



Report: Process for consultation regarding the Resource Teachers: Literacy and Resource Teachers: Māori funding reprioritisation (revised)

To:	Hon Erica Stanford, Minister of Education		
Date:	27/02/2025	Deadline:	27/02/2025
Security Level:	Budget Sensitive	Priority:	High
From:	Julia Hardacre, General Manager, System Delivery, Te Pae Aronui	Phone:	9(2)(a) [REDACTED]
Drafter:	Mark Williamson Marian de Jesus	METIS No:	1343266 (revised)

Why are we sending this to you?

1. On 28 February, proposed reprioritisation changes to Resource Teachers: Literacy (RT Lit) and Resource Teachers: Māori (RT Māori) will be announced. This Report:
 - Seeks your agreement to our proposed approach to consultation with the sector regarding these changes
 - Outlines our proposed communications approach for this consultation.
2. An earlier version of this report was provided to your office on 21 February 2025. This revised and corrected version includes further stakeholders that we will consult with regarding these changes which we omitted from the earlier version, as well as adjustments to draft communications collateral.

What action do we need, by when?

3. Please advise us of any changes that you would like us to make to our approach. Note that we will have limited capacity to adjust our approach after key stakeholders are briefed on 28 February 2025.

Alignment with Government priorities

4. This report supports the Government's Budget priorities to:
 - Build a stronger, more productive economy that lifts real incomes and increases opportunities for New Zealanders.
 - Deliver more efficient, effective and responsive public services to all who need and use them – in particular, to educational achievement.
 - Get the Government's books back in order and restore discipline to public spending.
5. This also supports delivery of the Government's targets to lift student achievement and attendance and the Māori Education Action Plan.

Background

6. As part of Budget 25, you are considering reprioritising funding associated to Resource Teachers: Literacy and Resource Teachers: Māori (RT Lit and RT Māori). Cabinet has taken an early Budget decision and agreed that you can notify sector stakeholders of your proposal to disestablish funding for RT Lit and RT Māori roles [CAB-25-MIN-0026 refers].
7. The Ministry must notify school boards of the Government's proposal by 28 February 2025, as required by collective agreements (1 March being a Saturday). This ensures that school boards have sufficient time to follow correct employment processes for any impacted staff.
8. There is likely to be significant interest in the proposed removal of these roles. Clear communications regarding the rationale for the changes, along with consultation, will go towards mitigation of the risk of a negative response from the sector.
9. Due to the timing of Budget process, and Budget secrecy conventions, it will be important to keep discussions of what the funding will be reprioritised for at a high level.
Communication should focus on your broad intentions and priorities, not specific investment initiatives, noting that Budget decisions are yet to be taken. Any details of specific new, or other changed, services or initiatives which are part of your Budget 2025 packages should not be disclosed, nor should examples of how reprioritised funding might be used beyond reinvestment into frontline services and resources, as this could pre-empt final budget decisions. Suitable key messages for this are included in Annex 4.

Nature of consultation process

10. On 12 February you sought Cabinet agreement to consult on reprioritising funding from RT Lit and RT Māori as part of Budget 25. You advised that, following this consultation, you would decide whether to disestablish the funding.
11. Cabinet has agreed that you will notify sector stakeholders of your proposal to disestablish the RT Lit and RT Māori funding [SOU-25-MIN-0003 refers]. These changes are proposed to come into effect from Term 1, 2026.
12. The Ministry will undertake this notification and consultation on your behalf.
13. Because of the level of sector interest in these changes we recommend that you consult with schools and education sector peak bodies that will have interest in the changes to this funding, before making a decision regarding reprioritisation.
14. Our recommended timeframe for this consultation is as follows:

