

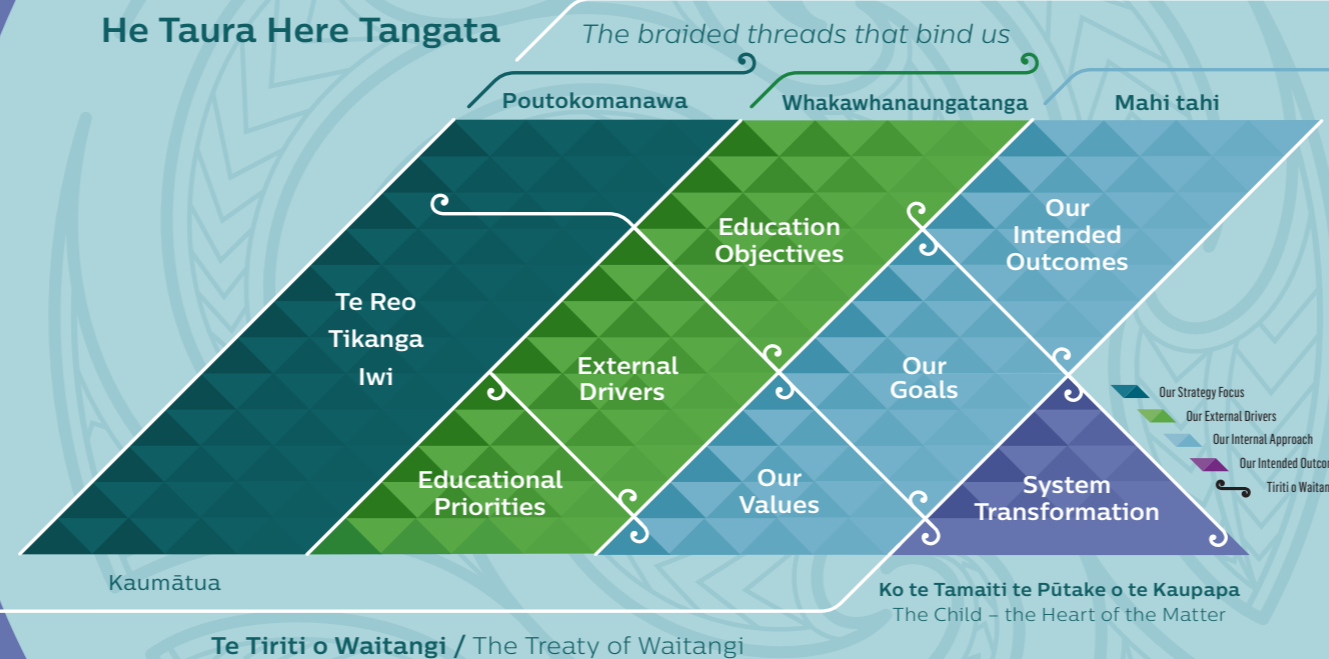
He Taura Here Tangata

The braided threads that bind us

Our vision

Our vision is grounded in New Zealanders' aspirations for education and ERO's ambition of Equity and Excellence in outcomes for Māori learners.

Māori enjoying and achieving education success as Māori.



Our Conceptual Framework

ERO's values, goals, outcomes, wider education sector priorities and the expectations of ERO as a Government agency are interconnected.

Guided by Te Tiriti o Waitangi/ The Treaty of Waitangi

Te Tiriti / The Treaty of Waitangi is given significant prominence in the conceptual framing of *He Taura Here Tangata* and provides the basis for the strategy and its implementation

We work to ensure that as an organisation and a system we honour our obligations of **partnership, protection** and **participation** under Te Tiriti/The Treaty

Articles	Principles		
	Partnership	Protection	Participation
<p>Kāwangananga <i>Governance by the Crown</i></p> <p>Tino Rangatiratanga <i>Rights of Māori to have undisturbed possession of their taonga</i></p> <p>Ōritetanga <i>Full citizenship and human rights of Māori</i></p>	<p>For ERO this means: We will fulfill our Tiriti/Treaty obligations and continue to promote respectful and enduring partnerships with Māori</p>	<p>For ERO this means: Te Ao Māori is braided into the work and ethos of the organisation while ensuring Māori perspectives and interests, and the integrity and use of te reo me ngā tikanga. Māori are protected and maintained</p>	<p>For ERO this means: A culturally inclusive environment based on integrity and trust supports Māori to actively participate and contribute to improving outcomes for Māori in the education system</p>



He Taura Here Tangata *The braided threads that bind us*



The Education Review Office's Māori strategy:

- Aligns to the goals and principles set out in the Government's strategies Maihi Karauna, Ka Hikitia and Tau Mai Te Reo.
- Focuses internal capability building, so that we know why, what and how our work contributes to improving outcomes for Māori learners and their whānau.
- Enacts the Public Service Act and the Education and Training Act in relation to our responsibilities as public servants.

