



Sector Consultation on Changes to Funding for Resource Teachers: Literacy and Resource Teachers: Māori

Final results report

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Introduction and summary

Background

On 28 February 2025, the Government issued a notice to schools, opening consultation on a proposal to reinvest funding made available for Resource Teachers: Literacy and Resource Teachers: Māori into other frontline support¹. The notice to schools provided both an email address and a link to an online survey (administered through SurveyMonkey), noting all feedback from the consultation would be considered before decisions about reinvesting funding from the Resource Teachers: Literacy (RT Lit) and Resource Teachers: Māori (RT Māori) were made.

The proposal impacts a maximum of 121 RT Lit Full-time Teaching Equivalent (FTTE) and 53 RT Māori FTTE roles and, if it was to go ahead, would cease funding these roles from Term 1 2026. Decisions on how this funding would be reinvested into frontline services would be made as part of Budget 2025 – with a focus on ensuring expertise is closer to the child and scaling frontline services for all students across English medium, Māori medium, and Kaupapa Māori education pathways.

As well as aligning the RT Lit and RT Māori funding with recent significant and ongoing investments in structured literacy and Rangaranga Reo ā-Tā to lift capability across the system, the consultation document also notes some limitations of the RT Lit and RT Māori service to date, such as a lack of clarity about the services' goals and purpose, high degrees of variability in the delivery of the service, and inequities in access to RT staff. It notes that the last evaluation of the RT Lit service was published in 2014, and the last evaluations completed for the RT Māori service were in 2008 and 2012.

The consultation document notes the issues with the service design and the opportunity for reinvestment to deliver better outcomes for students: "The Government considers that the current funding provided for Resource Teachers: Literacy and Resource Teachers: Māori services could be reinvested into services which create more equitable resourcing and greater impact".

Summary of consultation

The consultation invited submissions through a single response survey monkey (RT Lit and RT Māori questions included in the single survey), or via email.

The window for feedback was open from 28 February 2025 until 21 March 2025. The Ministry of Education (the Ministry) received 2,459 submissions from the online survey and 333 from other methods. Of the total submissions received through SurveyMonkey, 1,419 indicated that they currently access the RT Lit service, and 310 indicated that they currently access RT Māori service.

Methodology and limitations

This report focuses on the data to build a broad picture of respondents' sentiments about the proposal to re-allocate RT Lit and RT Māori funding. For the purposes of this report, we have anonymised the data, so we have not identified where a particular individual or group has made a statement.

Responses from the online survey and other communication channels, such as personal emails to the Ministry, were aggregated and coded. In order to conduct the thematic analysis, we have coded responses from the overall content of letters, emails, and other submissions. Submissions with more than 70% of responses agreeing with a theme are classified in this Report as "most" responses; submissions with 70-50% agreeing with a theme were classified as "many"; and those submission with 30-50% were classified as "some". Nil responses were removed from the analysis.

A question-by-question analysis is provided only for the responses from the online survey, where each question has been analysed individually.

We have provided a sentiment analysis of the responses, coded on a scale of 1 (Very Positive), 2 (Generally Positive), 3 (Neutral), 4 (Generally Negative) to 5 (Very Negative), and categorised using the "most", "many",

¹ Ministry of Education, Changes to Funding for Resource Teachers Literacy and Resource Teachers Māori – Consultation Document, 28 February 2025.

or “some” response framework based on the proportion of responses. Because of the differences in the format and content of the submissions, we have conducted separate sentiment analyses for the survey data and responses via email and other methods.

Because the email submissions were not organised in relation to any particular question but rather free text, responses were analysed as a whole. In total, 333 emails were reviewed. Approximately, 83 submissions via email were identified as a “copy and paste” of a response which a number of individuals then submitted.

There was a reduction in the number of responses to the RT Māori questions as people moved through the survey (average number of responses to the RT Lit questions were 1,478, and to the RT Māori questions were 828). A number of responses to the RT Māori questions do not use or have access to the service. As a result, we have provided an additional analysis of the 310 responses for those who indicated that they currently have access to the RT Māori service.

Some individuals and groups provided feedback through both the survey and other channels (e.g., email). Where possible, these were identified and treated as a single submission.

In the survey, respondents were asked to indicate whether they were providing feedback as an individual or on behalf of a group. While some respondents specified the number of individuals they represented—ranging from small teams to one response indicating representation of approximately 50,000 union members—many did not provide this information.

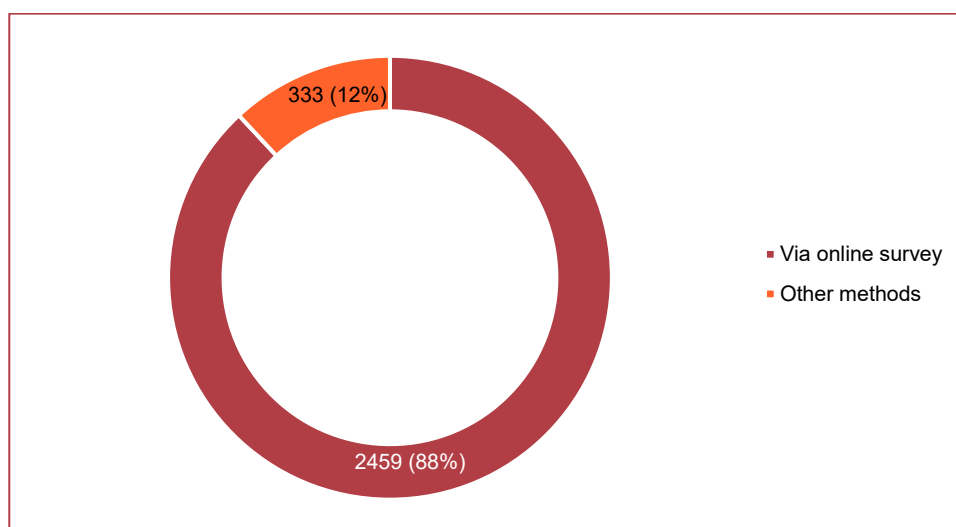
Due to the inconsistency in reporting representative group size and the tight project timeframes, we were unable to follow up with respondents to clarify or obtain missing data. As a result, it is not feasible to apply a reliable weighting system based on representation which means that all submissions were weighted equally.