28 February 2025	Notification of proposed disestablishment of the RT Lit and RT Māori funding to school boards. Consultation opens [Note that this timing is driven by the notification requirements outlined at paragraph 7]
21 March 2025	Consultation closes
21 to 27 March 2025	Consideration of submissions provided during the consultation period
28 March 2025	We will provide you with further advice regarding reprioritisation of this funding, based on submissions received during consultation
1 April 2025	Date your final decision regarding funding for these roles is required
14 April 2025	Cabinet meeting to confirm Budget decisions. Budget Moratorium starts.
April 2025	Initial engagement with PCO to begin drafting the Education (2026 School Staffing) Order.
May 2025	Budget Day (22 May 2025) – Government decision on the reprioritisation of RT Lit and RT Māori funding will be reflected in the Budget Vote Education package
July 2025	If, after considering the feedback, funding is reprioritised, the Ministry confirms to school boards the withdrawal of funding for these roles from the start of 2026. Cabinet paper and draft Staffing Order submitted to LEG Committee and Cabinet (late July/early August).

15. Consultation materials will be sent to all state and state-integrated schools and peak bodies on 28 February 2025, alongside the Ministry's notification of the proposed changes. Consultation materials will also be available bilingually. An online survey will be available for the sector to provide a response and long form submissions can be emailed to the Ministry. We have attached our draft consultation document at Annex 6 for your comment.
16. We do not propose to make consultation materials available via the Ministry's website at this time, as this consultation is targeted to state and state-integrated schools (as well as education sector unions and peak bodies). However, we note that the peak bodies and unions are likely to share the materials widely.
17. Further consultation will be undertaken by the Ministry once the Staffing Order has been drafted, in line with the standard annual process for this.
18. The National Association of Resource Teachers Advisory Māori (NARTAM) is highly likely to oppose the disestablishment of RT Māori positions. It will be important that the group is communicated with about your rationale, intention to reinvest back into targeted Māori /

Māori language education initiatives, and new opportunities in the frontline workforce. We will do this on your behalf.

19. 9(2)(f)(iv)
20. The sector is also likely to be concerned with a perceived loss of literacy specialists through the proposed removal of RT Lit roles. We will communicate that skilled teachers are always in demand, and that many Resource Teachers are expected to have the necessary capability to fill other roles in the system.
21. Attached as Annex 2 is a list of stakeholders the Ministry will notify or meet with prior to the sending of notifications regarding the consultation, along with our assessment of the likely level of interest or rationale associated with engaging with each audience.
22. You will be engaging with the Māori Education Ministerial Advisory Group (MAG) on 27 February 2025. We are preparing materials to support your discussion of these proposed changes with the MAG.

Next Steps

23. The Ministry is required to send notification letters to School Boards that currently employ RT Lit and RT Māori by 28 February 2025. As some of these teachers work across clusters of schools, we will send the notification to all state and state-integrated schools. We are also required to notify unions and some other peak bodies when consultation commences.

Annexes

The following are annexed to this paper:

- Annex 1: Draft run sheet
- Annex 2: Key Stakeholders
- Annex 3: Draft Key messages
- Annex 4: Draft Key back pocket Q&As
- Annex 5: Ministry's notification letter to school boards per the collective agreement
- Annex 6: Draft consultation document and survey questions.

Annex 5 and 6 withheld in full under section 9(2)(g)(i) of the Act.

Recommended Actions

24. The Ministry of Education recommends you:
- a. **Note** that on 28 February the Ministry will notify School Boards of the potential reduction of RT Lit and RT Māori roles

Noted

- b. **Note** that the sector is likely to have a high level of interest that these changes, particularly from our Kaupapa Māori Education partners, Māori Medium schools, and the unions representing teachers who will be affected by these changes

Noted

- c. **Agree** that, due to this likely interest from the sector, and in line with the Ministry's Treaty obligations, we will consult on your behalf with schools and kura, Māori education partners, and the wider sector to help inform your final decision regarding the reprioritisation of the funding for these roles

Agree | Disagree

- d. **Note** that consultation will commence on 28 February, up to and including 21 March, and that we will provide you with further advice following this consultation on 28 March

Noted

- e. **Note** that you are meeting with the Māori Education Advisory Group on 27 February 2025, and we recommend that you discuss the proposed changes with the Group

Noted

- f. **Provide comment** on any of the attached supporting communication collateral

Proactive Release:

- g. **Agree** that this Budget-Sensitive paper is withheld under OIA section 9(2)(f)(iv) until it can be considered for publication as part of the Budget 25 Proactive release process.

