achievement to provide every learner with the best possible education. Māori learners make up a significant (25%) and growing proportion¹ of all learners within our schooling system. While there is success² within schools and particularly kura, as a total learner group, Māori are disproportionately represented in the lower quartile of achievement and attendance data. The anomaly in learner outcomes across the provisions points to a lack of cohesion in our education system and failure to deliberately capitalise on proven best practise.

¹ Predicted to grow to 33% by 2040

² NCEA and UE attainment rates for Māori learners in this setting are higher than attainment rates for all students in English-medium settings with the same socio-economic barriers to attainment, particularly for NCEA Level 3 and UE which are 12 and 17 percentage points higher respectively.

6. It is unacceptable for learners and not the education system, to carry the consequence of underperformance. For Māori learners this is especially high. For example:
 - 6.1. In Term 2 of 2024, some 39.1% of Māori learners in English Medium settings attended school on a regular basis, compared with 53.2% of all learners³.
 - 6.2. National Monitoring Study of Student Achievement (NMSSA) data⁴ reflects that less than 40% of Māori learners in English medium settings are meeting reading expectations. In writing, Māori students scored 10 scale points lower in Year 8, when compared to all learners in English medium. This indicates a 1-to-1.5-year gap in writing between Māori and non-Māori students, which grows as students' progress through their education⁵.
7. We know that literacy skills are important for success all areas of the curriculum. Without great foundational skills developed early on in primary school and kura, it is extremely challenging for students to catch up as they get older. Poor literacy results in primary school and kura are mirrored in NCEA results.
8. For the NCEA co-requisite, which is set at the curriculum level expected of Year 8/9 students, results for participating Māori students remain low⁶. In 2022, just over half of participating Māori students achieved the reading corequisite and one-third achieved the writing corequisite. Of all students who sat the NCEA corequisites in 2022, two-thirds achieved the reading corequisite and half achieved the writing corequisite. Fewer than half of all students who sat the te reo matatini unit standard (62 students) achieved it. Nearly all of these students were Māori.
9. The 2023 Curriculum Insights and Progress Study (CIPS) found that an alarming 12.2% of Year 8 Māori students are meeting the curriculum benchmark for mathematics (compared with 25.9% of total Year 8 learners)⁷.
10. For Maori school leavers, 58.3% attained NCEA Level 2 in 2023. This was a 1.5% decrease on the previous year, and substantially less than the rate of 74.4% for all school leavers⁸. Though Māori learners make up 25% of the overall school population they make up 31% of specialist school enrolments and a shocking 68% of alternative education enrolments⁹.
11. Similarly for English medium schools, there is insufficient data held by the Ministry of Education about the progress and achievement of learners in Māori medium education, and Kaupapa Māori education before they reach NCEA. Achievement data between Māori medium and Kaupapa Māori kura has traditionally been aggregated, meaning the distinction of learner outcomes is often underestimated – particularly for Kaupapa Māori kura.
12. Data clearly shows that many Māori learners experience worse education outcomes on average, relative to their peers. This is reflected in the higher proportion of Māori young people not in education, employment, or training (NEET)¹⁰.

³ https://www.educationcounts.govt.nz/_data/assets/pdf_file/0007/247147/Term-2-2024-Attendance-report.pdf

⁴ 56 % of all students in English medium were at curriculum for reading, compared to 38% of Māori students in English medium settings. For writing, 35% of all students were at curriculum for writing, compared to 22% of Māori learners in English medium settings.

⁵ Score points is about a year of progress. See NMSSA (2019). English-Key Findings. Retrieved from: https://www.educationcounts.govt.nz/_data/assets/pdf_file/0019/203581/NMSSA-2019-English-Key-Findings.pdf

⁶ Evaluation Associates (2023). 2022 NCEA Te Reo Matatini me te Pāngarau | Literacy and Numeracy Pilot Evaluation Retrieved from: https://ncea-live-3-storagestack-53q-assetstorages3bucket-2o21xte0r81u.s3.amazonaws.com/s3fs-public/2023-03/NCEA%20Te%20Reo%20Matatini%20me%20te%20P%20C4%81ngarau_Literacy%20Numeracy%20Pilot%20Evaluation-Report%20Two_March%202023.pdf?VersionId=HhHaDjzIseIkwwvLnzn89JqqkKIJhbRv

⁷ https://www.beehive.govt.nz/sites/default/files/2024-08/Make%20it%20Count_Factsheet.pdf

⁸ [Indicator-NCEA-Level-2-or-above-2023.pdf](https://www.educationcounts.govt.nz/indicator-ncea-level-2-or-above-2023.pdf) (educationcounts.govt.nz)

⁹ Specialist school enrolment https://www.educationcounts.govt.nz/_data/assets/excel_doc/0010/209629/7-Pivot-Roll-by-Age-and-Total-Response_Ethnicity-2018-2023_Updated.xlsx, Alternative Education <https://evidence.ero.govt.nz/media/3aflzvgg/an-alternative-education-support-for-our-most-disengaged-young-people.pdf>

¹⁰ [Labour Market Statistics Snapshot – June 2024](https://www.mbie.govt.nz/labour-market-statistics-snapshot-june-2024) (mbie.govt.nz)

13. This disparity in educational outcomes continues to have detrimental flow-on effects later in life, including Māori experiencing higher unemployment and underutilisation rates. For the June 2024 quarter, the unemployment rate was 9.1% for Māori, compared to 4.6% for the total New Zealand population¹¹. Additionally, the underutilisation rate was 18.1% for Māori, compared to 11.8% for the total New Zealand population¹².
14. Education can be an important circuit-breaker in these circumstances and should be the greatest protective factor we provide for young people – the opportunity to gain a world-leading education and break intergenerational cycles of poverty and disadvantage.
15. I want to see all learners succeed and to put ambition and achievement back at the heart of our education system. To achieve Government targets around attendance and achievement, it is essential that we focus on lifting the achievement of Māori learners. Lifting the achievement of Māori student will also support the obtainment of wider government targets.

