



**Te Tāhuhu o
te Mātauranga**
Ministry of Education

Changes to Funding for Resource Teachers Literacy and Resource Teachers Māori

Consultation Document

28 February 2025

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Minister's Foreword

Tēnā tātou katoa

Everything I do as Education Minister is to lift achievement and close the equity gap. We need a world leading education system that supports all students to achieve, and along with you, the teachers, and leaders of the education service, I am committed to achieving this.

Our Government is taking a strategic approach to considering which services to scale to create more equitable resourcing and greater impact to deliver the best outcomes for children in the classroom.

It is important that supports get directly to the child. To do this, we need to focus on developing in-school expertise and scaling frontline services. We also need to ensure that supports and services are equitably distributed and delivered efficiently across the system.

The Resource Teachers: Literacy service and Resource Teachers: Māori service were set up a long time ago and the education landscape was quite different. For a 2025 education system, these services are inequitably distributed, not achieving the coverage we need, and creating large-scale inefficiencies where individual staff are trying to cover huge geographic areas and multiple schools across large clusters.

Some of you have asked me to consider whether this resource is reaching the children who need it, whether it is fully optimised, and whether it is delivering the best outcomes for children in our classrooms. Some of you have raised with me that aspects of the services are now delivered through other roles and supports, and that Resource Teachers' time is taken up travelling long distances - meaning there may be duplication and inefficiency.

I have also been asked how we could bring these expert resources closer to the child to work more directly with the learners with the greatest needs.

Recently, we have made significant investments to scale in-school literacy supports such as the structured literacy approach staffing for Years 0–2 that has been allocated to more than 960 schools for 2025, specialist PLD for teachers to support them in running effective early literacy programmes in their school, and the Programmes for Students to help accelerate learning in Years 3–8, which is currently allocated to 746 schools in 2025 with the ability to accommodate more schools.

We are moving towards a more targeted and optimised workforce model, and our focus is to build more in-school capacity of specialist teachers to work directly with children.

Alongside the additional and targeted support being made across the board, I want to ensure that we have the right roles, in the right place, with clear purpose and direction to support a nationally consistent approach to teaching and learning.

I acknowledge the expertise of the staff within the Resource Teachers: Literacy and Resource Teachers: Māori services. This proposal is not about the capability of the people involved in providing these services, but ensuring that support and expertise are delivered efficiently and equitably, so that they get to the children who need them the most.

If we reinvest this funding, we can focus on ensuring expertise is closer to the child and stronger frontline services for all students across English medium, Māori medium, and Kaupapa Māori education pathways.

This would build on recent investments in structured literacy, Rangaranga Reo ā-Tā, our National Curriculum and Te Marautanga o Aotearoa.

I value the views of everyone working in our schools and kura, and I encourage you to have your say on this proposal.

A handwritten signature in blue ink, appearing to read 'E. Stanford'.

Hon Erica Stanford

Minister of Education

Introduction

The Government is continuing its focus on lifting achievement and closing the equity gap. It is building a stronger and more nationally consistent education system that sets all learners up for success.

Since Budget 2024, significant and ongoing investments have been made to support teaching of structured literacy and Rangaranga Reo ā-Tā, lift capability across the system. This includes:

- resources, professional learning and development, and frontline support 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 support to accelerate learning in literacy and te reo matatini
- staffing resources for structured literacy approaches
- increased curriculum frontline roles in the regions.

It is critical to continue building on this work and ensure the right mix of roles and services are available to support this investment.

The Government is focused on developing in-school expertise and scaling frontline services across the system so that supports are brought directly to the child.

The Government needs to make considered investment decisions. This includes carefully considering where it can reinvest funding and deliver on its commitment to strengthen our frontline resources and support.

Proposal

The Government is proposing to reinvest the funding made available for Resource Teachers: Literacy and Resource Teachers: Māori into other frontline support.

Resource Teachers: Literacy provide specialised literacy assistance to teachers, and learners in Years 0 to 8 in English medium who are experiencing difficulties with literacy learning.

Resource Teachers: Māori are intended to work with principals and teachers to provide teaching and learning programmes and te reo matatini support primarily for students in Year 0 to Year 8, who are undertaking Māori immersion programmes (Levels 1 and 2), and Māori language levels 3 – 6.

Nationally, there are a maximum of 121 Resource Teachers Literacy and 53 Resource Teachers Māori full-time teacher equivalent (FTTE) positions. Of these, 110 FTTE roles are currently filled for Resource Teachers Literacy and 48 FTTE roles are filled for Resource Teachers Māori.