To ensure consistency and analytical integrity, all responses—whether individual or group-based—have been treated as a single unit of analysis. This approach mitigates the risk of disproportionate influence from unverified or outlier group sizes and allows for clear, equitable interpretation of the dataset.

Who responded?

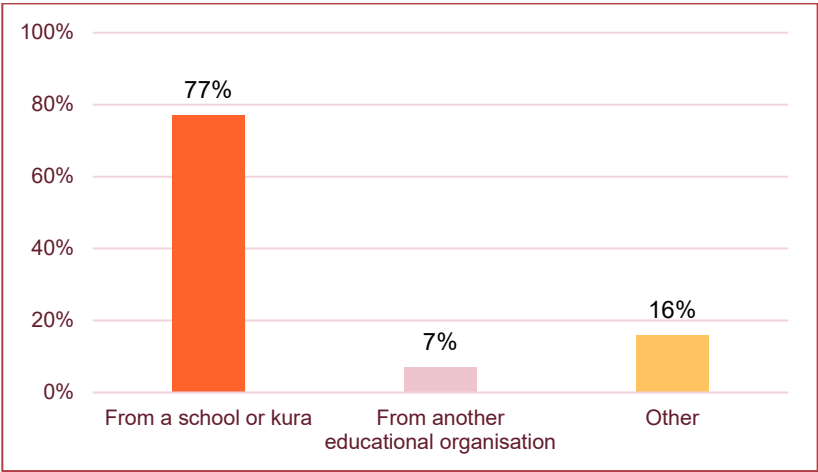
The Ministry received 2,792 total responses, which largely came from the online survey (see Figure 1 below). Respondents who chose not to use the survey submitted in a variety of ways, including physical letters through the post and emails to the Ministry or the Minister of Education’s Office. Unless otherwise indicated, responses have been aggregated from all methods of submission. Many of the figure titles are taken directly from survey questions, but these figures also include data from the other responses.

Figure 1. Total responses by methods of submission



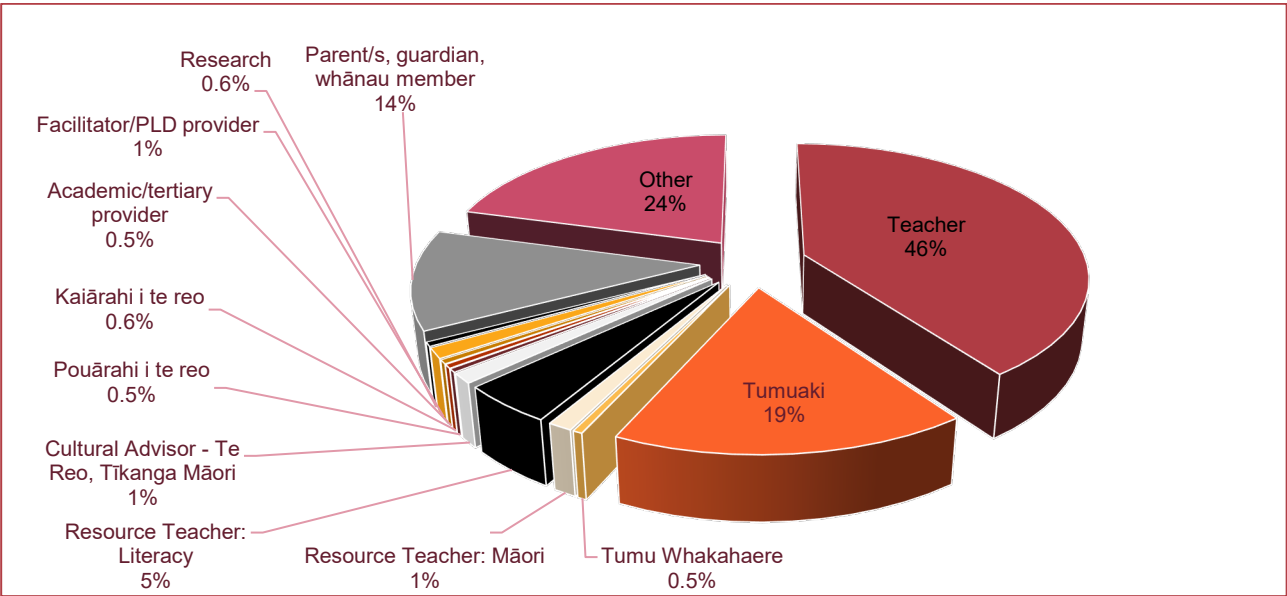
80 percent of respondents identified as having responded from a school or kura and a further seven percent came from other parts of the education sector (Figure 2).

Figure 2. How are you responding?



The largest proportion of the total responses came from teachers (Figure 3; numbers may not add to 100% because of rounding); however, 14 percent of the responses came from parents, whānau, and other figures outside of formal schooling environments. The “Other” category captured a wide variety of roles, including principals, support staff, team leaders, Special Educational Needs Coordinator (SENCOs), and student learning specialists (e.g., Learning Support Coordinators, Teacher Aides and Career Advisors, among others).

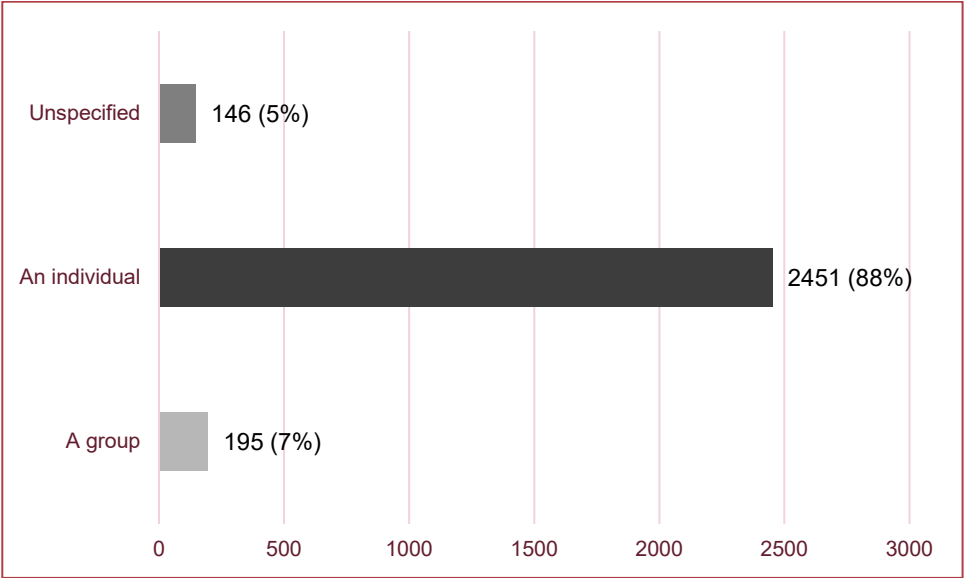
Figure 3. What is/are your role/s?