Executive Summary

16. I am launching a Māori Education Action Plan that details key actions that are underway or planned to support Māori medium education, Kaupapa Māori education and addresses systemic challenges and opportunities for Māori learners in English Medium settings (see **Annex 3**).
17. The size and scale of the challenge we face is substantial. Over 200,000 Māori learners are in English medium, Kaupapa Māori and Māori medium schools and kura. Attendance rates for ākonga Māori learners in Term 2 of 2024 was only 39.1% meaning that over 109,000 Māori students did not regularly attend school. Non-attendance at school limits the opportunities students have to sufficiently progress through the curriculum, and this can be seen in educational attainment data. Only 12% of Year 8 Māori students are at the curriculum benchmark for mathematics¹³, and over a third leave school without an NCEA Level 2 (or equivalent) qualification¹⁴.
18. Improving attendance, engagement, and achievement for Māori students in English medium settings is an essential focus area. My six education priorities are designed to strengthen the achievement of all learners. Evidence has already shown the strong accelerative effect of explicit teaching, the science of learning and structured literacy approaches being introduced to English medium classrooms, especially for Māori students.
19. My Māori Education Action Plan outlines actions I will take for Māori students in English medium settings. In particular, working with the Social Investment Agency to strengthen whānau engagement with learning to leverage off existing relationships with iwi and Māori groups. I am also working with the Social Investment Agency to explore how social investment approaches, including wrap-around service provision and outcomes-based contracting, can be used to improve the delivery of Alternative Education, where a shocking 68% of enrolments are for Māori learners.
20. In English and Māori Medium schools, as well as drawing on my six education priorities, my workplan will reference *Ka Hikitia – Ka Hāpaitia – the Māori Education Strategy* (Ka Hikitia) and *Tau Mai Te Reo – the Māori Language in Education Strategy*¹⁵.

¹¹ [Labour market statistics: June 2024 quarter | Stats NZ](#)

¹² [Labour market statistics: June 2024 quarter | Stats NZ](#)

¹³ *The Curriculum Insights and Progress study* (established in 2023, and published in August 2024) to monitor Year 3, 6 and 8 student achievement and progress, from English medium schools only.

¹⁴ [Indicator-NCEA-Level-2-or-above-2023.pdf \(educationcounts.govt.nz\)](#)

¹⁵ The *Tau Mai Te Reo* strategy includes the education sector's contribution to the Government's Māori Language Strategy

21. I have convened a Māori Education Ministerial Advisory Group (MAG) to advise me on further development within this Action Plan for English medium and Māori medium settings only [CAB 24-Min-0196 refers].
22. The Māori Education MAG will, among other things: (1) support me to undertake a gap analysis of the Māori Education work being undertaken by the Ministry of Education (the Ministry), (2) receive and provide advice about the Ministry's quarterly and annual reporting, and (3) provide advice about emerging issues and themes in Māori education.
23. I am engaging with Te Matakahuki¹⁶, a forum of Kaupapa Māori education representatives, to support Kaupapa Māori education with shared priorities.
24. I will report back to Cabinet in April 2025 on progress to give effect to my education priorities. I propose this report includes progress for Māori learners in English medium settings and Māori medium as we work to close the disproportionate gap in student achievement rates. I will also keep Cabinet informed of my work with Te Matakahuki to establish and action shared priorities for Kura Kaupapa Education.

Maori Education Action Plan Summary

25. My six priorities for education [CAB-24-MIN-0131 refers] are essential levers to lift student achievement and I have worked at pace to ensure that these priorities are reflected in Māori Medium education settings and in te reo Māori.

Māori Medium Education settings

26. I am proud of the decisive actions taken by this Government to strengthen and resource Māori medium education. Key features of our approach to curriculum and assessment include:
 - 26.1. Introducing a knowledge-rich, year-by-year curriculum **Te Marautanga o Aotearoa** for the teaching of te reo Māori and Pāngarau (mathematics) that is grounded in the science of learning¹⁷, inclusive of evidence-informed teaching practices, clear and easy to use, and internationally comparable. It is imperative for teachers to know what to teach and when from Years 0 to 13, and to use evidence-informed teaching practices to support learners' progress and achievement [CAB-24MIN-0191 refers].
 - 26.2. **Rangaranga Reo ā-Tā**, a structured programme to teach pānui, tuhituhi, and kōrero, reinforces the science of learning by drawing from cognitive neuroscience, language acquisition theory and practice as it applies to te reo Māori. Rangaranga Reo ā-Tā explicitly aligns with the scope, sequence, and pace outlined in the new Te Reo Rangatira curriculum, and will go through to Year 8.
 - 26.3. Development of **Hihira Weteoro**, a world-first nationwide phonics check in te reo Māori. This includes four checks over two years and auditory processing and decoding skills in our youngest tamariki.
 - 26.4. Establishing Professional Learning and Development for Year 0-3 kaiako (teachers) in Māori medium to teach Structured Approaches to Literacy (known as Rangaranga Reo ā-Tā) through te reo Māori.
 - 26.5. Introducing fully funded decodable books for our youngest children learning to read using structured literacy approaches in te reo Māori.
 - 26.6. Providing fully funded packages of mathematics resources including student workbooks, teacher guides and resources for the teaching of Pāngarau (mathematics).

¹⁶ Te Matakahuki includes kōhanga reo (early learning), Kura Kaupapa Māori (Te Aho Matua) and Kura ā Iwi (schooling sector), and Wānanga (tertiary sector).

¹⁷ The Better Start Literacy Approach is a structured approach to literacy instruction for Year 0 to Year 3/4 classrooms, to support children's early reading, writing and oral language success. <https://www.betterstartapproach.com/>

- 26.7. Introducing new nationwide sampling of student progress and achievement in Māori education settings in panui (reading), tuhituhi (writing) and pāngarau (mathematics) to capture robust system-level data through the expansion of the Curriculum Insights and Progress Study (CIPS).
- 26.8. Developing a phased implementation approach to support Māori medium education settings ^{9(2)(f)(iv)} [REDACTED]
- 26.9. Disaggregating student achievement data across settings to determine trends and to set system-wide goals and targets, e.g. Rumaki (bilingual units in mainstream settings) being distinct from Kura Kaupapa Māori.
27. To support teacher supply in Māori Medium settings, this Government is:
- 27.1. Investing in Employment-Based Initial Teacher Education (EBITE);
- 27.2. Expanding the School Onsite Training Programme (SOTP) to include Māori medium education settings from 2025;
- 27.3. ^{9(2)(f)(iv)} [REDACTED] to support schools in all settings to deliver Māori language education;
- 27.4. Teachers' Bilingual Education Study Award with 24 awards offered in 2024. Teachers' Kaupapa Māori/Māori-Medium Education Study Award, with 42 offered awards offered 2024; and have
- 27.5. ^{9(2)(f)(iv)} [REDACTED] to support the growth in te reo capability for kaiako in Māori medium and Kaupapa Māori education.