If the changes go ahead as proposed, funding for Resource Teachers: Literacy and Resource Teachers: Māori will cease to be provided from the start of Term 1, 2026. Decisions on how this funding would be reinvested into frontline services would be made as part of Budget 2025.

If funding for the Resource Teachers: Literacy and Resource Teachers: Māori roles is reinvested, it would enable approximately \$55 million in total funding over four years to be reinvested into more equitable resourcing of education initiatives to deliver better learner outcomes.

If, after considering the feedback, the Government decides to reinvest funding, it will 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.

Why change is needed

The Government has made significant and ongoing investments in structured literacy and Rangaranga Reo ā-Tā to lift capability across the system. In addition to structured literacy professional learning and quality resources for teachers, the Ministry provides a range of targeted supports for students. In 2025, this includes new structured literacy approach staffing for Years 0–2 (over 960 schools have received the FTTE staffing entitlement for 2025). These teachers will also have access to specialist PLD from term two to support them to run effective programmes for early literacy in their school. The new phonics checks help teachers identify students who need this additional support. The Programmes for Students will help accelerate learning in Years 3–8 (currently approximately 746 schools will have this funding in 2025 with the ability to accommodate further schools).

These investments further strengthen supports for schools which have been made available since Resource Teachers: Literacy and Resource Teachers: Māori were first established, such as frontline curriculum support roles who work directly with schools to support teachers to provide evidence based structured approaches to literacy learning and assessment.

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.

While some schools and kura benefit from the supports given by Resource Teachers: Literacy and Resource Teachers: Māori, evaluations have found inconsistencies in the way the resource teachers provide the services, and the level of support varies from school to school.

The most recent evaluation of the Resource Teachers: Literacy service (published 2014¹) indicated issues with the quality of the service, including inconsistent practices (both professional and management) across the devolved service. Inefficiencies are evident in the significant time spent travelling to schools, and there is insufficient evidence of impact based on current data measures. Specific findings include:

- Lack of clarity in the service's purpose and goals, including its target group. This is borne out in wide variation in understanding of what progress looks like, when a student should be successfully discontinued or referred elsewhere, what the enrolment criteria should be, and which students the service is intended for.
- Resource Teacher: Literacy practice and processes are variable. For example: the way students are assessed is not consistent; the reasons students are discontinued from the service are inconsistent; and there are no formal mechanisms for sharing best practice.
- Access to the service is inconsistent and levels of unmet need are unknown, with rationing processes devised and implemented locally – leading to inconsistent approaches and poor matching of available resources.

Evaluations of the Resource Teachers: Māori service have found similar limitations, including unclear information on how these roles are being used, or how they are supporting improved outcomes for learners. Additionally, Resource Teachers: Māori roles are only available to a small proportion of schools. In regions where the service is available, not all schools are utilising the service and some are receiving more support than others².

¹ Martin Jenkins & Associates Limited for the Ministry of Education (2014). *Resource teachers literacy: Operational and policy review*. Available at: [Resource teachers literacy: Operational and policy review | Education Counts](#)

² Kāhui Tautoko Consulting (2012, p.22), *Resource Teacher Service Work Programme Report on the Regional Scoping Exercise*. Available at: <https://tmoa.tki.org.nz/content/download/823/7703/file/Resource%20Teacher%20Service%20Work%20Programme.pdf>

Evaluations completed by the Education Review Office (ERO) in 2008³ and Kāhui Tautoko Consulting in 2012⁴ noted significant variability in Resource Teachers: Māori practice and management arrangements across the country, which affected the quality, and consistency of services provided. Findings of these evaluations include:

- There is no national coordination. There is no national needs-based triaging for service delivery, and low clarity about the outputs expected from the role, and low accountability to deliver outcomes.
- Unlike other Resource Teachers, there are no national requirements (e.g. specified tertiary courses) or no specific training options. Without these, the supports are not in place for Resource Teachers: Māori to meet the fluency in te reo Māori, teaching experience, good pedagogical knowledge and practice, knowledge about second language acquisition, and ability to foster good practice in immersion education which are all required for the role.
- The distribution of Resource Teachers: Māori across the country does not meet the needs of the Māori medium and Kaupapa Māori education sector. Getting equitable access to the service is not always easy.

³ Education Review Office (2008). *Evaluation of the Resource Teachers: Māori Service*. Available at: [Evaluation of the Resource Teacher: Māori Service](#).

⁴ Kāhui Tautoko Consulting (2012), *Resource Teacher Service Work Programme Report on the Regional Scoping Exercise*. Available at: <https://tmoa.tki.org.nz/content/download/823/7703/file/Resource%20Teacher%20Service%20Work%20Programme.pdf>

Next steps and additional information

We value your views and opinion.