Our values, principles and concepts

The values influence and guide behaviours and expectations necessary for the successful implementation of *He Taura Here Tangata*.



Poutokomanawa

Grounded, resilient, purposeful, resolute, focused



Whakawhanaungatanga

Relationships, care, trust, integrity, inclusiveness, Learner Agency



Mahi tahi

Achieving a common goal and purpose, co-construction, collaboration, collective responsibility

Providing high quality trusted evaluation for improvement

Supporting each other to grow and learn

Doing the best for the people we serve

Our goals

He Taura Here Tangata influences the work of ERO internally and externally and with kōhanga reo, kura, early learning services and schools, as well as the education sector, and across government.

He Taura Here Tangata contributes to the government's direction for education, supports ERO's endeavours of becoming a **bicultural and bilingual organisation**, and aims to influence through its evaluation and research activities.

The strategy acknowledges, recognises and supports ERO's strategic intention for Māori success as Māori

We aim to ensure that our system works to deliver equitable outcomes for Māori learners and that as a system

these outcomes support the language, culture and identity of Māori learners and recognise the aspirations of parents and whānau for their tamariki. We maintain a strong focus on the delivery of quality Māori medium education and support in the revitalisation of te reo Māori.

Our intended outcomes

He Taura Here Tangata focuses on three key areas. Building our organisational capability in these areas will further enhance our evaluation practice, our partnerships with whānau and the sector in support of the goal of Māori enjoying education success as Māori.



Te Reo Māori

INTERNAL

To be a bilingual organisation that promotes, values, understands and uses te reo Māori.

EXTERNAL

ERO's research and evaluations will influence the quality of te reo Māori teaching and learning.



Tikanga

To be a bicultural, inclusive organisation, valuing Te Ao Māori and upholding cultural competence through responsive practice.

ERO will focus on equity and excellence and conduct research and evaluate the quality of culturally responsive teaching and learning.



Iwi

To be an organisation that builds purposeful, authentic, trusting, collaborative partnerships with whānau, hapū and iwi.

ERO will conduct evaluations and research across a range of settings in partnership with whānau, hapū and iwi about their aspirations for ākonga.

Māori enjoying and achieving education success as Māori



We are

Focused on becoming a bilingual organisation that understands, promotes, values and uses te reo Māori

Examples include

- ERO has set an organisation wide vision for te reo Māori
- ERO has established a te reo Māori immersion scholarship
- A te reo Māori and tikanga survey identified the diverse needs of all staff
- Monitoring and reporting against Maihi Karauna has begun
- ERO supports te reo Māori professional development for all staff
- ERO offices have developed additional opportunities to build te reo Māori capability
- ERO has developed an online te reo Māori programme, Kia Puawai te reo
- ERO's Māori medium evaluations and reporting are in te reo Māori

Researching, evaluating and influencing the quality of te reo Māori teaching and learning

Examples include

- ERO's national evaluation work programme focuses on the provision of te reo Māori in English-medium
- Nihinihi Whenua, involved case study visits to six schools who had taken steps to increase their provision
- Te Tāmata Huaroa was the first major te reo Māori study completed by ERO. The findings provide valuable insight acknowledging the enthusiasm and interest as a starting point for improving provision

We will

Work together to become a bilingual organisation that understands, promotes, values and uses te reo Māori

Shifts in practice needed

- ERO leaders and managers will champion, lead and model the use te reo Māori
- ERO staff will use te reo and tikanga Māori daily
- ERO staff will use appropriate te reo and tikanga Māori during our evaluations and research

Research, evaluate and influence the quality of te reo Māori teaching and learning

Shifts in practice needed

- ERO will evaluate the provision and quality of te reo Māori teaching and learning to improve language outcomes and pathways
- ERO will report annually for Tau Mai Te Reo

Align with Tau Mai Te Reo

- Learners are able to readily access the level and type of Māori language in education that they aspire to
- Learners will receive high quality education services that support excellent and equitable language learning outcomes



Our internal short and long term actions

To become a bilingual organisation that understands, promotes, values and uses te reo Māori

