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ANNUAL REPORT ON MĀORI EDUCATION 2001/2002
AND DIRECTION FOR 2003

MIHIMIH

Mai ē te tipua
Mai ē te tawhito
Mai ē te kāhui o ngā ariki
Mai ē tawhiwhi ki ngā atua

Ko Tū ko Rongo ko Maru
Ko Tāne te waiora
Ko Ranginui e tu iho nei
Ko Papatuanuku e takoto nei

Kōkiritia te haekia
Ka mahuta mai i te pae tawhiti!
Tēnei te matatau, kia eke
Whakatū - tārewa ki te rangi
Hui e - taiki e!

Tangihia rā ngā aituā
Ko ngā purapura whetū
Moe mai rā koutou
Te whare o Hine-te-mate
Tō tātou kāinga nui
Haere atu rā, oti atu!

E ngā ringa mahi
Ngākau atawhai
Rau rangatira mā
E rere ake anō nei
Te pūrongo ā tau
Ko ngā whakaraaroaro
Ko ngā whakanekeneke
Te āhua te tū te noho
Me ngā mihi aroha
Ki ngā mana ki te motu whānui
Mai i Muriwhenua ki Murihiku
Tae atu ki Wharekauri
Tēnā koutou tēnā koutou
Kia ora tātou katoa.
MESSAGE FROM THE ASSOCIATE MINISTER OF EDUCATION

Āku teina tuākana, e rau rangatira mā, tēnā anō koutou katoa.

I look back over the last year with a great deal of satisfaction, excited at the energy and commitment from Māori. A great deal of sustained effort is going into building strong learning foundations for tamariki mokopuna - we’re starting to see positive results and it’s encouraging to note the effort coming from Māori communities.

This annual report shows a growing engagement with Māori at high levels in reform. Involvement in developing the Strategic Plan for Early Childhood Education is an illustration of this collaborative approach. It is vital that strategies to increase Māori participation in early childhood education are given high priority. Rangatahi need to be fostered too and strongly supported up to the 25 year age group at least.

The valuable contribution made to the development of the Māori Tertiary Education Framework is another example of the high level of engagement, and the Hui Taumata Mātauranga process provided further opportunities for Māori to be involved. At the second Hui Taumata in November 2001, leaders and educationalists continued the dialogue with Ministers of the Crown. This has proven invaluable in terms of being able to clarify priorities and report back on how Government has been progressing. The positive results include agreement about further areas of work to do and our commitment to continue the Hui Taumata
process beyond 2002. An area I am particularly interested in is strengthening the links between education and Māori development - to contribute to social, cultural and economic advancement.

The Government has a role in supporting revitalisation of te reo me ona tikanga. However, I want to ensure that tamariki and rangatahi are well equipped to grasp every opportunity available to help them reach their full potential. The best Government programmes can’t do this alone. The importance of whānau for providing rangatahi with support at home and at school means that schools need to be part of an inclusive process of making parents and kaumatua feel welcome. Professional governance, management and quality teaching can make a difference to the educational achievement of students. It’s about having high expectations irrespective of their backgrounds and home environment, and a genuine commitment to see young people succeed. The system must value the cultural makeup of students as an important part of the learning process.

In recent years, it has been heartening to see education take on a much higher profile in Māori communities. We haven’t finished yet. There’s still a lot to do and I look forward to the challenges ahead.

Kia eke ki te taumata! Kīa ora hoki koutou huri noa i te motu.

Parekura Horomia
Associate Minister of Education
MESSAGE FROM THE SECRETARY FOR EDUCATION

E ngā mana, e ngā reo, tēnā koutou katoa.

Ngā Haeata Mātauranga is the Ministry of Education’s annual report on progress and developments in Māori education. It focuses mainly on the 2001-02 year and is part of a companion of reports that complement each other. Other companion reports including New Zealand Schools Ngā Kura o Aotearoa, a Report on the Compulsory Schools Sector in New Zealand 2001 and New Zealand’s Tertiary Education Sector 2001 Profile and Trends Report contain more sector specific information on Māori education developments.