Kaupapa Māori Education Settings

28. I acknowledge the longstanding drive and successes of Kaupapa Māori education, and have committed to engaging with Te Matakahuki¹⁸, a forum of Kaupapa Māori education representatives, to support Kaupapa Māori education with shared priorities. Driven by iwi Māori, kaupapa Māori education identified an urgent need to revitalise and strengthen te reo Māori and to preserve Māori culture and knowledge.
29. The interaction of kaupapa Māori education and the national education system has created ongoing tension in the Government's relationship with members of Te Matakahuki, who have consistently articulated their aspiration for greater levels of agency and authority. The breakdown of this relationship under the previous Government was a major focus of an urgent Waitangi Tribunal inquiry (WAI 1718)¹⁹. I have prioritised re-setting these important relationships, and I will continue building on these.
30. Te Matakahuki has told me the challenges they face are different, or more severe, than those in other parts of the education system. I have been clear that advice and guidance on Kaupapa Māori education provision will come as part of a working relationship with Te Matakahuki.

¹⁸ Te Matakahuki includes kōhanga reo (early learning), Kura Kaupapa Māori (Te Aho Matua) and Kura ā Iwi (schooling sector), and Wānanga (tertiary sector).

¹⁹ Wai 1718 Claim was brought on behalf of Te Rūnanga Nui o Ngā Kura Kaupapa Māori o Aotearoa (Te Rūnanga Nui) and concerns Crown policies, acts, and omissions in relation to Kura Kaupapa Māori, and in particular the detrimental impact of the Crown's reforms on the schooling system. Work has begun in some of the priority areas the Waitangi Tribunal identified in its recent report, i.e. addressing Kura Kaupapa Māori property and joint oversight of kura currently in the establishment phase. Future areas of focus will be jointly agreed with Te Rūnanga Nui.

31. My approach to Kaupapa Māori education recognises that this part of the sector was developed by Māori and is distinct from English medium and Māori medium settings. Recognising this difference and the importance of the relationships between Te Runanga Nui o Ngā Kura Kaupapa Māori o Aotearoa, Nga Kura-ā-Iwi o Aotearoa and the many Kura Motuhake, is an essential element of success.
32. I have committed to working with Te Matakahuki, the group of leaders from Kaupapa Māori education settings, on shared priorities. Currently we are discussing:
- 32.1. **Resolving longstanding kura establishment issues and growing the network.** Sustained feedback has been that growing the network is a high priority. The Ministry recently released Te Tira Hou²⁰, an overview of the network of Kaupapa Māori and Māori medium education at immersion level. We have ensured that network planning for Level 1 te reo Māori education focuses on growing provision and completing Year 1-13.
 - 32.2. **Resolving longstanding property issues.** Budget 24 maintained ring-fenced funding of around \$100m in capital funding to address conditions and growth across the network. This will support the delivery of Māori medium, and Kaupapa Māori education projects across the 2024/25 financial year, so that children are learning in safe, warm and dry schools.
 - 32.3. **Investing in Employment-Based Initial Teacher Education** for Kaupapa Māori (primary and secondary) education settings.
 - 32.4. **Implementing the School Onsite Training Programmes** to include Kaupapa Māori settings for the 2025 intake.
 - 32.5. **An expanded virtual network**, utilising the expertise of specialists in this pedagogical approach.
 - 32.6. **Provision of Learning Support appropriate for this pedagogical approach.** Specialised learning support coordination and facilities in schools and kura providing Kaupapa Māori and Māori medium education to be funded from 2025 from existing funding. This delivery model will provide insights to inform the redesign of the learning support delivery model to improve outcomes for all learners.
33. All learners must succeed in education, and I see this Action Plan as critically important for supporting Māori learners to realise their potential.
- Māori learners in English medium settings***
34. Earlier this year, Cabinet confirmed my six education priorities to lift achievement. [CAB-024-MIN-0131 refers]. Against each priority I have identified the ‘early actions’ taking place (**Annex 3**). I expect to build on this initial set of actions with advice from my Māori Education MAG, and Kaupapa Māori education leaders (as applicable and appropriate for their provision), and informed by clear data, insights, information, and evaluation.
35. The majority of Māori learners in schools are in English medium settings, so consistency of what is taught and when, and the use of evidence-informed teaching practices that are responsive to the needs of individual students, is key to equipping Māori learners in this pathway with the foundational knowledge they need to succeed.
36. In April I came to Cabinet to share *A Literacy Guarantee for Every Child* [CAB-24-MIN-0131 refers] and detailed the accelerative effects of structured literacy for Māori students and the data and evidence from the Better Start Literacy Approach that showed a close in the attainment gap after 30 weeks of structured literacy teaching – with great benefits noted for Māori students.