! Priority actions

- Formalise responsibility for te reo Māori
- Professional development prioritises te reo Māori development
- All staff establish an individual development goal that is linked to te reo Māori
- Monitor, evaluate and report on ERO's te reo Māori response and progress aligned to E Tipu Te Waerenga Māori Language Plan
- Recruit and appoint Māori staff, and staff who are fluent in te reo Māori

→ Long term actions

- An ERO presence at te reo Māori events such as Matariki and wiki o te reo Māori and ensure a presence at events like Matatini, Ahurei, Kīngitanga, Koroneihana etc
- All staff will use simple te reo phrases in making and receiving telephone calls and emails
- Update and centrally source the te reo policy, ERO kawa booklet
- Complete the review and update Te Tiriti/ Treaty of Waitangi policy
- Provide bilingual opportunities for ERO forums
- Use te reo Māori across all ERO communications



Our external short and long term actions

ERO's research and evaluations influence the quality of te reo Māori teaching and learning

! Priority actions

- Through the operating model, review officers promote and use te reo Māori as they work with whānau and ākongā
- Reconvene the te reo Māori governance group to establish the priorities for ERO's te reo Māori programme of work.
- Develop indicators to support schools to enhance te reo Māori teaching and learning
- Develop the methodology for the evaluation of te reo Māori
- Establish a national specialist response team for the evaluation of te reo Māori
- Good practice exemplars, vignettes that highlight quality te reo Māori teaching and learning.

→ Long term actions

- Research using te reo Māori indicators and methodology
- Establish the Tau Mai Te Reo reporting response
- Develop an evaluation programme that aligns to the te reo Māori opportunities provided to the sector.



We are

Focused on becoming a bicultural, inclusive organisation, valuing Te Ao Māori and upholding cultural competence through responsive practice

Examples include

- ERO's documents – "Evaluator Capabilities", "Principles of Practice" and "Te Waka Hourua" set clear expectations for cultural responsive practice and honouring Te Tiriti/The Treaty of Waitangi obligations
- Te Uepū and Te Uepū-ā-Motu have a strategic and operational influence
- Te Uepū meeting to discuss retention and recruitment of Māori staff
- An office-wide expectation to use karakia and waiata
- Compulsory PLD on courageous conversations about race and beyond diversity to support staff to recognise and address institutional racism
- Wayfinding professional leadership PLD for leaders to support cultural understanding
- The operating model for school reviews underpinned by te ao Māori principles
- The early learning review approach incorporates te ao Māori concepts

Focused on equity and excellence and research and evaluate the quality of culturally responsive teaching and learning

Examples include

- ERO's focus on Equity and Excellence
- Indicators in English medium and Māori medium that articulate quality culturally responsive teaching and learning
- The Māori medium evaluation approach, by, with, for Māori and in te reo Māori
- Poutama Pounamu PLD programme initial involvement of some staff to support understanding of culturally responsive teaching and learning

We will

Work together to become a bicultural, inclusive organisation, valuing Te Ao Māori and upholding cultural competence through responsive practice

Shifts in practice needed

- ERO leaders and managers will champion, lead and model culturally competent and responsive practices
- ERO will utilise the Te Arawhiti Frameworks to build, monitor and report individual and organisational capability
- Māori culture and values will be evident and given prominence in documentation and in practice
- ERO staff will be aware of discriminatory behaviour and have the courage, skills and commitment to attend to it
- Māori and non-Māori will support and influence ERO's culturally responsive environment internally and externally
- Māori branding, marketing and communications that will promote ERO as a bicultural organisation

Focus on equity and excellence and conduct research and evaluate the quality of culturally responsive teaching and learning

Shifts in practice needed

- A kaupapa-based evaluation and research approach will be reflected through the implementation of the school operating model and the early learning approach
- ERO's evaluations will focus on the quality of teaching and learning for Māori learners
- ERO will identify and address institutional racism in the sector to get to the heart of equity and excellence

Align with Ka Hikitia

- Māori learners and whānau feel a strong sense of belonging in our education system and are free from racism.
- Māori learners are achieving excellent and equitable education outcomes



Our internal short and long term actions

To become a bicultural, inclusive organisation, valuing Te Ao Māori and upholding cultural competence through responsive practice

! Priority actions

- Implement a comprehensive ongoing programme of culturally responsive PLD to build cultural competence and with a focus on recognising and addressing racism, discrimination and unconscious bias
- Embed culturally responsive practices into the day to day operations including shared decision-making with Māori at key levels of the organisation
- Survey staff in relation to matters pertaining to cultural responsiveness and race
- The development of tools to support the implementation of the operating model ensuring the inclusion of te ao Māori perspectives
- Provide PLD for the implementation of the operating model with clarity about culturally responsive pedagogy