Increasing the quality of services provided to Māori across the entire education system continues to be a high priority for Government. Over the past year, the Ministry has continued its deliberate shift toward making policy and practice much more explicitly about strengthening education outcomes for all learners. A stronger emphasis is placed on increasing the responsibility the system must assume for the success of Māori students such as the 10-year strategic plan for early childhood education Pathways to the Future: Ngā Huarahi Arataki 2002-12 and the tertiary education reforms including the Tertiary Education Strategy 2002-07. Initiatives focused on school planning and reporting, literacy, numeracy, assessment and ICT initiatives all help reinforce these changes too.
A stronger emphasis is placed on increasing the responsibility the system must assume for the success of Māori students. This is happening in number of ways including through the strategic plan for early childhood education, school sector regulation and the tertiary education strategy. The importance of a range of high quality education pathways for Māori students is emphasised as is the need to view quality as a broader concept valuing both Māori and global concepts.

The importance of a range of high quality education pathways for Māori students is emphasised as is the need to view quality as a broader concept valuing both Māori and global concepts.

Increasing the responsibility and authority Māori exercise in relation to education has continued to be a high priority. More iwi and other Māori organisations are working more directly with the Ministry and government through formal partnerships and other relationships. The Hui Taumata Mātauranga process is a further example of how government and Māori are working together to influence and encourage change. These hui have been characterised by high levels of engagement and constructive broad ranging debate.

Looking back over the past year, examples of outstanding achievement by many Māori learners can be seen in all areas of education. A significant lift in literacy achievement was recorded across all year 4 Māori students. Some schools characterised by high levels of suspensions of Māori students substantially lowered the rate during the year. An international study of 15 year olds, the Programme for International Student Assessment (PISA) showed Māori girls achieving around the OECD average. Evaluation of the Strengthening Education in Mangere and Otara initiative showed big increases in the achievement of 6 and 7 year-olds. The increase in participation by Māori in tertiary education was so substantial that Māori now record the highest levels of participation of any group. The strength of Māori research capacity in the tertiary system was recognised through Māori researchers winning one of the five newly established Centres of Research Excellence.

Looking ahead, much remains to be done. New Zealand results show high average achievement across all students, but this masks the fact that we have a very wide dispersion between high and low achieving students. This dispersion is particularly pronounced for Māori students. Raising achievement and reducing disparity must therefore remain a high priority for policy makers, educators and Māori.

There are wide variations in achievement within schools rather than across schools and we know that teachers are the single biggest factor that can make the biggest difference to learning outcomes. Critical to success will therefore be strengthening the role teachers play alongside strengthening the role and voice of Māori in the wider education system.
In summary therefore, our work across the education system and with iwi, hapū, whānau and Māori organisations can be characterised by some important underlying themes. These are to:

- have very high expectations and strong beliefs about what a child can do and learn and believing in this to make it happen
- recognise that a good education is the result of the contributions of many people, shaping a child’s future from an early age and positively building on this as they grow
- hold a broad view about quality that it is not only important that people can read, write and speak well but also that they are confident in their own culture, language and identity
- understand the significance and importance of goals valued by Māori (to be able to live as Māori, to exercise global citizenship and to have a high standard of living) requiring the achievement of high academic and cultural standards
- encourage the community approach to bringing up a child – the teacher, the parents, whānau, hapū, iwi and other Māori organisations all have an important responsibility to support learning
- take greater responsibility for acting on the results of evaluations and integrate these into the processes of learning and teaching as a core part of the education process.

It is obvious from the above list that these points apply to all of us. From the kaikākō in a kōhanga to the Minister of Education, from teachers to parents, from school trustees to university council members, and from officials in the Ministry of Education to other agencies.

A prime responsibility also rests with students. Given the right support and encouragement, they will be much better motivated and able to accept that responsibility.

*Kia ora mai koutou.*

Howard Fancy
Secretary for Education
EXECUTIVE SUMMARY

Ngā Haeata Mātauranga provides an overview of Māori education from early childhood to the tertiary sector mainly in 2001/02. Many of the initiatives reported here are specifically designed for Māori such as focusing on te reo Māori and Māori immersion education. Many other initiatives support Māori students as part of broader education strategies to raise participation and achievement.