²⁰ <https://www.education.govt.nz/news/te-tira-hou-2024/>

37. While my six priorities for education will greatly benefit Māori learners in English medium schools, I have identified additional opportunities to further strengthen our approach for these learners. In particular, the opportunity to work with iwi and community groups to ensure Māori learners do not continue to disproportionately ‘lag’ in achievement and attendance targets.
38. I intend to focus on:
- 38.1. **Strengthened engagement:** I am committed to work with iwi and community (collectives) utilising ‘real time’, local context and relationships to engage Māori learners, keep them in school, and support their learning or transition to work. This aligns with the aspirations of iwi, e.g., Iwi-Crown Accords, and will improve data to tell a more fulsome impact story.
 - 38.2. **Clarifying and optimising what we spend on Māori education:** I am currently undertaking a review of spending on Māori education in English medium settings in advance of Budget 2025 to ensure that we have clear, focussed contracts that deliver meaningful positive outcomes for students and their families.
 - 38.3. **Increasing the provision of support for students who are behind in the curriculum for mathematics:** Recent PISA data²¹ reflects that too many Māori learners do not rate mathematics instruction highly and are anxious about failing. 9(2)(f)(iv)
 - 38.4. **Developing te reo Māori language resources that** support knowledge-rich, year-by-year learning as part of a future Languages Learning Area.
39. The Associate Minister of Education is also working to ensure:
- 39.1. **Increased rates of attendance** through a review of the Attendance Service and introduction of the Stepped Attendance Response (STAR).
 - 39.2. **Access to education** this Government has invested in the Ka Ora Ka Ako – Healthy School Lunches programme, led by the Associate Education Minister and the funding of Ikura – Period Products in Schools by Minister Stanford.
 - 39.3. **Greater flexibility and choice** with the introduction of Charter Schools allowing sponsors to meet specific learner needs and be held accountable for student outcomes through contracting.
40. Other early actions in this plan (**Annex 3**) across all three setting include publishing iwi-level data through Te-Mataaho-a-Iwi²², refreshing the Ngā Haeata o Aotearoa²³ annual report, which provides a snapshot of how the education system is performing for Māori learners, evaluating the success of the Māori Education Action Plan, and implementing a network supply and demand planning tool, like Te Tira Hou, for Kaupapa Māori, and Māori medium settings.

Strengthening engagement with whānau, hapū and iwi to support educationally powerful connections

41. I have asked the Ministry to work with the Social Investment Agency to undertake additional work to develop whānau engagement initiatives partnering with iwi. I have been clear that I want to continue to support the important role whānau play in the education of their tamariki.

²¹ PISA data (from English medium settings) showed 38% of Māori learners rated their mathematics instruction as 7/10 or higher and 64% of Māori learners worry about getting poor marks/grades in mathematics and are anxious about failing. This is despite, for example, the fact that most Māori learners report positive relationships with their teacher, with 60%+ receiving teacher support in most or every mathematics lesson.

²² [Te Mataaho-a-Iwi | Education | Education Counts](#) is a dashboard providing iwi with a selection of summary statistics on their learners.

²³ <https://www.educationcounts.govt.nz/publications/schooling/5851>

There is strong evidence of the benefits of educationally powerful connections between learners, whānau and schools²⁴.

42. I want to better leverage the relationships the Ministry has with iwi and Māori groups to support stronger relationships between whānau and schools and wider education services. The Ministry has several formal relationships with iwi arising from Treaty Settlements through Iwi-Crown Accords and other settlement instruments. The Ministry also holds and maintains a relationship with the Mātauranga Iwi Leaders Group.
43. Iwi and Kaupapa Māori leaders continue to play a critical role in holding relationships with me and senior Ministry officials. They are an important conduit to working with communities to support whānau to be better engaged and demanding consumers of the education system and its services. I will continue to build on successful localised initiatives and solutions, such as those being delivered by iwi on the ground. We currently collect and publish iwi-level data through Te-Mataaho-a-Iwi. I will direct the Ministry to work with Statistics NZ and the Social Investment Agency to ensure this information is consistent across the social sector so we can use this information to drive local solutions.

Alternative Education

44. It is concerning to me that a disproportionate number of Māori are excluded from school and enrolled in Alternative Education programmes.
45. A recent Education Review Office (ERO) report²⁵ showed that outcomes were not positive for many participants in Alternative Education (AE), particularly young Māori learners who made up 66% of all participants in AE in 2023. The report showed that when young people move out of AE:
 - 45.1. About a quarter return to school;
 - 45.2. More than half do not go on to further training or employment;
 - 45.3. By the time they are 20 years old, almost 70% are receiving benefits; and
 - 45.4. At age 24, 63% of those who had attended AE were receiving a benefit compared to 51% with similar backgrounds but did not attend AE.
46. I am committed to improving these statistics by focusing on three key domains.
 - 46.1. *Domain One - Alternative Education settings*, adopting a social investment approach that develops stronger and more effective AE provision within existing resources to provide better long-term outcomes for young people whose education is best provided by AE.
 - 46.2. *Domain Two - School settings*, reducing the number of students leaving school to go to AE.
 - 46.3. *Domain Three - Transitioning from AE back to school, further study, training, or employment*, building stronger capability and accountability for AE providers to focus on improving the successful transitions of their students; and build stronger capability and accountability for enrolling schools to have an ongoing and positive relationship with their students and work with the AE Provider.
47. We will also look holistically at the range of support provided (outside of education) across government to the cohort of children who end up in the alternative education system. It is

²⁴ ERO found students benefited when teachers/leaders explored better ways for parents/whānau involvement to design/implement a response on potential underachievement. <https://ero.govt.nz/sites/default/files/2021-05/ERO-Educationally-Powerful-Connections-FINAL.pdf>

²⁵ <https://evidence.ero.govt.nz/media/vqxbijjk/an-alternative-education-a-guide-for-providers.pdf>

important that the range of support is purposefully aligned to meet the needs of those children and in doing so, being costed for effectiveness and efficiency.

48. I am confident that what is achieved through these actions will benefit not only Māori learners, but all students. Strengthening a holistic approach to working with schools, iwi, and community leaders/networks will be how we ensure experience, skills, local contexts, and a broader ability to reach across a range of social and cultural supports is maximised for our learners.