Of the total submissions, 146 did not indicate if they were responding as an individual or a group, 2,451 were by individuals, 191 from groups representing 53,159 individuals, of which 48 responses were received from groups where the numbers of individuals were not specified (i.e. Facebook Group, Junior School Leaders, Principal Associations). This indicates that the responses received represented a minimum of 54,150 individuals.

As noted above, one submission was made on behalf of a union that said it represents nearly 50,000 members, which make up the bulk of the total number of individuals; however, because this report does not weight responses by the number of individuals that they represent, this very significant outlier has not impacted on this analysis.

Figure 4. Please indicate whether this response is from:

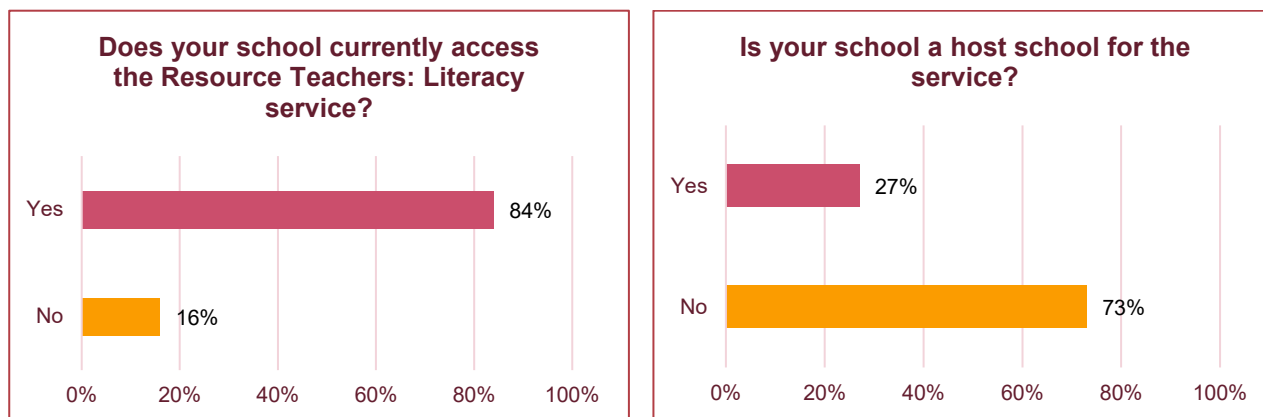


What did respondents say?

Resource Teachers: Literacy - survey responses thematic analysis

Respondents were asked to identify if their school used and/or hosted RT Lit. The high number of respondents who skipped this response in the survey suggests that those who are not in schools did not answer this question.

Figure 6. Resource Teachers: Literacy access and hosting



Question 9 – What are your experiences with the quality and effectiveness of the service?

Most respondents reported that RT Lit services had a positive and measurable impact on student literacy outcomes, especially for learners with diverse or additional needs. Students reportedly experienced accelerated progress, with some reaching age-appropriate literacy levels. Respondents cited local achievement data and increased engagement, noting, for example, improved attendance when RT Lit support was available. Most also noted the specialists' advanced knowledge and qualifications, often comparing their expertise favourably with external providers. Their skills in structured literacy and evidence-based interventions were seen as key to supporting the most vulnerable learners.

Teacher development was another commonly reported benefit. Many described how RT Lit staff provided mentoring, curriculum-aligned Professional Learning and Development (PLD), and tailored/tier 3 support, which increased staff confidence and capability. Some respondents raised concerns about limited access, with services stretched across multiple schools and inconsistent provision for students with dyslexia. Many recommended sustained investment and improved integration with other professional learning systems.

Question 10 - What other supports does your school or kura use to assist students with additional literacy needs?

Responses described variability in how schools and kura supported students with additional literacy needs, with differences in resources, personnel, and approaches. Some schools used Resource Teachers: Learning and Behaviour services (RTLb), but these were often described as limited and insufficient without additional interventions. A few schools engaged RT Lit support, though this was less commonly referenced. Structured literacy approaches (SLA), such as Better Start Literacy Approach (BSLA), were used by some as part of broader strategies to build staff capability and deliver consistent support.

Some schools relied on teacher aides (kaiāwhina), with funding identified as a key enabler. Respondents noted that financial capacity determined whether schools could employ sufficient support staff. A number of schools accessed targeted/Tier 2 or tailored/Tier 3 interventions, sometimes through external providers when internal capability was limited. A small number referenced Reading Recovery or Individual Education Plans. A few expressed uncertainty about the supports in place and noted gaps in communication.

Question 11 - Has your school received sufficient support from the service under the current model?

Most respondents who received support under the current service model reported it as effective, highlighting positive working relationships with resource teachers and in some cases improvements in teaching and learning outcomes. However, many respondents also reported inconsistent access to support due to service capacity

constraints. They noted that resource teachers were stretched across too many schools, particularly in larger or more geographically dispersed clusters, which limited the availability and consistency of service. Some respondents indicated that while support was appreciated, it often fell short of meeting their needs, with calls for increased or more consistent support. Overall, while support under the current model had a positive impact where accessible, variability in access and capacity challenges reduced its effectiveness across the wider school network, with respondents suggesting a need for more equitable distribution and resourcing of services.

Question 12 - Are there ways the funding for this service could be reinvested to better support students more directly in the classroom?

Most respondents supported retaining RT Lit funding, noting the value of specialist expertise in delivering targeted literacy interventions and building school-wide capability. They viewed RT Lit teachers as independent experts in the science of reading whose skills could not be replicated by generalist staff. Many respondents suggested that, if funding were to be redirected, it should go directly to schools to support locally tailored interventions, additional literacy staff, or targeted/Tier 2 and tailored/Tier 3 supports, noting a preference for flexible, needs-based decision making.