The Ministry’s direction continues to be informed by the Government’s outcomes and targets for Māori education (see Appendix 1), the strategic work arising from Hui Taumata and associated regional consultations with iwi and Māori throughout the country and the growing number of partnerships that support and strengthen the role of Māori in education.

The main focus of Ngā Haeata Mātauranga is describing what is happening in the education system for Māori. Information is reported across eight key areas where the Ministry is working to support Māori participation and achievement in education (sections 2 – 9). For the first time, this year’s report includes a short reader survey at the back. We want to make our annual reports as informative, interesting and useful as possible. To help us review and improve Ngā Haeata Mātauranga, you are urged to take a few minutes to answer the survey. Your feedback is valued!
Increasing Participation in Early Childhood Education (Section 2)

Raising Māori participation in early childhood education continues to be a crucial Government outcome for Māori education. Key priorities are to increase participation in quality early childhood education in both English and Māori language settings and to have more qualified early childhood education teachers. Initiatives include work to overcome barriers to participation, teacher recruitment and training, enhancing the relationship with Te Köhanga Reo National Trust, support for early childhood services and parenting programmes for Māori parents and whānau. Case study 1 shows the benefits of a programme to improve the participation rates of Māori children in early childhood education. Case study 2 looks at Whānau Toko i te Ora, a programme to improve positive parenting skills and learning and development opportunities for children.

Better Teaching for Māori Students (Section 3)

The Ministry continues its strong focus on raising the overall quality of education provision for Māori, with specific emphasis on raising the quality of teaching. Over 85 percent of Māori students are educated in the general school system.

Increasing attention is being devoted to the development and application of assessment tools and processes that track Māori student achievement. More achievement data is available including new information from the National Education Monitoring Project (NEMP) and the Programme for International Student Assessment (PISA). Case study 3 reports on gains for Māori students in maths, due to the Numeracy Development Project, which supports teachers’ professional development in numeracy.

Case study 4 looks at Te Wharekura o Rākaumangamanga, a school that shows the impressive standards and high educational goals that can be achieved by a low decile school.

Smarter use of the Resources Available to Māori Learners (Section 4)

A range of resources support Māori students including information and communications technology, financial assistance for Māori students, study support centres, suspensions reduction initiatives and special education funding. These all contribute to addressing Māori students’ overall education needs but with a particular focus on ensuring the basic foundations of learning.
improving access to education, increasing participation and retention in senior secondary school, and raising educational achievement.

Case study 5 is about He Ara Tika, a mentoring initiative for Māori secondary students, and case study 6 is about Gateway, helping students make the transition to work and further training. These show how the effective use of resources can make a significant difference to Māori educational outcomes.

Lifting the Quality and Supporting the Growth of Kaupapa Mātauranga Māori (Section 5)

The focus here is on:
- Increasing the number of Kura Kaupapa Māori, contingent on quality.
- Improving the supply and retention of teachers in Māori-medium education.
- Increasing professional development of Māori-medium teachers.
- Getting more quality Māori language teaching and learning materials across the curriculum.
- Showing positive trends in ERO reports for kaupapa Māori schools.

Progress is being made in the development of mātauranga Māori programmes, in research, assessment and resources. Case study 7 shows the success of Te Poutama Tau in providing linguistic and pedagogical support for schools, teachers and children learning mathematics in Māori-medium.

Valuing the Role that Parents and the Community Can Play (Section 6)

Government outcomes and targets for Māori education have a strong focus on encouraging and supporting the involvement of parents and whānau in their children’s education. This section reports on some innovative school initiatives that are seeing more participation of families in their children’s education (see Aranga School in case study 8). Whakaaro Mātauranga (Think Learning) and the Te Mana: Ki te Taumata campaign have also been important in engaging whānau and Māori communities with education (case study 9).