Supporting Māori language in education

49. We must strive for and achieve excellent and equitable outcomes for Māori learners. I will draw on national and international data and evidence and connect this with what is envisaged in the *Ka Hikitia* and *Tau Mai Te Reo Māori* strategies²⁶. These strategies each provide a set of outcome domains to help plan, design and deliver how education agencies will support the education sector to lift excellence and equity in education. See **Annex 4** for the *Ka Hikitia* outcome domains and *Tau Mai te Reo approach*.
50. *Ka Hikitia*, first published in 2008 and refreshed in 2020, is a valuable tool to identify the focus to drive the change to raise achievement. My Action Plan and priority areas will supplement this strategy and provide assurance that we will increase academic results, so Māori learners have every opportunity to reach their full potential. To achieve this, I will review the actions published in these strategies to ensure they remain aligned with my priorities and the Action Plan.
51. I am committed to supporting the ongoing development of te reo Māori in education. Resources for Māori medium and Kaupapa Māori settings are in development. I have also asked the Ministry to consider developing resources to support te reo Māori progression in English medium schools.
52. I have repurposed some existing Māori language in education funding – transferring the Kura Whānau Reo programme and appropriation to Te Mātāwai, the independent statutory entity responsible for acting on behalf of Iwi Māori as partners with the Crown to protect, promote and support te reo Māori revitalisation. The policy intent of Kura Whānau Reo will not change, it will continue to support whānau of tamariki learning te reo Māori or learning in and through te reo Māori. It is more appropriate that this initiative and associated funding be transferred from Vote Education to Vote Māori Development.
53. Te Ahu o Te Reo Māori²⁷ funding, valued at approximately \$30 million per annum, has been reprioritised to provide targeted maths and pāngarau support, including for PLD and developing teaching resources for Year 0 to 8 students. I am exploring options to increase availability of te reo Māori education for teachers. There is an opportunity to leverage te reo Māori courses at tertiary institutions to strengthen the teaching workforce, particularly through the Wānanga²⁸. Subject to available, these courses are available for teachers and the schooling workforce.

Use of External Resources

54. The costs associated with the Māori Education MAG providing expert and independent advice to me about the development and implementation of the Action Plan will be met by the Ministry of Education from within existing baselines.

²⁶ Ka Hikitia is here: <https://www.education.govt.nz/our-work/overall-strategies-and-policies/ka-hikitia-ka-hapaitia/>. Tau Mai Te Reo is here: <https://www.education.govt.nz/our-work/overall-strategies-and-policies/tau-mai-te-reo/>

²⁷ Te Ahu o Te Reo Māori is an initiative designed to build capability of the early learning and schooling workforce, in predominantly English medium settings.

²⁸ Te Wānanga o Aotearoa, Te Wānanga o Awanuiārangī, and Te Wānanga o Raukawa. Of the 37,415 enrolments in te reo Māori courses in 2023, 68% attended Wānanga

Consultation

55. The following agencies were consulted on this paper: the Treasury, Public Service Commission, Te Puni Kōkiri, Te Mātāwai, Te Taura Whiri i te Reo Māori, Oranga Tamariki, ERO, Tertiary Education Commission, NZ Qualifications Authority, Education New Zealand, Te Arawhiti, Ministry for Pacific Peoples, Social Investment Agency, Ministry of Health, Ministry of Social Development, Ministry for Disabled Peoples, Ministry for Women, Ministry of Youth Development, Ministry of Justice, Ministry of Business, Innovation and Employment and the Social Investment Agency. The Teaching Council, NZ School Boards' Association and Te Aho o te Kura Pounamu were also consulted.
56. The Māori Education MAG and Te Matakahuki were both consulted in the development of this paper.
57. Agency feedback on the paper and the Action Plan has been supportive. Agencies shared that there is strong alignment with their own Ministers' priorities and were keen to collaborate to deliver on targets and drive change to close the equity gap with improved educational outcomes for Māori learners.

Proactive Release

58. I propose to proactively release this paper at the same time as the Māori Education Action Plan is announced.

Recommendations

59. The Minister of Education recommends that the Social Outcomes Committee:
 - 59.1. **note** the size and scale of New Zealand's longstanding excellence and equity challenges to drive education success for Māori learners (who make up 25 percent of learners in the education system);
 - 59.2. **invite** the Social Investment Agency and the Ministry of Education to jointly explore the approach to strengthening outcomes contracting of Alternative Education;
 - 59.3. **note** I am developing a Māori Education Action Plan framed against my education priorities focused on English medium and Māori medium education settings;
 - 59.4. **note** early actions are underway and the Māori Education Action Plan will be a living document which is updated on a regular basis;
 - 59.5. **invite** the Social Investment Agency and the Ministry to develop/prototype a social investment outcomes contract for iwi providers to enable them to deliver localised initiatives and solutions to support whānau to be more engaged and demanding consumers of the education system;
 - 59.6. **note** I have established a Māori Education Ministerial Advisory Group to advise me on developing the Māori Education Action Plan, including reviews and updates;
 - 59.7. **note** I am meeting with Te Matakahuki to establish shared priorities for Kaupapa Māori education, and keep them informed of the Māori Education Ministerial Advisory Group's work, and the approach and progression of the Māori Education Action Plan;
 - 59.8. **agree** I will progress conversations with Te Matakahuki about their priorities for Kaupapa Māori education settings;
 - 59.9. **agree** that my Cabinet report back in April 2025 on progress to give effect to my education priorities includes progress on the Māori Education Action Plan early actions.

Approved for Lodging

























Hon Erica Stanford, Minister of Education

_____/_____/_____

Proactively Released

Māori Learners and Education Organisations Data

Data about Māori learners within the education system, and information about relationships and organisations across Māori education. Note: The following data is approximate for indication of size and scale. Information as at December 2023 for year 2022.