→ Long term actions

- To implement a PLD programme that responds to the survey information
- Staff are provided with PLD to develop practical strategies for conversations about race, inequality and colonisation
- All staff will undertake Tiriti/Treaty workshops and can understand and articulate the significance of the articles, and the impact on our day to day work
- The recruitment process clearly integrates the cultural capabilities required for the role
- Utilise the Māori Crown Relations Capability Frameworks as a basis for measuring staff progress and development
- ERO will strategically recognise, promote and support Māori leadership and development



Our external short and long term actions

ERO focuses on equity and excellence and conducts research and evaluates the quality of culturally responsive teaching and learning

! Priority actions

- Through evaluation insights ERO will identify and report high quality culturally responsive teaching and learning practice

→ Long term actions

- ERO will focus on aspects of the education system as identified within the Ka Hikitia domains and identify, what is happening, progress made and good practice
- ERO will work cross agency to deliver on Ka Hikitia objectives
- Giving effect to Te Tiriti as articulated in the Education and Training Act
- ERO will work with the sector to give effect to the NELPs and the provision of quality teaching and learning for equity and excellence



We are

Focused on becoming an organisation that builds purposeful, authentic, trusting, collaborative partnerships with whānau, hapū and iwi

Examples include

- ELT discussions to consider the purpose and nature of whānau, hapū and iwi relationships
- Regional Director identification of past and present interactions / relationships with iwi groups
- Te Uepū ā Motu strong professional connections and relationships with Māori
- MoE, ERO, TEC and NZQA working with iwi groups as a cross agency forum

Conducting evaluations and research across a range of settings in partnership with whānau, hapū and iwi about their aspirations for ākongā

Examples include

- ERO has completed evaluations within different communities and have reported on iwi initiatives
- ERO has provided internal evaluation training to hapū to support them to build capability in Māori medium
- ERO has varied meetings with some iwi groups prior to evaluations and research
- Te Uepū ā Motu meet with whānau, hapū, iwi and Māori before and during all evaluations and research

We will

Work together to become an organisation that builds purposeful, authentic, trusting, collaborative partnerships with whānau, hapū and iwi

Shifts in practice needed

- ERO staff will understand their role and the contribution they can make to support whānau, hapū, iwi and Māori to exercise agency and authority over the education of Māori ākongā
- ERO will ensure connections and relationships with whānau, hapū and iwi are purposeful
- ERO staff will know the appropriate tikanga and kawa for the whānau, hapū, iwi they are working with
- Internal expertise will be utilised in leading complex relationships with whānau, hapū, iwi

Conduct evaluation and research across a range of settings in partnership with whānau, hapū and iwi about their aspirations for ākongā

Shifts in practice needed

- ERO will seek and respond to the aspirations of whānau, hapū, iwi during our evaluations and research
- ERO will provide opportunities for meaningful discussions with whānau, hapū, iwi and Māori throughout evaluations or research
- ERO will share evaluation insights with whānau, hapū and iwi

Align with Ka Hikitia

- Whānau, hapū, iwi and Māori are participating in and making decisions about the education of Māori learners



Our internal short and long term actions

To become an organisation that builds purposeful, authentic, trusting, collaborative partnerships with whānau, hapū and iwi

! Priority actions

- Develop protocols for ERO to effectively engage with iwi
- Undertake ERO stocktake of current engagement levels with iwi
- Establish a database of iwi education plans, contacts

→ Long term actions

- Provide PLD for staff about rohe, hapū, iwi and Māori expectations for te reo Māori, tikanga and kawa
- Invitation for hapū and iwi to share their strategic direction to build ERO knowledge and capability



Our external short and long term actions

ERO conducts evaluations and research across a range of settings in partnership with whānau, hapū and iwi about their aspirations for ākongā

! Priority actions

- Create mutually beneficial internships for hapū, iwi, and Māori
- Regular inclusion of whānau, hapū and iwi in the evaluation process
- Create iwi partners in the evaluation team in the school operating model
- Ensure the most appropriate staff are leading engagement and relationships with whānau, hapū, iwi and Māori

→ Long term actions

- Share evaluation insights formally to whānau, hapū, iwi and Māori
- Contribute to the information platform to inform system improvement for whānau, hapū and iwi