Lifting Māori Participation and Achievement in Tertiary Education (Section 7)

Outcomes sought in tertiary education are:
- Improved levels of Māori tertiary achievement.
- Increasing Māori engagement with on-going learning through their lives.
- High quality teaching and accountability of tertiary organisations for meeting the diverse needs of Māori learners.

There are now more Māori participating in tertiary education than at any other time, with Māori participating in post-school education and training at a higher rate than non-Māori. While this is a very positive picture, far fewer Māori than non-Māori go from schooling directly on to tertiary education. Furthermore, many Māori adults have pressing literacy needs. Case study 10 looks at family and whānau literacy programmes for Māori.
The tertiary sector is experiencing considerable change. The Tertiary Education Commission (TEC) was established to oversee the implementation of the Tertiary Education Strategy 2002–2007. The Māori Tertiary Reference Group has been strongly engaged in contributing to the design of the reforms of the tertiary education system through the Tertiary Education Strategy (see case study 11).

**Strengthening the Role and Increasing the Involvement and Authority of Māori in Education (Section 8)**

A fundamental aspect of the Government’s approach to Māori education is to foster and support the increased involvement and authority of Māori in education at all levels. In particular, Government outcomes and targets focus on achieving:

- greater whānau, hapū, iwi involvement and authority in school governance
- greater Māori involvement and authority in tertiary education
- significantly more and better partnerships between iwi and education providers
- significantly increased parent and whānau support helping children in the home.

Over 400 Māori attended the second Hui Taumata Mātauranga in November 2001 and discussed education issues. Progress was also made in developing effective partnerships with iwi. Case study 12 looks at the work of Te Pūtahitanga Mātauranga, which seeks to raise Māori student achievement. These initiatives demonstrate that increasingly, iwi and Māori groups are seeking Government support to address the specific educational needs of their communities.

**Increasing the Ministry’s Responsiveness to Māori (Section 9)**

In setting the overall strategic, policy and funding framework in which education providers operate, the Ministry has a critical leadership and facilitation role across the whole education sector. Consequently, the Ministry has continued to develop staff capability. Key strategies include: continuing the strong focus on Māori education; increases in Māori staff in key areas of Ministry work; and more meaningful involvement of iwi and Māori in its work.

With the integration of Special Education Services and the Ministry of Education (see Section 4), work started on a draft Māori Strategy for Group Special Education (GSE) that sets out priorities, principles and actions to meet the special education needs of Māori.
INTRODUCTION

The two Hui Taumata Mātauranga ... have drawn attention to the aspirations of Māori for a more effective education system ... Māori education policies should aim to equip Māori children and rangatahi to be citizens of the world, to live as Māori, and to enjoy a high standard of living. Those three goals ... characterise the broad direction that educational policies should take if they are to be responsive to Māori.¹

Ngā Haeata Mātauranga provides an overview of Māori education, from early childhood to the tertiary sector. The report for the 2001/02 year outlines key policies and programmes that are designed to improve educational outcomes for Māori. Many initiatives are specifically designed for Māori, such as those focusing on te reo Māori and Māori immersion education. In addition, many other initiatives are intended to benefit Māori students as part of broader education approaches. Such initiatives include schooling improvement projects, literacy and numeracy initiatives and professional development programmes for teachers.

The pattern for 2001/02 shows consolidation and continuation of programmes and overall direction. Initiatives introduced in 2000 have been maintained and enhanced. Key priorities have continued to focus on enhancing teacher and school capability, encouraging whānau/community involvement in education, building partnerships with iwi/Māori, and supporting kaupapa mātauranga Māori.

Overall, there are two important challenges that shape the Ministry’s work. Firstly, there must be sustainable growth in Māori-medium and kaupapa Māori education initiatives in response to growing demand. Secondly, mainstream education must become more inclusive of and responsive to Māori students, who have a wide diversity of backgrounds. Some are achieving very well, while others are not.