EARLY LEARNING	Early Learning Services at a glance:  181,000 All Learners / 43,500 Ākonga Māori				 4,600 Licensed Services		 33,000 Kaiako Teachers	
	Te Kōhanga Reo Kōhanga Reo are early learning services where Tamariki are immersed in the Māori language, customs and values. They provide care and nurturing to young people alongside whānau.		Peak Body: Te Kōhanga Reo National Trust  423 services  8200 ākonga		Puna Reo Puna Reo are independent early learning services where tamariki are immersed in Māori language, custom and values.		Peak Body: Ngā Puna Reo o Aotearoa  40+ services  1,170 ākonga	
	Other Māori Learners: Includes learners in kindergartens, play centres and other ECE types.				 35,000 learners			
SCHOOLING	Primary & Secondary at a glance:  815,000 All Learners / 203,900 Ākonga Māori				 2,500 Licensed Services		 73,000 Kaiako Teachers	
	Kura Kaupapa Māori Te Rūnanga Nui is the representative body for Kura Kaupapa Māori across New Zealand, and the legislated kaitiaki of Te Aho Matua, the founding philosophy of Kura Kaupapa Māori.		Peak Body: Te Rūnanga Nui o Ngā Kura Kaupapa Māori o Aotearoa  70 kura  7,203 ākonga		Kura ā Iwi Ngā Kura ā Iwi are focused on the wellbeing of uri students, and the flow on effect to families and communities. These kura localise their curricula to the aims of their iwi, hapū and whānau based on values of Tihi o Angitu – peaks of achievement/success.		Peak Body: Ngā Kura ā Iwi o Aotearoa  48 kura  5,199 ākonga	
	Kura Motuhake Kura Motuhake are independent standalone kura Māori who are not affiliated to either Te Rūnanga Nui or Ngā Kura ā Iwi. They operate at a high level of immersion, based on Māori culture and knowledge and Māori governance.		 24 kura  2,014 ākonga		Rumaki Reo Rua Schools/kura which have students that are taught the curriculum predominantly in te reo Māori, as well as students that are taught predominantly in English. These are Māori-medium settings.		 202 kura  10,329 ākonga	
	Other Māori Learners: Includes Māori who are enrolled in Māori boarding schools, in other Māori medium settings not listed and in English medium schools.				 180,500 learners			
TERTIARY	Tertiary at a glance:  342,355 All Learners / 73,450 Ākonga Māori				<i>*Note: Tertiary figures are based on enrolments, one learner could be reflected as more than one enrolment</i>			
	Wānanga Wānanga provide quality education using tikanga Māori ways of teaching and learning, contributing to the survival and wellbeing of Māori as a people.		 3 Wānanga  19,600 ākonga Māori / 34,895 all learners		Other Tertiary providers Universities Te Pūkenga PTEs  56,060 ākonga Māori enrolments			

Annex 2: 2024/25 Māori Education Early Actions

Key	Implementation:	>
	Deliverable:	★
	Achieved:	✓

Early actions against the education priorities

Establishing a knowledge-rich curriculum grounded in the science of learning	Q1	Q2	Q3	Q4
» Require schools to ensure at least 'one hour a day' dedicated focus	✓ (100 DAY PLAN)			
» Lessen distractions for students through the 'phones away for the day' requirement in schools	✓ (100 DAY PLAN)			
» Redesign the draft Te Reo Rangatira and English (Years 0-6) alongside the Pāngarau and Mathematics & Statistics (Years 0-8) learning areas of Te Marautanga o Aotearoa	✓ (Q2)			
» Redesign Te Marautanga o Aotearoa and refresh The New Zealand Curriculum	>	>	>	>
» Release the draft Year 7-13 Te Reo Rangatira and English alongside the Year 9-13 Pāngarau and Mathematics & Statistics curriculum areas	>	>	>	>
» Develop resources to support te reo Māori teaching and learning progression	>	>	>	>
» Revise existing and develop new te reo Māori resources to support Te Reo Rangatira and Pāngarau curriculum area	>	>	>	>

Implementing evidence-based instruction in early literacy (te reo matatini) and mathematics (pāngarau)	Q1	Q2	Q3	Q4
» Accredited 11 PLD providers to support implementation of Rangaranga Reo ā-Tā for Years 0-3	✓ (Q2)			
» Delivered a suite of new decodable books to support early language acquisition and structured approaches to literacy in te reo Māori and cash payments to schools to support purchasing other structured literacy resources		✓		
» Established PLD for Year 0-3 kaiako in Māori medium to teach Structured Approaches to Literacy (known as Rangaranga Reo ā-Tā) through te reo Māori			✓	
» Invested in PLD and instructional teaching resources for all Year 0-8 students, aligned with the updated maths or pāngarau curriculum			✓	
» Developed and implemented Hihira Weteoro, a world-first nationwide Phonics Check in te reo Māori inclusive of four checks over two years, including auditory processing and decoding skills in our youngest tamariki			✓	
» Committed PLD funding for kaiako Māori to implement phonics checks and new curriculum areas in te reo Māori			✓	
» Reprioritised Te Ahu o Te Reo Māori funding to provide targeted maths and pāngarau support			✓	
» implementing structured early literacy and numeracy teaching – through new resources in these areas in both English and te reo Māori, phonics checks in both languages, and professional learning and development (PLD) for primary teachers	>	>	>	>
» Develop Hihira Weteoro, an auditory tool to identify sounds, letters, and words	>	>	>	>
» Review pāngarau and align resources, activities, and tools to new pāngarau curriculum	>	>	>	>
» Developing Rangaranga Pāngarau, a structured mathematical approach	>	>	>	>
» Supporting implementation of Rangaranga Pāngarau with PLD and the refresh of a range of pāngarau resources	>	>	>	>

Implementing consistent modes of monitoring student progress and achievement	Q1	Q2	Q3	Q4
» Developed a phased implementation approach to support Māori medium education settings to use the tools Te Waharoa Ararau or e-asTTie to support consistent standardised assessment for Year 3 to 8 students			✓	
» Restarting work on a school entry assessment	>	>	>	>
» Develop a national monitoring process to collect annual progress data using phonics check and Hihira Weteoro	>	>	>	>
» Developing foundational skills check in numeracy and literacy at Year 2	>	>	>	>
» Develop guidance and exemplar reporting templates to improve consistency and quality of regular reporting to parents and guardians	>	>	>	>
» Disaggregating student achievement data across settings	>	>	>	>

Developing the workforce of the future, including leadership development pathways	Q1	Q2	Q3	Q4
» Committed PLD funding to support teachers of te reo Māori, kaiako in Māori medium and Kaupapa Māori education, to strengthen their Māori language skills			✓	
» Invested in Employment Based Initial Teacher Education (EBITE)			✓	
» Committed to expanding the School Onsite Training Programme (SOTP) to include Kaupapa Māori and Māori medium education settings in 2025			✓	
» Exploring options to increase the availability of te reo Māori education for teachers	>	>	>	>

Targeting effective learning support interventions for students with additional needs	Q1	Q2	Q3	Q4
» Learning Support Action Plan underway, including a focus on improving learning support for Māori learners to close the equity gap	>	>	>	>
» Building Learning Support Coordination in Kaupapa Māori and Māori Medium schooling.	>	>	>	>