Agree | Disagree



Julia Hardacre
General Manager, System Delivery,
Te Pae Aronui

Hon Erica Stanford
Minister of Education

27/02/2025

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Annex 1: Draft run sheet

Notification letter to Budget Day

Timeframe	Proposed Communications Activity
By 1pm Friday 28 February 2025	Ministry of Education advises the National Association of Resource Teachers Advisory Māori, Te Rūnanga Nui, Ngā Kura ā Iwi o Aotearoa, Te Akatea, NZEI, PPTA, unions and other key education sector groups (refer to Annex 2) of impending announcement and notification to schools. This will be through a combination of phone calls/meetings and follow up emails.
2pm (TBC)	Minister sends email to principals (TBC)
2:30 pm Friday 28 February 2025	The Ministry sends the notification letter to all school and kura boards, with copies to unions and other education sector peak bodies
3 to 27 March 2025	The Ministry will undertake meetings or other activities as required, as part of consultation with key stakeholder groups
21 March	Consultation ends
28 March 2025	The Ministry will provide you with further advice regarding reprioritisation of this funding, based on submissions received during consultation
1 April 2025	Date your final decision regarding funding for these roles is required
14 April 2025	Cabinet meeting to confirm Budget decisions. Budget Moratorium starts.
April 2025	Initial engagement with PCO to begin drafting the Education (2026 School Staffing) Order
May 2025	Budget Day (22 May 2025) – Government decision on the reprioritisation of RT Lit and RT Māori funding will be reflected in the Budget Vote Education package

Process after the Government's Budget decision

July 2025	If changes are progressed following consultation, the Ministry confirms to school boards the withdrawal of funding for these roles from the start of 2026. Cabinet paper and draft Staffing Order submitted to LEG Committee and Cabinet (late July/early August).
September 2025	2026 Staffing Order comes into force. Schools are notified of their provisional staffing based on the updated provisions.

Annex 2: Key stakeholders

Stakeholder	Details	9(2)(f)(iv)	Representative
National Association of Resource Teachers Advisory Māori	National representative body for RTMs		Kaaren Hotereni (Co-Chair) Diane Tunoho (Co-Chair)
Te Rūnanga Nui o Ngā Kura Kaupapa Māori	National organisation collective for Kura Kaupapa Māori Te Aho Matua		Hohepa Campbell (CEO)
Ngā Kura ā Iwi	National organisation for Kura ā-iwi		Watson Ohia (Pou Kōkiri)
NZEI Te Riu Roa (NZEI)	Largest education sector union in Aotearoa New Zealand. It has almost 50,000 members, including primary teachers and principals, ECE and kindergarten kaimahi, learning support kaimahi, support staff, and beginning teachers		Ripeka Lessels – President Stephanie Mills – National Secretary
NZ Post Primary Teachers Association (PPTA)	Professional association and union of teachers and principals committed to improving secondary education for New Zealand students		Chris Abercrombie – President
Primary Principals Collective Bargaining Union (PPCBU)	PPCBU is a newer union representing around 200 to 250 primary principals which is separate from, but closely affiliated with, NZPF		Mark Ellis – Principal Rakaia School markellis@rakaia.school
Mātauranga Iwi Leaders Group	Representative group that focusses on Mātauranga issues/opportunities for iwi leaders		Rāhui Papa & Olivia Hall Co-Chairs for MILG)
NZ School Trustees Association (NZSTA)	Provides governance and employment advice and support to help boards do the very best for their students and communities		Lorraine Kerr – President
NZ Principals Federation (NZPF)	Support and empower principals across NZ and advocate at all levels of policy and decision-making		Leanne Otene – President
NZ Area Schools Association	Organisation formed among Area and Composite Schools from throughout New Zealand to advance the cause of Area Schools and rural education in general		Louisa Barham – President Principal Raglan Area School
Te Akatea Māori Principals Association	Te Akatea Māori Principal's Association is a national representative body for Māori Principals/Tumuaki in English		Bruce Jepsen – CEO – Tumu Whakarae