All feedback received on or before 21 March 2025 will be considered before Government decisions on reinvesting this funding are made.

If after considering the feedback, the Government decides to reinvest funding, the Resource Teachers: Literacy and the Resource Teachers: Māori services will no longer be funded from 2026, and affected schools and kura may be over-staffed for resource teachers.

Schools and kura are responsible for making staffing decisions. A surplus staffing process is outlined in the relevant employment agreements, which set out the process that a school which is over-staffed would follow, and the options available for affected teachers. The outcome of this process could lead to:

- a school managing this reduction through attrition, maintaining the teacher's employment, or
- an affected teacher receiving entitlements such as redeployment, retraining, long service or severance payments.

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.

Recent information regarding the demand and supply of teachers has shown that employment opportunities are available for skilled and experienced teachers, such as resource teachers.

Have your say

The Government wants to hear your views on this proposal.

From **28 February to 21 March 2025**, you can share your opinion on this proposal through individual and/or group submissions.

To participate in this consultation, please complete this online survey:

<https://www.surveymonkey.com/r/X7KNL76>.

All feedback will be carefully considered before final decisions are made as part of the Budget 2025 process.

If you have questions, please email

ResourceTeacher.Consultation@education.govt.nz

Survey questions

Note: these questions are available via the online survey linked above. You are also welcome to submit responses to these questions to

ResourceTeacher.Consultation@education.govt.nz.

Demographics question

Name:

Role:

How are you responding?

- From a kura or school
- From another education organisation (please specify)
- Other (please specify)

Please indicate whether this response is from:

- An individual
- A group

If responding as a group, how many people are responding?

What is/are your role/s

- Teacher
- Tumuaki
- Tumu Whakahaere
- Resource Teacher: Māori
- Resource Teacher: Literacy
- Pouārahi i te Reo
- Kaiārahi i te Reo
- Cultural Advisor – Te Reo, Tikanga Māori
- Academic/Tertiary provider
- Facilitator/Professional development provider
- Research
- Parent/s, Guardian, Whānau member

- Other (Please specify)

Respondent's feedback

Resource Teachers: Literacy

As you consider your feedback, please keep in mind that this proposal is focused on how funding is allocated to best support students. It is not focused on the capability of individual Resource Teachers: Literacy.

1. Does your school currently access the Resource Teachers: Literacy service?
 - Yes / No
2. Is your school a host school for the service?
 - Yes / No
3. What are your experiences with the quality and effectiveness of the service?
4. What other supports does your school or kura use to assist students with additional literacy needs?
5. Has your school received sufficient support from the service under the current model?
6. Are there ways the funding for this service could be reinvested to better support students more directly in the classroom?
7. How does the Resource Teachers: Literacy service currently interact with other literacy support services and interventions in your area?
8. What do you see as the key risks or benefits of reinvesting the funding for the service?
9. Is there anything else you would like to share about your experience with, or expectations, for, the service?

Resource Teachers: Māori

As you consider your feedback, please keep in mind that this proposal is focused on how funding is allocated to best support students. It is not focused on the capability of individual Resource Teachers: Māori.

1. Do you currently access the Resource Teachers: Māori service?
 - Yes / No
2. Does your school or kura employ Resource Teachers: Māori?
 - Yes / No
3. Does your school or kura provide level 1 or 2⁵ te reo Māori instruction to students?

⁵ Level 1: 81 – 100% of the curriculum taught in te reo Māori for more than 20 hours a week and up to 25 hours a week, or Level 2: 51 – 80% of the curriculum is taught in te reo Māori for more than 12.5 and up to 20 hours a week, see: <https://www.educationcounts.govt.nz/statistics/maori-language-in-schooling#:~:text=Level%201%3A%2081%2D100%25%3A,to%2020%20hours%20a%20week.>

- Yes / No

4. What are your experiences with the quality and effectiveness of the service?

3. What other supports does your school or kura use to assist students, as well as this service?

4. How does the Resource Teachers: Māori service currently interact with other services and interventions in your area?

5. Has your school received sufficient support from the service under the current model?

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

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

8. What do you see as the key risks or benefits of reinvesting the funding for the service?

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



**Te Tāhuhu o
te Mātauranga**
Ministry of Education

We **shape** an **education** system that delivers
equitable and **excellent outcomes**

He mea **tārai** e mātou te **mātauranga**
kia **rangatira** ai, kia **mana taurite** ai ōna **huanga**

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