



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD  
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

## Further information on the opportunity to promote and support enhanced use of mātauranga Māori within the education and training system

Date:	26 February 2021	NZQA Priority:	High
Security Level:	In confidence	Report No.	CR21936

	Action Sought	Deadline
Hon Kelvin Davis, Associate Minister of Education	a. Note NZQA's response to your request for further information on promoting and enhancing the use of mātauranga Māori within the education and training system	(date)

Enclosure/Appendix: Yes/No

Round Robin Yes/No

### Contact for Telephone Discussion (if required)

Name	Position	Telephone	Cellphone	1 <sup>st</sup> Contact
Dr Grant Klinkum	Chief Executive	[REDACTED]	[REDACTED]	√
Alex Bidois	DCE, Māori	[REDACTED]	[REDACTED]	

### The following departments/agencies have seen this report:

Ministry of Education       Tertiary Education Commission       Other (specify)

#### Minister's Office to Complete:

Noted       Seen       Approved  
 Needs change       Withdrawn       Overtaken by Events  
 See Minister's comments       Declined

Referred to:

Comments:

**Further information on the opportunity to promote and support enhanced use of mātauranga Māori within the education and training system**

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**Recommended Action**

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It is recommended you:

- a. **Note** NZQA's response to your request for further information on promoting and enhancing the use of mātauranga Māori within the education and training system

**Noted**

Proactive Release Recommendation

NZQA recommends

- b. **agree/disagree** that this report is not proactively released as part of the next publication of documents as we are still at an early stage of thinking.

**Agree/Disagree**



**Dr Grant Klinkum**  
Chief Executive

26 February 2021



**Hon Kelvin Davis**  
Associate Minister of Education

1 / 6 / 2021

## Purpose of Report

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1. This report responds to your request for further information on how potential changes to the New Zealand Qualifications Framework (NZQF) and qualification settings to promote and support the more widespread use of mātauranga Māori within the education and training system would work in practice.

## Background

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2. NZQA provided you and Minister Hipkins with a briefing co-signed by the Secretary for Education and myself in early February (CR21503<sup>1</sup> refers). You and Minister Hipkins have both indicated your agreement for NZQA to further explore this opportunity with stakeholders, including wānanga.
3. In 2010, NZQA began to develop and implement a quality assurance model for qualifications based on mātauranga Māori. The mātauranga Māori evaluative quality assurance framework was launched in 2012 and subsequently evolved into the Te Hono o Te Kahurangi quality assurance framework in 2016.
4. Te Hono o Te Kahurangi is the framework and methodology NZQA uses to carry out quality assurance for mātauranga Māori qualifications and self-selected education organisations. All quality assurance activities can be undertaken through this framework. Six kaupapa are at the heart of Te Hono o Te Kahurangi: Whanaungatanga, Te Reo, Rangatiratanga, Kaitiakitanga, Manaakitanga, and Pūkengatanga.
5. Throughout this quality assurance development work, NZQA has been clear that its role is to be a conduit for whānau, hapū, iwi, and providers to express mātauranga-a-iwi. Mātauranga Māori is the preserve of Māori.

## The next opportunity

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6. The step-up opportunity is to gradually normalise the inclusion of mātauranga Māori into ('mainstream') qualifications, where appropriate. This opportunity includes NCEA which supports the changes within the NCEA Review to recognise and value mātauranga Māori.
7. Inclusion of mātauranga Māori into 'mainstream' qualifications would elevate the status of traditional indigenous knowledge within qualifications, as appropriate to the field of study and the level of learning.
8. A result would be greater use of te reo Māori and tikanga in teaching, learning and assessment contexts, and te ao Māori perspectives in pedagogy. We expect such teaching and learning environments would be more culturally engaging for Māori learners, which may help to address the significant disparity in Māori achievement, especially at higher levels of the framework.
9. The benefits would not accrue to Māori learners alone. Te Taumata Aronui, in their recent meeting with Ministers commented on the "creative potential" of mātauranga Māori to positively transform the education system (and Aotearoa as a whole) to benefit everyone.
10. The gradual inclusion of mātauranga Māori into qualifications would support New Zealand's bicultural aspirations. National qualification frameworks have a function in