	medium, and Māori medium schools	9(2)(f)(iv)	
New Zealand Association of Intermediate Middle Schooling (AIMS)	NZAIMS is the professional organisation of intermediate and middle schools, which covers years 7 to 10		Daryl Gibbs – President
Auckland Primary Principals' Association	Professional organization for primary principals across Auckland region.		Lucy Naylor - President
Secondary Principals Association of New Zealand (SPANZ)	Support secondary principals contributing to government policy or implementation, negotiating collective contracts, or working with students and communities		Vaughan Couillault – President Principal Papatoetoe High School
NZ Rural School Leadership Association	Network for rural and small school principals.		Andrew King - President
Auckland Secondary Schools Principals' Association	Professional organization for secondary principals across Auckland region.		Karen Brinsden - President
Secondary Principals' Council of Aotearoa (SPC)	Represents secondary and area school principals who are members of PPTA. SPC also negotiates the Secondary Principals' Collective Agreement with the Ministry of Education on behalf of principal members		Kate Gainsford Principal Aotea College
Association of Proprietors of Integrated Schools (APIS)	Represents proprietors of all New Zealand's State Integrated Schools		Kevin Shore – President Principal St Peter's College
Te Tau Ihu o Ngā Wānanga	Collective organisation representing the interests of the three Wānanga: Te Wānanga o Aotearoa; Te Wānanga o Awanuiārangi, Te Wānanga o Raukawa		Wiremu Doherty (Chair)
Te Kāhui Puna Reo	National Collective of Puna Reo representatives, representing Māori Medium Education, ākonga Māori		Tere Gilbert (Chair) Aroaro Tamati (Dep Chair)
New Zealand Pasifika Principals Association	Organisation for Pacific Principals who advocate for Pacific people in the New Zealand education sector		Bert Iosia– President

Annex 3: Key messages

- The Government is taking a strategic approach to lift achievement and close the equity gap for all learners.
- A work programme focused on delivering the education priorities is underway to build a stronger and more nationally consistent education system that better sets our learners up for success.
- We're rolling out a knowledge-rich national curriculum for English and Māori medium, and Kaupapa Māori education that includes – focusing on structured approaches to teaching literacy and Rangaranga Reo ā-Tā and supports for Kaupapa Māori kura.
- The Government has made significant investments since Budget 2024 to support teaching of structured literacy and Rangaranga Reo ā-Ta, lift capability across the system and reduce the reliability on additional supports over time. This includes:
 - resources, PLD, and frontline supports for all teachers and kaiako;
 - a growing collection of structured literacy and Rangaranga Reo ā-Tā resources to use in classrooms;
 - new phonics checks and Hihira Weteoro
 - targeted supports to accelerate learning in literacy and te reo matatini
 - staffing resources for structured literacy approaches
 - increased curriculum frontline roles in the regions.
- The Government's actions and initiatives are deliberate by design, so that all are nationally-consistent, targeted, and focused on lifting achievement and closing the equity gap.
- It is important to continue building on this work. To do so, the Government has to make careful consideration as to what it can reprioritise.
 - The Government is considering reprioritising funding for Resource Teachers: Literacy (RT Lit) and Resource Teachers: Māori (RT Māori) as part of Budget 2025.
 - There are 121 Resource Teacher Literacy and 53 Resource Teachers Māori positions nationally. Access to these services is inequitably distributed around the country and the level of support varies from school to school.
 - And given the significant Government investments in structured literacy and Rangaranga Reo ā-Tā to lift capability across the system and reduce the reliability on additional supports over time, we want to ensure the right mix of roles and services are available to support this investment.
- If funding for the RT Lit and RT Māori is reprioritised, it would enable approximately \$55 million in total funding over four years that can be reinvested into more equitable education initiatives and deliver better learner outcomes.
- The Government wants to focus on developing in-school expertise and improving frontline services and resources for all students.
 1. The Minister's priorities include building on work already underway on structured literacy and Rangaranga Reo ā-Ta, and implementation of initiatives in line with the Māori Education Action Plan.
 2. Decisions on where funding is reprioritised into frontline services will be made as part of Budget 2025.