Some respondents recommended investing in PLD to build systemic capability in structured literacy. They noted that upskilling all teachers would reduce reliance on specialist interventions and promote consistency in classroom practice. Others commented on the need to focus funding on improving outcomes for students not meeting literacy benchmarks. Some highlighted the potential of structured literacy programmes, such as BSLA, and recommended funding alignment with these models. A few expressed concerns that removing RT Lit roles without adequate replacement would create service gaps and strain classroom teachers.

Question 13 - How does the Resource Teachers: Literacy service currently interact with other literacy support services and interventions in your area?

Most respondents reported that RT Lit services operated collaboratively, including with Special Educational Needs Coordinator (SENCOs), RTLBs, and classroom teachers to support student literacy needs. RT Lit regularly attended meetings, shared updates, and contributed to coordinated planning. Many also reported that RT Lit aligned their work with structured literacy approaches such as BSLA and supported PLD – delivering PLD, provided resources, and guided planning to support teaching practices across classrooms.

Many respondents described RT Lit as working directly with students and supporting teachers implement targeted literacy interventions. RT Lit modelled strategies, assisted with assessments, and co-developed instructional plans, combining student-focused support with teacher capability-building. Some reported that RT Lit operated across school clusters or Kāhui Ako, contributing to shared priorities and consistent practices between schools.

However, some respondents reported inconsistent access or limited awareness of the service in their area, pointing to variability in visibility and reach across regions.

Question 14 - What do you see as the key risks or benefits of reinvesting the funding for the service?

Most respondents reported concern that reinvesting funding away from the RT Lit service would result in the loss of structured literacy expertise. They noted that approaches such as BSLA and RT Lit-led PLD had taken time to build and were supporting better literacy outcomes. Many highlighted that this expertise, if lost, would be difficult to recover and impact school and learner success.

Many also reported that tamariki with additional learning needs would be disproportionately affected by changes to the current model. They noted that the service provided equitable access to support for students requiring more than classroom instruction alone, with benefit to Māori and Pacific learners. Some raised concerns that funding changes could fragment service delivery, disrupt established relationships, and reduce the availability of tailored, context-specific support.

Some respondents described that losing experienced personnel would create gaps in institutional knowledge which could impact support for struggling learners. While a few acknowledged potential benefits from reinvestment, they stated that these depended on preserving structured literacy approaches and avoiding negative impacts on student outcomes.

Question 15 - Is there anything else you would like to share about your experience with, or expectations for, the service?

Most respondents reported that the RT Lit service played a key role in supporting literacy outcomes. They highlighted measurable benefits for struggling learners and noted that the service filled a gap many schools could not address alone. Many expressed concerns about proposed changes, reporting that restructuring could disrupt the consistency and quality of support, particularly through the loss of experienced staff and reduced continuity for students.

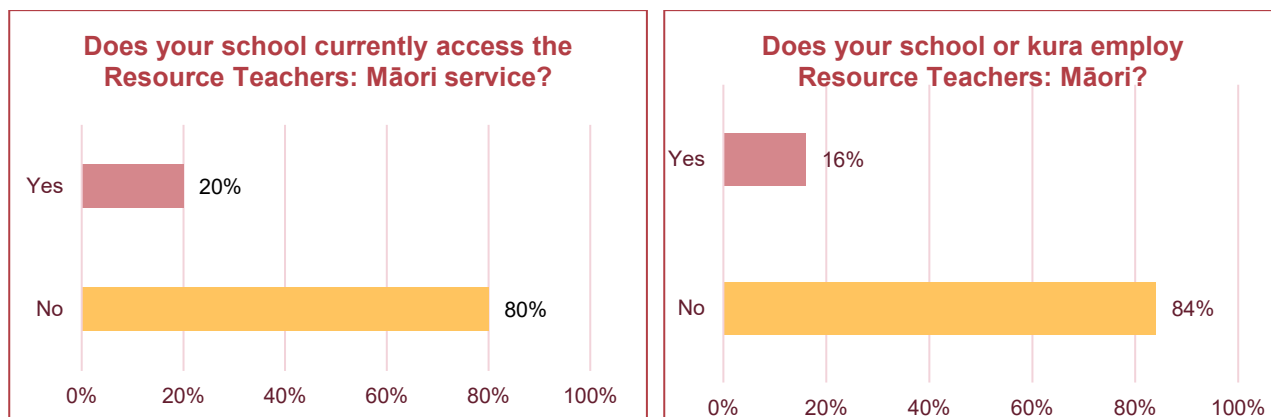
Equitable access was a key theme, with many respondents noting the need for a needs-based allocation model to ensure support for high-needs and rural schools. They stated that resource dilution would most affect schools already under pressure. Some discussed the importance of retaining highly trained specialists, noting their expertise in delivering structured interventions and the time it takes to develop such capability.

Some respondents supported continued investment in structured literacy approaches like BSLA, citing positive results and the importance of evidence-based methods. Others raised concerns that reducing support would negatively affect vulnerable students, potentially leading to impacts on learning outcomes.

Resource Teachers: Māori (RT Māori)

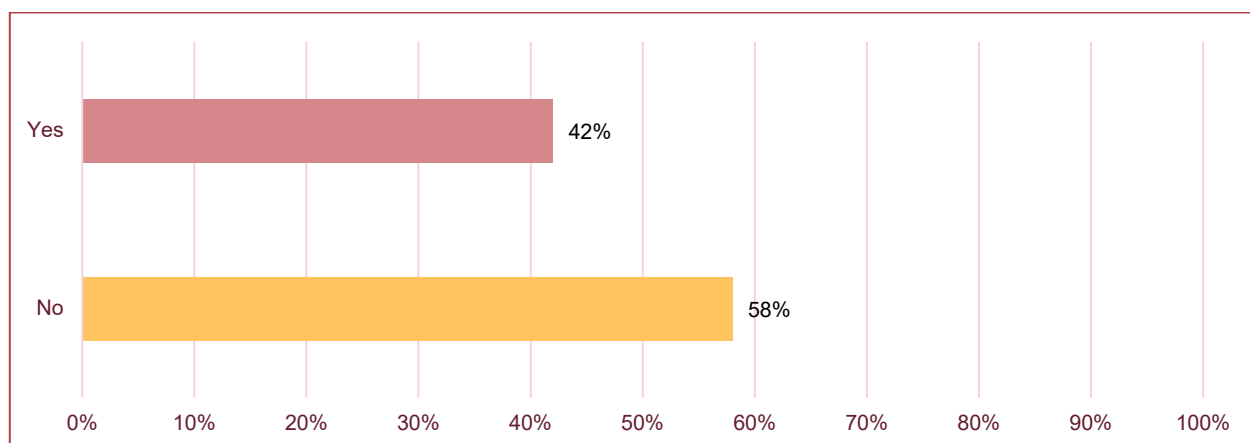
Respondents were asked to identify if their school used and/or employed RT Māori. The high number of respondents who skipped this response in the survey suggests that those who are not in schools did not answer this question.