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<sup>1</sup> CR21503 An opportunity to promote and support enhanced use of mātauranga Māori within the education and training system 3 Feb 2021

reinforcing key social, economic and cultural priorities. Qualification frameworks are reviewed relatively infrequently. Hence, the current review of the NZQF provides a valuable opportunity to contribute to New Zealand's bicultural aspirations, through establishing a more enabling base from which to increasingly include mātauranga Māori into the education and training system.

## Conditions for success

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11. NZQA recognises that some TEOs are already committed to and active in including mātauranga Māori across programmes. From engagement with the non-university sector, NZQA understands that the approach is uneven and typically insufficiently resourced. The goal is not to leave to chance whether mātauranga Māori is valued and included, as appropriate, within qualifications.
12. We recognise that the authentic inclusion of mātauranga Māori in qualifications will be a very gradual process, best measured over a period of decades. It will require good will and collaboration between the kaitiaki of mātauranga Māori, qualification developers and providers across all sectors. This partnership will be crucial in setting out an implementation plan that maintains the mana of all parties and lays out the way forward.
13. The success of this work will be highly dependent on mātauranga Māori experts supporting and dedicating their time to this work. We will therefore engage with wānanga, hapori Māori, hapū and iwi to better understand the impact of the demand on their expertise and time that would be required to grow capability throughout the sector in including and delivering mātauranga Māori to all learners.
14. Success would also require, overtime, some type of 'engine room' in the system to support qualification developers and providers understand how best to include mātauranga Māori in an education and credentialing context. This is expertise already held by the three wānanga.

## Practical implications

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15. In CR21503 we outlined three potential levers that could be used to provide a stronger foundation for greater use of mātauranga Māori in the formal education and training system.
16. The table below lists the levers and the practical implications.

<b>Lever</b>	<b>Practical Implications</b>
Make explicit the status of mātauranga Māori in the core New Zealand Qualifications Framework document	With a clear exposition of the standing and value of mātauranga Māori inside the NZQF document, qualification developers and tertiary education providers will be incentivised to give greater attention to mātauranga Māori.
Introduce a 'non-binding' or 'developmental' qualification approval criteria related to mātauranga Māori into the NZQA qualification approval rules	With a 'developmental' qualification approval criteria related to mātauranga Māori, qualification developers (Workforce Development Councils, NZQA and standard setting bodies, and providers) would need to consider what elements of indigenous knowledge and te ao Māori could be included in the qualification design.

	<p>In turn, for qualifications that included mātauranga Māori, tertiary education providers (and schools for NCEA) would need to develop inhouse capabilities and draw on external resources and local relationships with iwi and hapū to contextualise mātauranga Māori in their delivery of the qualification.</p>
<p>Give greater focus to mātauranga Māori within existing quality assurance processes</p>	<p>The practical effect of this change would be that External Evaluation Reviews would identify effective practice in including mātauranga Māori into 'mainstream' qualifications and in qualification delivery. NZQA would publish thematic reviews on a periodic basis so that good practice could be disseminated throughout the system. Such reports could be one form of support for qualification developers and providers as they grow their capability.</p> <p>Other quality assurance mechanisms, such as consistency reviews and programme evaluations could also highlight effective mātauranga Māori practice.</p>

17. NZQA met with Te Taumata Aronui on 18 February 2021 following agreement from you and Minister Hipkins on the general direction set out in the previous briefing. Te Taumata Aronui supported the strategic direction, noting that care would be needed when managing the kaitiakitanga of mātauranga-a-iwi. The discussion was rich and detailed and provided NZQA and MoE with important insights to help frame our approach and next steps.

## Next Steps

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18. NZQA and Ministry of Education are now planning to engage with the wānanga sector and other key stakeholders prior to bringing a paper to Ministers setting out specific options that could be included in the final NZQF consultation document.