Annex 4: Key back pocket Q&As (revised 26 February 2025)

Why is the Government proposing to reprioritise funding for Resource Teachers: Literacy and Resource Teachers: Māori?

- As part of the Government's strategy to lift achievement, close the equity gap, and deliver on its education priorities, it made significant investments to support teaching of structured literacy and Rangaranga Reo ā-Ta, lift capability across the system and reduce the reliability on additional supports over time.
- The Government wants to continue building on this work and ensure the right mix of roles and services are available to support this investment.
- The Government needs to make considered investment decisions and carefully look at what it can reprioritise to achieve better outcomes for all students. Evaluations have found that, while some schools and kura benefit from the supports given by Resource Teachers: Literacy and Resource Teachers: Māori, the way the services are provided is inconsistent, and the level of support varies from school to school.
- Consultation feedback will be considered before decisions on reprioritising this funding are made as part of the Budget 2025 process.
- If, after considering the feedback, the Government decides to reprioritise funding, it will reinvest this funding to expand frontline and learning support services for all students across English medium, Māori medium, and Kaupapa Māori education pathways.

What evidence do you have to support the proposal to reprioritise the funding for these roles?

- The most [recent evaluation of the RT Lit service \(published 2014\)](#) reported quality issues, including inconsistent practices (both professional and management) across the service. It found that access to service is not equally distributed across all schools. There is insufficient evidence of impact based on current data reports.
- A 2008 Education Review Office (ERO) [evaluation report](#) about RT Māori roles found that the practice and management arrangements vary across the country, which affected the quality, and consistency of services provided.
- In summary, the evaluations found that while some schools and kura benefit from the supports given by Resource Teachers: Literacy and Resource Teachers: Māori, the reports have found inconsistencies in the way the services are provided, and the level of support varies from school to school.

The evaluations done on the service – and used as references for the Government's proposal to reprioritise funding – have identified inconsistencies and issues. What has the Ministry done to address these?

- Strengthened professional learning and development, and a clearer National Curriculum that is sequenced, knowledge-rich and based on the science of learning, will provide the valuable detail needed for a more consistent system.
- The first Resource Teacher: Literacy manual was introduced in 2016 and updated in 2021. While the manual provides operational and practice guidance, it does not fully address the issues identified with the RT Lit Service, which require broader changes to system settings.
- Further work to strengthen the RT Lit Service in response to evaluation findings was signalled in Ministry action plans, including the Learning Support Action Plan (2019–2025) and the

Literacy & Communication and Maths Action Plans (2022). However, this work has not been progressed due to phased sequencing of actions and budget constraints.

- The Ministry, in accepting ERO's recommendations, commissioned further work to inform the future of the RT Māori service and options for a work programme to strengthen the RT Māori service. This included commissioning further reviews and surveys of the RT Māori service in 2011 and 2012, including seconding two RT Māori into the Ministry to develop *Matarau – A Report on the Re-Design of the Teacher Support Service for Māori Medium*. However, none of the reports on their own presented an option or package that was ready for implementation.

Work to fully redesign the RT Māori service alongside the National Association of Resource Teachers and Advisors Māori (NARTAM) began in 2014. This was later deprioritised in 2016 due to the substantive body of work underway at the time to redesign the education system.

During bargaining in 2022, disestablishing RT Māori was proposed to unions, but it didn't progress following negotiations. Why is the Government proposing to reprioritise this funding this year?