Figure 7. Resource Teachers: Māori access and employment



School and kura respondents who addressed the RT Māori service were also asked if their setting offered instruction in te reo Māori.

Figure 8. Does your school or kura provide level 1 or 2 te reo Māori instruction to students?



Thematic Analysis - Resource Teachers: Māori (survey questions) – All Responses

This thematic analysis is provided for all responses that answered the RT Māori service questions. A further analysis is provided for those responses that indicated they currently access the RT Māori service, in the next section.

Question 19 - What are your experiences with the quality and effectiveness of the service?

Respondents reported varied experiences with the RT Māori service, with many describing it as knowledgeable, timely, and effective when accessed. Where the service was active, they noted it supported strategic school goals, upskilled teachers, and contributed to increased student enrolment in Māori-medium education. Respondents highlighted that RT Māori enhanced teacher capability through PLD and in-class support, acting as a bridge between PLD facilitators and kaiako.

Many also commented on the cultural and language expertise RT Māori brought to schools, supporting integration of te ao Māori, tikanga, and te reo Māori. Respondents described RT Māori as embedded in school communities

and key to building connections with iwi. However, some reported limited or no access to the service, noting a lack of visibility and uncertainty about how to engage with it. A smaller number raised concerns about inconsistent delivery and content relevance, indicating variability in service quality across contexts.

Question 20 - What other supports does your school or kura use to assist students, as well as this service?

Schools and kura reported drawing on a mix of additional supports alongside formal services to meet student needs. Some referenced past involvement with programmes such as Māori Achievement Collaborative (MAC) and Te Ahu o Te Reo Māori, while others highlighted the ongoing value of kaiako Māori and local iwi support. RTLB and RT Māori services were commonly used in combination with teacher aides, SENCOs, and other specialists to form broader support systems. Schools described coordinating across multiple providers, including SLA teachers and the Ministry, to address both learning and behavioural needs.

Some schools reported collaboration with whānau, local specialists, and community mentors, which added capacity and strengthened support around students. Others used PLD to build internal capability, with structured literacy approaches like BSLA integrated into school wide practice. However, some respondents identified challenges, including limited time, uneven support for Māori students, and pressure on staff to deliver interventions. Some schools reported that, despite seeking multiple supports, they faced ongoing constraints in fully meeting student needs.

Question 21 - How does the Resource Teachers: Māori service currently interact with other services and interventions in your area?

Most respondents reported that the RT Māori service operated collaboratively, engaging with kura, kaiako, whānau, RTLBs, iwi, and other specialists to support tamariki and embed interventions within culturally relevant contexts. RT Māori were described as open and responsive, working across agencies and communities to tailor support for immersion and bilingual classrooms. Many also noted that RT Māori contributed to PLD and curriculum development, often providing follow-up support for PLD programmes and ongoing guidance aligned with *Te Marautanga o Aotearoa*.

Some respondents reported that RT Māori acted as connectors between schools and wider community organisations, including marae, iwi, PLD providers, and universities, which impacted local engagement and curriculum delivery. Others highlighted the role of RT Māori in developing resources, particularly in te reo Māori and tikanga, and in translating materials for specific learning needs, such as dyslexia or dyspraxia.

However, many respondents reported limited or no access to RT Māori support in their area, noting a lack of regional coverage and inconsistent engagement. Some also described a lack of clarity around the RT Māori role and its availability, indicating a need for improved communication and more equitable access across regions.

Question 22 - Has your school received sufficient support from the service under the current model?

Most respondents reported limited or no support from the RT Māori service under the current model. Many described a lack of visibility, direct contact, or awareness of the service, with some unsure whether it was available to their school. However, many who had accessed the service described it as responsive and effective, often noting that support was received when specifically requested. Positive relationships were reported, with RT Māori engaging in hui and contributing to discussions on literacy and numeracy outcomes.

Some respondents noted that the limited number of RT Māori constrained access, with high workloads and large service areas reducing availability. A smaller group of respondents highlighted underfunding and insufficient PLD for RT Māori, which they noted affected collaboration and curriculum delivery. A few respondents reported that RT Māori added value by supporting cultural learning and embedding Māori knowledge in local curricula. Some suggested structural improvements, such as adopting more proactive service models and increasing investment, to improve visibility of the service and its effectiveness.

Question 23 - Are there ways the funding for this service could be reinvested to better support students more directly in the classroom?

Most respondents supported retaining the current service, with comments indicating satisfaction with its role but noting a lack of viable alternatives. They did not suggest ways to reinvest funding, noting that the existing model provided appropriate classroom support. Many respondents, however, identified opportunities to strengthen support for Māori learners through expanded RT Māori roles, increased MAC involvement, and greater access to

te reo Māori in classrooms. These suggestions aimed to enhance culturally relevant support within mainstream and Māori-medium settings.

Many also recommended reinvesting in frontline teaching roles, including more RT Lit, teacher aides, and in-class specialists, to provide daily, direct support to students. Some respondents emphasised investment in structured literacy approaches and PLD, particularly through BSLA and SLA PLD, to build teacher capability and consistent classroom delivery. Others proposed improving integration of the existing service with classroom practice, advocating for adaptation rather than replacement. Many respondents reported uncertainty or deferred comment.

Question 24 - How does the Resource Teachers: Māori service currently interact with other support services and interventions in your area?

Some respondents reported that the RT Māori service supported interventions by tailoring structured learning environments to align with kaupapa Māori. They stated that RT Māori translated mainstream workshop content into culturally relevant formats for immersion settings and worked alongside teachers to adapt resources and pedagogy to meet linguistic and cultural needs. A few respondents noted that RT Māori collaborated with other professionals, including Kāhui Ako personnel and MAC providers, contributing contextual expertise to support wider communities of learners.