This year’s report continues to spotlight:

- Outcomes - the on-going concern to raise Māori student participation and achievement.
- Lifting the capability of all teachers to be better teachers of Māori students with a particular focus on mainstream education where the large majority of Māori students are.
- The importance of foundation skills that give people the tools they need to enter employment or tertiary study. One of the key foundation skills is literacy, but also important are numeracy, and interpersonal and communication skills.
- Developing collaborative projects such as iwi education partnerships and a closer working relationship with the Kōhanga Reo National Trust.
- Ways of engaging families and communities more in their children’s education, through providing them with information and support and involving them in setting educational priorities and standards.
- Clarifying the role of education to support te reo Māori, tikanga Māori and kaupapa Māori education.

From the enormous range of policies and programmes that have a bearing on Māori education, this report has been necessarily selective in presenting an overview of activities and progress over 2001/02. The information presented here has been chosen on the basis of:

- Providing data on the situation and trends for Māori in education.
- Descriptions of initiatives that are working.
- Results that are available about the effectiveness of particular programmes.
- What we are learning about the best ways to increase Māori participation and achievement in education.

1.1 Improving educational outcomes for Māori

Increasing the success of Māori in all aspects of education, from early childhood to life-long learning, remains a key priority for the Ministry. The Ministry’s guidance and direction for Māori education continues to be informed by the Government’s outcomes and targets for Māori education (see Appendix 1), the strategic work arising from Hui Taumata Mātauranga.
and associated regional consultations with iwi and Māori throughout the country, and the growing number of partnerships between iwi and the Government that support and strengthen the role of Māori in education.

The Ministry continues to maintain its emphasis on:

- Substantially lifting Māori participation in quality early childhood education.
- Improving the capability of schools to better meet the needs of Māori students.
- Supporting Māori language teaching in schools in bilingual and immersion settings.
- Lifting Māori participation and achievement in tertiary education.
- Recruiting more Māori teachers into early childhood education and schools.
- Facilitating mentoring programmes and study support centres in the school sector.
- Facilitating new initiatives in the tertiary sector that provide better career guidance and mentoring programmes and further enhancing pathways into training or higher education for Māori.
- Significantly lifting the quality of, and supporting the growth of, kaupapa mātauranga Māori.

1.2 How this report is organised

This report presents information on the key areas related to the Government’s outcomes and targets for Māori education. Section 2 focuses on increasing Māori participation in early childhood education. Section 3 presents statistics and discusses initiatives related to achieving better teaching for Māori students. Making smarter use of the resources available for Māori students is covered in Section 4. Supporting Kaupapa Mātauranga Māori is the theme of Section 5, while Section 6 looks at initiatives that increase the engagement of Māori parents, whānau and communities with education. Section 7 provides statistics on Māori participation and achievement in tertiary education and considers a range of initiatives to lift Māori engagement in the tertiary sector in the context of considerable sector reform. Section 8 reports on how the role and authority of Māori in education is being strengthened. The Ministry’s responsiveness to Māori is the subject of Section 9.

Each section presents up-to-date data for 2001/02, along with an overview of major policies and programmes implemented to make gains in Māori education. Case studies are included to highlight specific achievements, innovations and examples of best practice. The case studies also show the use of integrated approaches to address issues in Māori education.

Further information is presented in the appendices. Appendix 1 sets out Government’s outcomes and targets for Māori education. Appendix 2 lists the main Māori education events in 2001/02. Appendix 3 contains a wide range of data and tables on Māori
participation and achievement. The relevant tables are referred to in discussion in each section. Appendix 4 lists research and evaluation reports relating to Māori education. Finally, the range of policies and programmes that support Māori education are outlined in Appendix 5.

1.3 A general overview of Māori in education

Where are Māori in education? Māori make up a growing proportion of students, but they make up a small proportion of teachers and members of school boards of trustees. Growth in the Māori student population has implications for the types of education parents and whānau want for their tamariki and the ways in which schools need to relate to their school communities. It also affects the way schools develop support for Māori students and organise their governance arrangements. Having Māori teachers within all areas of education is one way of responding to the needs of Māori students and to provide positive role models for those students. Having sufficient Māori involvement on school boards of trustees is one way of assisting schools to provide programmes that ensure Māori student success.