- As part of the Government's strategy to lift achievement, close the equity gap, and deliver on its education priorities, it made significant investments to support teaching Rangaranga Reo ā-Ta, lift capability across the system and reduce the reliability on additional supports over time.
- Improving the current system requires a nationally consistent approach. And with the significant investments made in Rangaranga Reo ā-Tā (RRāT), we want to ensure the right mix of roles and services are available to support this investment.
- Consultation feedback will be considered before Government decisions on reprioritising this funding are made as part of the Budget 2025 process.

How many full-time teacher equivalents (FTTE) are currently filled for Resource Teachers Literacy and Resource Teachers Māori?

- There are a maximum 121 RT Lit teacher equivalents (FTTEs). There are currently 110 RT Lit FTTEs.
- There are currently up to 53 FTTE roles for RT Māori with 48 roles currently filled.

How many students are accessing Resource Teacher Literacy and Resource Teacher Māori?

- The number of students accessing RT Lit has been relatively consistent over time. Approximately 4,500 students accessed RT Lit in 2024, with an average of approximately 5,000 students per year over the last 8 years.
- RT Māori provide teaching and learning programmes and te reo matatini support directly to tumuaki and kaiako, who have students in Years 0 to Year 8, who are undertaking Māori immersion programmes (Levels 1 and 2), and Māori language levels 3 – 6.

If this proceeds, what can happen to the affected teachers?

- Consultation feedback will be considered before Government decisions on reprioritising this funding are made as part of the Budget 2025 process.
- If after considering the feedback, the Government decides to reprioritise funding, the service will no longer be funded from 2026, and affected schools and kura may be over-staffed for resource teachers for 2026.

- Schools and kura are responsible for making staffing decisions and will need to work through the surplus staffing process, outlined in the relevant collective agreements, to understand the options available for affected teachers. The outcome of this process could lead to:
 - a school managing this reduction through attrition, or
 - an affected teacher receiving entitlements such as redeployment, retraining, long service or severance payments.
- New Zealand has a shortage of teachers and employment opportunities are available for skilled and experienced teachers, such as Resource Teachers.
- Te Whakarōputanga Kaitiaki Kura o Aotearoa | New Zealand School Boards Association are contracted by the Ministry to support and advise schools in managing staffing reductions.

Will boards receive funding to cover surplus staffing costs if the Government decides to reprioritise funding?

- The Ministry provides full-time teacher equivalent (FTTE)-based funding to the employing school board so that they can keep paying the salary of a teacher who is redeployed or is undertaking a course of retraining. The Ministry also funds severance-related payments.

Structured literacy has only been in effect since Term 1 this year – have all teachers had their training? It's early days for teachers to learn and implement this new approach - so how will they also have capacity to fill the gap for those students that need additional support, which they may currently receive from RT Lit and RT Māori?

- Structured literacy is an internationally recognised best practice approach to literacy teaching. Multiple providers were already offering training and programmes, including the Ministry-funded Better Start Literacy Approach (BSLA).
- All kura and schools that use Te Marautanga o Aotearoa are receiving resources for RRāT. This is the first time students learning through te reo Māori have the chance to be taught using structured approaches to te reo matatini with tools that were developed specifically for them and are aligned to the year-by-year progressions set out in the newly developed Te Reo Rangatira wāhanga ako of Te Marautanga o Aotearoa. The resources are underpinned by language acquisition theory and practice; research carried out in classrooms where learning is through te reo Māori, and the experience of educators who teach through te reo Māori.
- Approximately 22,590 Years 0-8 teachers have either been trained or are in training in SLA, BSL or RRāT. This equates to about 60% of the estimated 38,370 Years 0-8 teacher workforce.
- 1,782 schools with Years 0-8 students or approximately 81% of the estimated 2202 schools that are eligible, have engaged with some form of SLA, RRāt or BSLA PLD to date.
- The new, knowledge-rich Years 0–6 English or Years 0–6 Te Reo Rangatira curriculum content areas now taught in schools includes structured approaches to teaching literacy and Rangaranga Reo ā-Tā. This is supported by:
 - frontline supports for teachers through the Curriculum Advisory Service, and curriculum resources.
 - the new phonics checks and Hihira Weteoro in the first year of schooling.
- This focus on establishing a strong, nationally consistent system foundation is expected to reduce the reliance on additional supports over time. However, there will always be some students who require additional support to accelerate their progress and achievement in literacy.