Some also described RT Māori as bridging roles, connecting schools with external services and acting as conduits between students, staff, whānau, and local support networks. In some regions, RT Māori were interlinked with rangatahi services as an embedded presence in broader community support structures. However, a small number of participants expressed uncertainty about the RT Māori role or reported limited awareness of its function in their area, with inconsistencies in service visibility and communication across schools.

Question 25 - What do you see as the key risks or benefits of reinvesting the funding for the service?

Some respondents reported concern that reinvesting funding could lead to the loss of embedded literacy support services, such as RT Lit, which they viewed as essential to student progress. They noted that removing these services without clear replacements could create delivery gaps and disrupt continuity, which could negatively affect outcomes. Some also emphasised the importance of maintaining culturally grounded approaches, particularly in Kaupapa Māori education settings. They argued that support for te reo Māori and context-specific teaching should not be affected by funding changes.

Others saw potential benefits in reinvesting funding into structured, evidence-based literacy approaches, particularly for early intervention. These respondents noted such approaches could improve achievement and prevent long-term literacy challenges. A smaller group expressed caution about replacing what they saw as proven services with alternatives, expressing the need for a clearly defined reinvestment strategy to mitigate uncertainty and concerns with impacts.

Some respondents also raised concerns about losing specialist expertise. They viewed the knowledge and in-class support provided by RT Lit and RT Māori as not easily replaced through PLD alone, advocating for these roles to be retained alongside any broader teacher development initiatives.

Question 26 - Is there anything else you would like to share about your experience with, or expectations for, the service?

Most respondents reported that the RT Māori service played a key role in supporting Māori learners through culturally grounded approaches in both Kaupapa Māori education and mainstream settings, where they helped sustain te reo Māori, and supported the delivery of context-specific resources and pedagogies that reflected the identity and values of tamariki Māori. Many commented on the importance of this support in bilingual kura, where staff were already carrying significant cultural and curriculum responsibilities.

Many respondents also reported that the service strengthened teacher capability through PLD and in-class modelling. They described tailored, structured literacy guidance that teachers could apply, resulting in improved teaching practice and greater confidence, especially in schools with varying levels of experience. The service was seen as contributing to lifting literacy instruction quality.

In addition, many respondents remarked on the services' role in improving equity, particularly for rural, remote, and low-decile schools. They noted that RT Māori access helped smaller or under-resourced schools provide support that would otherwise be unavailable, addressing disparities in local capability.

Some respondents expressed concern about the potential removal or reduction of the service, noting that it could negatively impact both student progress and teacher development. Others reported observable improvements in student literacy outcomes, such as enhanced reading skills and confidence, where the service was active. Several stated that their schools could not replicate the same level of support internally, and that the service filled a gap between assessment and classroom teaching.

Some respondents raised concerns about government decision-making, questioning the rationale behind proposed changes and expressing frustration over a perceived disconnect between policy direction and school needs. These respondents noted their support for the service and concern about the potential consequences of reduced provision.

Thematic Analysis - Resource Teachers: Māori (survey questions) – Only responses from those who currently access the RT Māori service

This analysis is conducted using the 310 submission responses through SurveyMonkey that indicated that they currently access the RT Māori service.

Question 19 - What are your experiences with the quality and effectiveness of the service?

Most respondents reported that the service provided high-quality, responsive support that met the needs of schools and staff. They described Resource Teachers as skilled, well-resourced, and able to tailor their support effectively. Many reported a strong contribution to Māori learner success and te reo Māori education, with effective collaboration between Resource Teachers, kaiako, and kura. Some noted consistent, long-term support that enhanced staff capability and contributed to student progress. Others reported that while the service was effective, limited availability and high demand sometimes restricted access. Many also noted the integration of Resource Teachers within local communities, particularly during the early learning years. These respondents commented on the service supporting both literacy and cultural goals across diverse school contexts, although some challenges in access and resourcing were also noted.

Question 20 - What other supports does your school or kura use to assist students, as well as this service?

Most respondents reported using additional supports that complemented the service, particularly initiatives that strengthened te reo Māori and cultural learning. These included bilingual kaiako, culturally responsive teaching practices, and te ao Māori resources integrated into school programmes. Many reported using other professional support services such as Resource Teachers: Learning and Behaviour (RTLb), Learning Support Coordinators, and Social Workers in Schools to address behavioural, learning, and wellbeing needs. Some respondents engaged with local iwi, whānau, and community providers to support identity, language, and values in their school environments. Others accessed professional learning and development through Kāhui Ako or Ministry-led initiatives to build culturally sustaining practices. Some also reported using internal staff, including teacher aides and kapa haka leaders, to provide direct learning and cultural support within the school. These approaches were used in combination to support student achievement, cultural identity, and inclusion.

Question 21 - How does the Resource Teachers: Māori service currently interact with other services and interventions in your area?

Many respondents reported that RT Māori worked collaboratively with schools and teaching staff, supporting both learning and cultural outcomes. They described interactions with kaiako, kura, and local iwi as part of a coordinated approach to meet student needs. Some respondents reported that RT Māori worked alongside other educational services, such as RTLb, literacy specialists, and learning support staff. These interactions included joint interventions, referrals, and shared planning. Others described RT Māori involvement in wider educational networks, including participation in Kāhui Ako, local hui, and marae-based partnerships, to support alignment with community and cultural priorities. However, some respondents reported limited visibility or understanding of how RT Māori engaged with other services. This included uncertainty about their role, lack of information, or limited integration in certain regions. These respondents noted variability in how RT Māori connected with broader support systems, ranging from well-established collaboration to gaps in coordination or communication.

Question 22 - Has your school received sufficient support from the service under the current model?

Most respondents described the service as effective and responsive, noting that support was provided when requested and that interactions were generally positive. Many respondents, however, indicated that while the support was valued, more resourcing was needed to meet the demand. They reported that additional support was particularly important for rumaki and bilingual classes and for schools with high numbers of tamariki Māori. These

respondents highlighted staffing and capacity constraints as barriers to more regular engagement. Some reported gaps in service delivery or inconsistent access, especially in particular regions or at key times. They noted challenges in accessing support when it was needed or a lack of clarity around referral processes. While respondents generally viewed the current model as effective, they noted that capacity and coverage limitations constrained its overall reach.