Using high-performing data and evidence to inform decision-making	Q1	Q2	Q3	Q4
» Ensured that network planning for Level 1 te reo Māori education settings across the country has a focus on growing provision and completing Y1-13 education pathways and develop a network planning & demand model to identify the number of teaching & learning places in Māori Medium			✓	
» Ring-fenced approximately \$100 million in capital funding will support the delivery of Māori medium and kaupapa Māori education projects across the 2024/25 financial year			✓	
» Committed to capturing robust system level data on student progress and achievement, through the expansion of the Curriculum Insights and Progress Study (CIPS)			✓	
» Agreed to develop Tirewa Mātai (National Monitoring), a study for those learning via te reo Māori			✓	
» Publishing iwi-level data through Te-Mataaho-a-Iwi	>	★		
» Re-starting the Ngā Haeata o Aotearoa annual report	>	★		
» Developing a Māori Education Evaluation Programme		★	>	>
» Implementing Te Tira Hou supply and demand planning tool	★	>	>	>

Other workstreams

» Strengthening engagement with whānau, hapū and iwi to support educationally powerful connections	» Cabinet paper by the end of 2024 on the Ministry's analysis of the impact of Vote Education spend for Māori
» Clarifying and optimizing what we spend on Māori education	» Continue to invest in Ka Ora, Ka Ako Healthy School Lunches and reset delivery to drive efficiencies
» Supporting Māori language in education	» Continue to invest in Ikura Period Products
» Invest in property maintenance and development in Kaupapa Māori and Māori Medium Education settings	» Support Kaupapa Māori and Māori Medium schools and kura to transition to Kura Hourua, if they choose
» Utilizing the expertise of specialists in this pedagogical approach	» Work with Te Rūnanga Nui to prioritise and progress areas identified in Waitangi Tribunal's report on WAI1718
» Transferred funding for Kura Whānau Reo to Te Mātāwai	» Strengthening Alternative Education through social investment strategy

Annex 3: Ka Hikitia – Ka Hāpaitia & Tau Mai Te Reo

Ka Hikitia – Ka Hāpaitia Outcome Domains

Te Whānau

Education provision responds to learners within the context of their whānau.

We will support Māori learners and their whānau to be informed and demanding decision-makers, with high expectations of our education services. We will also support Māori learners with the help of their whānau to plan and pursue the education pathways that they aspire to.

Te Tangata

Māori are free from racism, discrimination, and stigma in education.

Māori learners and whānau have identified racism as a major barrier in our education system. We will address this, provide equitable access to services, and resources and in ways that promote fairness and are respectful and culturally appropriate, so that Māori learners and their whānau have a strong sense of belonging

Te Kanorautanga

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

Our education services will recognise and provide for Māori diversity. Our education workforce will have the right skills and capacity to support all Māori learners, including those with disabilities and learning support needs, to achieve excellent outcomes.

Te Tuakiritanga

Identity, language, and culture matter for Māori learners.

Our education services will support the growth and development of the Māori language. We will support the identity, language, and culture of Māori learners and their whānau to strengthen belonging, engagement and achievement as Māori 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.

Our education services will support whānau, hapū, iwi and Māori to exercise agency and authority over the education of Māori learners at all levels of the education system. We will support Māori to make decisions about the education of Māori learners . We will account to whānau, hapū, iwi and Māori for the education services we provide.

Tau Mai Te Reo approach

Mihi Mai Te Reo

Our education services will support learners to value and acquire and use Māori language words, phrases and other forms (for example, waiata and haka) that are used on a regular basis in New Zealand society.

Kōrero Mai Te Reo

Our education services will provide Māori language to support learners to develop the ability and confidence to talk about a range of things in the Māori language.

Tau Mai Te Reo

Our education services will ensure learners can access Māori Medium education services in order to develop high levels of Māori language proficiency and use.

Annex 4: Impact Analyses

1. **Cost of Living Implications:** Several of the initiatives within the Action Plan will, over time, relieve cost of-living stress for Māori learners and their whānau (including Ka Ora, Ka Ako | Healthy School Lunches and Ikura | Period Products).
2. **Financial Implications:** There are no financial implications arising from this Cabinet Paper. All costs for existing initiatives will be met within existing Ministry of Education baselines. Any new initiatives that may be developed will be subject to normal Budget processes.
3. **Legislative, Regulatory, and Climate Implications:** There are no legislative implications arising from this Cabinet Paper. A Regulatory Impact Statement and Climate Implications of Policy Assessment (CIPA) are not required as this Cabinet Paper does not propose changes to legislation or regulations, and the threshold is not met for the CIPA.
4. **Population Implications and Human Rights:** Population implications are summarised in the table below. The proposals in this Cabinet paper appear to be consistent with the New Zealand Bill of Rights Act 1990 and the Human Rights Act 1993.

Table: Population Implications

Population Group	How this paper will affect this group
Māori	On average, Māori students experience worse education outcomes than other learners. This has significant impacts on their longer-term social and economic outcomes. The initiatives in this paper will improve outcomes for Māori learners.
Women	Māori girls achieve worse education outcomes than other learners in the schooling sector, but better education outcomes than Māori boys. This approach will strengthen outcomes for Māori girls.
Disabled People	Māori learners with disabilities have reported significant challenges in accessing learning support in English medium, Māori medium and Kaupapa Māori settings. This paper notes a bespoke initiative to support improved access to Kaupapa Māori and Māori medium education for learners with disabilities.
Pacific	There is a significant, growing population of individuals with shared Pacific and Māori heritage which adds another important dimension to this work. The initiatives in this paper will also improve outcomes for these learners.

5. The actions adhere to the Government's Needs-based Service Provision expectations for how the targeting, commissioning and design of public services are based on the needs of all New Zealanders (CO (24) 5 refers). We have identified culturally specific models in this Cabinet paper, but they are not restricted to Māori only but are open to all learners.



Cabinet Social Outcomes Committee

Minute of Decision

This document contains information for the New Zealand Cabinet. It must be treated in confidence and handled in accordance with any security classification, or other endorsement. The information can only be released, including under the Official Information Act 1982, by persons with the appropriate authority.