- The Ministry provides a range of targeted supports for students. In 2025, this includes new structured literacy approach staffing for Years 0–2 (965 schools have received the FTTE staffing entitlement for 2025) as well as Programmes for Students to accelerate learning in Years 3–8 (currently approximately 746 schools will have this funding in 2025 with the ability to accommodate further schools).

How much has been invested in curriculum improvements since Budget 2024?

- Through Budget 2024, the Government invested \$67 million for structured literacy approaches and Rangaranga Reo ā-Tā PLD and supports, as well as interventions to accelerate students' literacy and te reo matatini learning, including:
 - frontline supports for all teachers and kaiako
 - a growing collection of structured literacy and Rangaranga Reo ā-Tā resources to use in classrooms
 - new phonics checks and Hihira Weteoro
 - targeted supports to accelerate learning in literacy and te reo matatini (this includes Programmes for Students for Years 3–8)
 - staffing resources for structured literacy approaches (for Years 0–2) which has been allocated to 970 schools and kura in 2025.

What investments were made in Budget 2024 that support ākonga Māori?

- In strengthening the whole education system and focussing on getting the basics right, more ākonga Māori will have the skills they need to achieve in life.
- In addition to the above curriculum supports, Budget 24 included funding for the below initiatives that will contribute to ākonga Māori success in the education system:
 - The continuation of the Ikura | Manaakitia Te Whare Tangata – Period Products in Schools programme.
 - Ka Ora, Ka Ako | Healthy Schools Lunches Programme.
 - \$12m over four years in funding to kōhanga reo early learning services to assist with Te Kōhanga Reo National Trust to maintain and upgrade property and cost pressures in kōhanga reo early learning services.
 - \$100 million in capital funding ringfenced to support the delivery of Māori medium and Kaupapa Māori education projects across the 2024/25 financial year.
 - Reprioritised \$0.532m in funding to support the ongoing operation of Ngā Puna Reo o Aotearoa.

Why is this being communicated to the sector before Budget Day?

- As the proposed changes could lead to changes to school staffing, the Ministry must notify employing boards about this by 1 March. The deadline is a requirement in the relevant employment agreements that cover the work of Resource Teachers: Literacy and Resource Teachers: Māori.

How many schools and kura are employing Resource Teachers Literacy and Resource Teachers Māori during this school year?

- A total of 127 employ Resource Teachers Literacy and Resource Teachers Māori. Of the total, 84 employ RT Lit only, 40 employ RT Māori only, and three employ both RT Lit and RT Māori. Of these three, none are Kaupapa Māori kura.

Breakdowns:

School and kura medium	Total number
English medium schools	78
Kaupapa Māori kura ¹	20
Māori medium Schools ²	29

127

Total number of schools: Kaupapa Māori Peak Body Affiliation

School: Kaupapa Māori Education Affiliation	Total number
Te Rūnanga Nui o Ngā Kura Kaupapa Māori o Aotearoa	9
Ngā Kura ā Iwi o Aotearoa	8

17

¹ Including Te Rūnanga Nui o Ngā Kura Kaupapa Māori o Aotearoa, Ngā Kura ā Iwi o Aotearoa and Kura Motuhake.

² These settings provide education in various levels of immersion in te reo Māori. It includes learners in Rumaki Reo Rua (immersion and bilingual Māori medium classrooms) across mainstream schools, as referenced in the Māori Education Action Plan: https://web-assets.education.govt.nz/s3fs-public/2025-01/47%20-%20M%C4%81ori%20Education%20Action%20Plan_Redacted.pdf?VersionId=fQsFglbN_InJfCO6_dv43t590h2tZyq6.