Question 23 - Are there ways the funding for this service could be reinvested to better support students more directly in the classroom?

Many respondents reported that funding could be better directed toward placing more specialist teachers, such as RT Māori, directly in classrooms to support kaiako and tamariki. They suggested that in-class delivery would allow for more targeted teaching and support for students and staff. Some respondents recommended increasing the overall funding or scaling up the service to ensure wider access across schools. This included suggestions to double or triple the reach of current supports to meet identified demand. Others expressed uncertainty about how funding could be best reinvested, noting a lack of clarity around effective alternatives or how direct impact could be measured. Some respondents reported that the current model still held value and should be maintained, with modifications to improve access or flexibility rather than shifting funding away from the existing approach.

Question 24 - How does the Resource Teachers: Māori service currently interact with other support services and interventions in your area?

Many respondents reported that RT Māori worked collaboratively with schools, kaiako, and other education services to support student needs. These interactions included coordinated efforts across kura, local networks, and bilingual settings to enhance teaching and learning outcomes. Some respondents noted that RT Māori engaged with Kāhui Ako, whānau, and iwi, contributing to culturally aligned support across school and community contexts. These partnerships were seen as valuable in advancing shared goals for tamariki Māori. Others reported that RT Māori participated in local hui and interventions, helping to embed culturally responsive practice through collaboration with service providers and educators. However, some respondents expressed uncertainty about the extent or nature of these interactions. They reported limited knowledge of how RT Māori connected with other services or indicated that engagement was not clearly visible in their area.

Question 25 - What do you see as the key risks or benefits of reinvesting the funding for the service?

Many respondents reported that reinvesting the funding posed a risk to the cultural and language support currently provided by the service. They highlighted the potential loss of access to te reo Māori, tikanga, and culturally grounded teaching that supported both identity and learning. Some respondents expressed concern that reinvestment could reduce targeted support for Māori students, particularly in ways that might affect educational equity or access to culturally appropriate support. Others noted that changes to the model could result in the loss of experienced local educators who held valuable knowledge of their communities and kura. These respondents saw the relationships and expertise of current staff as difficult to replace. However, some respondents acknowledged that if reinvested strategically, funding could still benefit tamariki Māori, particularly if it focused on classroom outcomes and retained core cultural priorities.

Question 26 - Is there anything else you would like to share about your experience with, or expectations for, the service?

Most respondents reported that the service was highly valued for its role in supporting tamariki Māori, kaiako, whānau, and kura. They described the service as closely aligned with the needs of Māori-medium and immersion settings, particularly in maintaining access to te reo Māori and culturally responsive teaching. Many respondents expressed concern about the potential disestablishment or reduction of the service. They reported that removing funding or roles could impact educational and cultural outcomes for Māori learners. Some respondents highlighted the specialist expertise that RT Māori provided and their role in both classroom support and broader school capability. Others reported a strong preference for maintaining and strengthening the current model rather than replacing it. These respondents advocated for continued investment in the existing structure to ensure the service was accessible, culturally grounded, and connected to the needs of local communities.

Other submission methods thematic analysis (RT Lit and RT Māori)

Most respondents supported retaining the RT Lit service, identifying it as a key, specialist component of literacy provision for students with significant learning needs. RT Lit was described as delivering structured literacy and tailored/Tier 3 interventions through both direct student support and collaboration with teachers and school leaders. Respondents viewed the role as distinct and not replaceable by classroom personnel or Tier 1 and Tier 2 supports.

Some respondents raised concerns that removing the service would leave students who have severe literacy challenges without appropriate intervention, noting that for these learners other supports had often already been exhausted. Respondents also noted the impact on teacher capability, describing RT Lit as providing in-class modelling, practical guidance, and tailored PLD to support teaching practice.

Similar concerns were raised about the RT Māori service. Respondents described RT Māori as key in bilingual and Kaupapa Māori education settings, supporting culturally grounded literacy practices and helping sustain te reo Māori. Both RT Lit and RT Māori were seen as lifting teacher capability, embedding structured literacy, and responding to the needs of diverse learners.

Respondents noted inequities in access to RT Lit and RT Māori services, particularly in rural and small schools, attributing this to underfunding and staffing constraints. They called for scaling, not removing, the services to address these gaps.

Respondents questioned the evidence base for the proposed changes, citing outdated data tools and unimplemented recommendations from previous reviews. Some supported developing in-school expertise, but not as a replacement for specialist roles. A few suggested retraining or redeployment models to retain expertise during transition.

Many expressed disappointment with how the changes were communicated, citing what they perceived as a lack of transparency and planning. In summary, respondents viewed RT Lit and RT Māori as key services and express concern that their removal could negatively affect student outcomes and teacher capability.

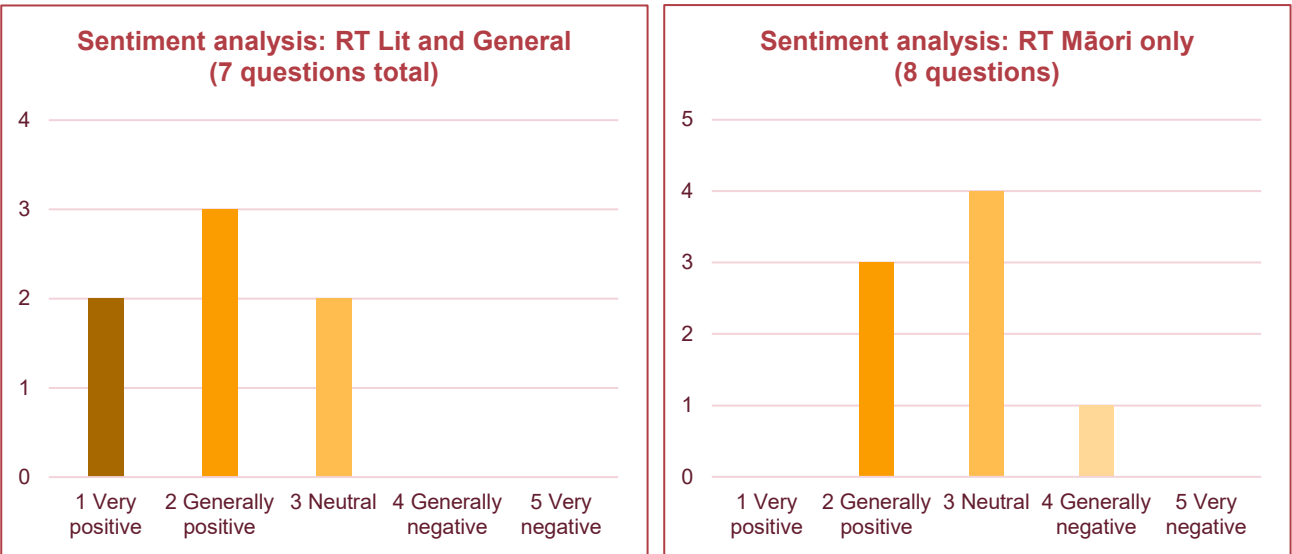
Sentiment Analysis

This section includes analysis of:

- Survey responses
- Email and other methods through thematic sentiment analysis. The sentiment analysis (rating submission as 1-5/very positive to very negative) used in the surveys was also applied to the non-survey submissions.

Figure 5 below shows the number of questions that fall under each of the five categories of the sentiment analysis from the survey responses. There were seven questions for RT Lit/general and eight for RT Māori.

Figure 5. Summary of sentiment analysis from survey questions



Other submission method - sentiment analysis (RT Lit and RT Māori)

Retention and Removal of Services

Most respondents expressed **very positive** sentiment toward retaining RT Lit. The service was described as a key Tier 3 intervention, building teacher capacity and supporting the national shift to structured literacy. Most respondents expressed **very negative** sentiment about the proposed removal of RT Lit, citing concerns that the lack of a replacement, and that disestablishing the service would remove literacy support for struggling learners.

Some respondents expressed **generally positive** sentiment toward retaining RT Māori. RT Māori was acknowledged as an important support for Māori learners, offering culturally grounded literacy assistance through te reo Māori. However, fewer submissions discussed RT Māori in detail. Among those who addressed potential changes to RT Māori, **very negative** sentiment was expressed about its removal. These submissions raised concerns that removing RT Māori would diminish culturally responsive literacy support, particularly for tamariki Māori, and noted that no clear plan had been provided for what would replace it.

Impact on Students

Many respondents described the impact of RT Lit on students with **very positive** sentiment. Submissions included examples of accelerated progress, increased engagement, and sustained literacy improvement among learners with significant needs. RT Lit was reported to be one of the only services available for students who had not succeeded with Tier 1 or Tier 2 approaches. Respondents commented that removing this layer of support would leave a gap for students requiring specialist intervention.

Some respondents also shared **generally positive** sentiment about the impact of RT Māori on Māori students. Submissions noted that RT Māori provided culturally relevant and language-affirming support, helping to engage tamariki Māori who might otherwise be underserved by mainstream literacy provision. However, concerns were raised about limited access to RT Māori in some areas, and respondents expressed a worry that its removal would marginalise these students.

Impact on Teachers and School Capability

Many respondents expressed **very positive** sentiment toward the impact of RT Lit on teacher development. RT Lit was credited with building teacher capability, delivering real-time modelling, mentoring, and coaching to support implementation of structured literacy. Respondents described RT Lit as responsive, practical, and embedded within school systems, therefore valuable for schools without in-house expertise.

Some respondents also expressed **generally positive** sentiment about the role of RT Māori in supporting teacher understanding of culturally responsive practice and te reo Māori literacy. These views were less frequently expressed than for RT Lit but reflected an appreciation of RT Māori's contribution to school-wide practice, especially in kura or schools with high Māori student / ākonga enrolment.

Equity and Access

Some respondents described equity issues in accessing RT Lit with **generally positive** sentiment. While acknowledging that access had not been uniform—particularly in rural or small schools—respondents framed the issue as a resourcing constraint rather than a fault of the model. Many argued for increased RT Lit coverage to address existing inequities, noting that removing the service could result in disparities by removing one of the options available for intensive support.

Sentiment around RT Māori access was more **neutral**. Some respondents reported uncertainty about whether RT Māori was available in their area or how to access it. These responses did not question the value of RT Māori but suggested that the service's reach and role were poorly communicated. Respondents recommended improving visibility and ensuring RT Māori was consistently available across all regions, particularly for schools with high Māori learner / ākonga populations.

Service Efficiency and Role Clarity

Some respondents shared **very negative** sentiment around the perceived inefficiency of RT Lit. A minority of submissions described the role as inconsistently delivered, too focused on paperwork, or inefficient due to travel requirements. These views were often linked to a preference for redeployment of RT Lit into in-school positions. However, they were outnumbered by positive reflections on RT Lit value and impact.

Sentiment related to RT Māori efficiency and clarity was more **neutral**. Some respondents expressed confusion about what RT Māori staff did, how their work was evaluated, or how it complemented other literacy support. These concerns were not framed as criticisms of the service but a lack of visibility and clarity around expectations and outcomes.

Redeployment and Reinvestment

Some respondents expressed **neutral** sentiment regarding the idea of redeploying RT Lit staff into school-based roles focused on structured literacy. These submissions often supported the idea in principle but raised concerns about potential loss of Tier 3 capability, the need for training, and the risk of overloading classroom staff. Respondents emphasised the importance of maintaining a specialist function, whether inside or outside the school.

Few submissions directly addressed RT Māori redeployment, but where this was referred to, sentiment was also **neutral**. Respondents indicated that any changes to RT Māori would need to protect the cultural and linguistic expertise that underpinned the service. They cautioned against generalising the role or merging it with other functions, as they viewed this could dilute its value for Māori learners / ākonga.

Communication and Process

Some respondents expressed **generally negative** sentiment about how the proposed changes to RT Lit were communicated. Concerns included inadequate consultation, late announcements, and the use of indirect channels such as media. Respondents reported feeling surprised by the process and noted a lack of clarity about what would replace RT Lit / where funding would be reinvested.

Some respondents expressed similarly **generally negative** sentiment regarding communication about the proposal relating to RT Māori. Where RT Māori was mentioned, there was limited information about its status under the proposed changes. Respondents reported uncertainty about whether RT Māori would also be disestablished, restructured, or left untouched. The lack of clear communication about the future of Māori-specific support was seen by many respondents as an oversight.



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