Māori Education Action Plan

Portfolio **Education**

On 20 November 2024, the Cabinet Social Outcomes Committee (SOU):

- 1 **noted** that in April 2024, SOU noted that the Minister of Education’s priorities for the portfolio are:
 - 1.1 establishing a knowledge-rich curriculum grounded in the science of learning;
 - 1.2 implementing evidence-based instruction in early literacy and mathematics;
 - 1.3 implementing consistent modes of monitoring student progression and achievement;
 - 1.4 developing the workforce of the future, including leadership development pathways;
 - 1.5 targeting effective learning support interventions for students with additional needs;
 - 1.6 using high-performing data and evidence to inform decision-making;
- 1 [SOU-24-MIN-0026]
- 2 **noted** the size and scale of New Zealand’s longstanding excellence and equity challenges to drive education success for Māori learners (who make up 25 percent of learners in the education system);
- 3 **directed** the Social Investment Agency and the Ministry of Education (the Ministry) to jointly explore the approach to strengthening outcomes contracting of Alternative Education;
- 4 **noted** that the Minister of Education (the Minister) is developing a Māori Education Action Plan framed against her education priorities, as outlined in paragraph 1 above, focused on English medium and Māori medium education settings;
- 5 **noted** that early actions are underway, as outlined in Annex Two, attached to the submission under SOU-24-SUB-0149, and that the Māori Education Action Plan will be a living document which is updated on a regular basis;

- 6 **directed** the Social Investment Agency and the Ministry to develop/prototype a social investment outcomes contract for iwi providers to enable them to deliver localised initiatives and solutions to support whānau to be more engaged and demanding consumers of the education system;
- 7 **noted** that the Minister has established a Māori Education Ministerial Advisory Group to advise her on developing the Māori Education Action Plan, including reviews and updates;
- 8 **noted** that the Minister is meeting with Te Matakahuki, a forum of Kaupapa Māori education representatives, to establish shared priorities for Kaupapa Māori education, and keep them informed of the Māori Education Ministerial Advisory Group's work, and the approach and progression of the Māori Education Action Plan;
- 9 **agreed** that the Minister will progress conversations with Te Matakahuki about their priorities for Kaupapa Māori education settings;
- 10 **noted** that the Minister intends to report back to SOU in April 2025 with a progress update on her education priorities, and will also provide an update on the progress of the early actions in the Māori Education Action Plan.

Jenny Vickers
Committee Secretary

Present:

Hon David Seymour
Hon Dr Shane Reti
Hon Paul Goldsmith
Hon Louise Upston (Chair)
Hon Mark Mitchell
Hon Matt Doocey
Hon Melissa Lee
Hon Nicole McKee
Hon Nicola Grigg
Hon Karen Chhour

Officials present from:

Officials Committee for SOU
Office of the Minister of Education



Cabinet

Minute of Decision

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Māori Education Action Plan

Portfolio **Education**

On 25 November 2024, following reference from the Cabinet Social Outcomes Committee (SOU), Cabinet:

- 1 **noted** that in April 2024, SOU noted that the Minister of Education’s priorities for the portfolio are:
 - 1.1 establishing a knowledge-rich curriculum grounded in the science of learning;
 - 1.2 implementing evidence-based instruction in early literacy and mathematics;
 - 1.3 implementing consistent modes of monitoring student progression and achievement;
 - 1.4 developing the workforce of the future, including leadership development pathways;
 - 1.5 targeting effective learning support interventions for students with additional needs;
 - 1.6 using high-performing data and evidence to inform decision-making;

[SOU-24-MIN-0026]
- 2 **noted** the size and scale of New Zealand’s longstanding excellence and equity challenges to drive education success for Māori learners (who make up 25 percent of learners in the education system);
- 3 **directed** the Social Investment Agency and the Ministry of Education (the Ministry) to jointly explore the approach to strengthening outcomes contracting of Alternative Education;
- 4 **noted** that the Minister of Education (the Minister) is developing a Māori Education Action Plan framed against her education priorities, as outlined in paragraph 1 above, focused on English medium and Māori medium education settings;
- 5 **noted** that early actions are underway, as outlined in Annex Two, attached to the submission under SOU-24-SUB-0149, and that the Māori Education Action Plan will be a living document which is updated on a regular basis;

- 6 **directed** the Social Investment Agency and the Ministry to develop/prototype a social investment outcomes contract for iwi and Māori providers to enable them to deliver localised initiatives and solutions to support whānau to be more engaged and demanding consumers of the education system;
- 7 **noted** that the Minister has established a Māori Education Ministerial Advisory Group to advise her on developing the Māori Education Action Plan, including reviews and updates;
- 8 **noted** that the Minister is meeting with Te Matakahuki, a forum of Kaupapa Māori education representatives, to establish shared priorities for Kaupapa Māori education, and keep them informed of the Māori Education Ministerial Advisory Group's work, and the approach and progression of the Māori Education Action Plan;
- 9 **agreed** that the Minister will progress conversations with Te Matakahuki about their priorities for Kaupapa Māori education settings;
- 10 **noted** that the Minister intends to report back to SOU in April 2025 with a progress update on her education priorities, and will also provide an update on the progress of the early actions in the Māori Education Action Plan.

Rachel Hayward
Secretary of the Cabinet

Secretary's Note: This minute replaces SOU-24-MIN-0149. Cabinet agreed to amend paragraph 6.



Cabinet

Minute of Decision

This document contains information for the New Zealand Cabinet. It must be treated in confidence and handled in accordance with any security classification, or other endorsement. The information can only be released, including under the Official Information Act 1982, by persons with the appropriate authority.

Report of the Cabinet Social Outcomes Committee: Period Ended 22 November 2024

On 25 November 2024, Cabinet made the following decisions on the work of the Cabinet Social Outcomes Committee for the period ended 22 November 2024:

Out of scope	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]

SOU-24-MIN-0149

Māori Education Action Plan
Portfolio: Education

Separate minute:
CAB-24-MIN-0461.02

Rachel Hayward
Secretary of the Cabinet