Māori students

In the early childhood sector, 45 percent of Māori children aged from 0-5 years participated in early childhood services in 2001. This is much lower than the proportion of non-Māori children (68 percent) participating in early childhood education. Māori students comprise around 20 percent of the student population. By 2020, it is estimated that approximately 40 percent of all primary school children and 35 percent of all secondary school children will be of Māori and/or Pasifika descent. Most Māori school students are located in the Auckland region, at 239,404 but the highest proportion of Māori school students live in Gisborne, Northland, Bay of Plenty and Hawke’s Bay regions. (Appendix 3 Table A: Regional Statistics 2001).

The large majority (around 85 percent) of Māori students receive their schooling in the mainstream system. Just over 14 percent of Māori students were enrolled in Māori-medium in 2001, where at least 31 percent of teaching is in te reo Māori (Appendix 3 Table B: Number of Māori and non-Māori Students Enrolled in Māori-medium Education by Level of Immersion in 2001 and 2002) 3.35 percent of Māori students attended kura kaupapa Māori.

Almost 19 percent of the Māori population aged 15 years and over participated in tertiary education in 2001, showing the strong growth in Māori participation in the tertiary sector. Māori are now participating in post-school education and training at a higher rate than non-Māori.
Māori teachers

In 2001, nine percent of teachers were Māori. Just over half of all teachers have a bachelor’s degree or equivalent, while just over 40 percent of Māori teachers have that level of qualification.

In 2001, 619 Māori graduated from teacher training (Appendix 3 Table C: The Number of Māori Graduating from Teacher Training, 1996-2001). This was almost double the number in 1996, but a slight drop from the numbers in 1999 and 2000. Forty four percent of the 2001 graduates were in primary English-medium, while 24 percent were in primary bilingual and 23 percent in secondary English-medium. The lowest number of graduates was in primary immersion (23 or 4 percent).

Māori members of school boards of trustees

At December 2001 Māori made up almost 15 percent of the members of school boards of trustees (Table D: Māori Membership of School Boards of Trustees as at December 2001 Appendix 3). The majority (64 percent) of Māori trustees were elected, while the rest were appointed, co-opted or became trustees through other processes. Areas with the highest proportion of Māori trustees were Gisborne (46.4 percent), Northland (35.1 percent), Bay of Plenty (33.2 percent) and Hawke’s Bay (25.4 percent).
Raising Māori participation in quality early childhood education continues to be a crucial Government outcome because quality early childhood education helps build strong foundation skills for learning. Quality early childhood education also gives parents and whānau opportunities to strengthen their parenting role, and take part in employment, training and community activities.

Government targets focus on increasing the participation of Māori 0-4 year-olds to at least 65 percent by 2006.

Key priorities for Māori early childhood education are:

• Increased participation in quality early childhood education in both English and Māori language settings.
• More qualified early childhood education teachers.
Although the Māori population is a youthful one, with a relatively high proportion of children under 5 years of age, Māori children continue to be under-represented in early childhood education, compared to the general population. Increasing Māori participation in early childhood education will continue to be a high priority for Government, as Māori children will form a larger proportion of New Zealand’s birth to five-year-old age group in the next ten years.

There are Māori children who do not receive any early childhood education. This is due to a combination of factors including living in isolated areas, a lack of available and responsive services, costs of services, parenting skills and lack of knowledge about the value of early childhood education. Barriers to the provision of high quality services include a lack of suitably qualified staff, including Māori staff, and difficulties experienced by some centres in meeting the minimum quality standards for licenced and chartered status.

The last year has seen an increasing number of initiatives to address barriers to early childhood education experienced by Māori families. Such initiatives include work to overcome barriers to Māori participation, Māori teacher recruitment and training, work on enhancing the relationship with Te Kōhanga Reo National Trust and parenting programmes for Māori parents and whānau.

2.1 Changes to the early childhood sector

In the coming years, Government intends to play a greater role in the early childhood education sector. The first step has been made with the release of Pathways to the Future: Ngā Huarahi Arataki in September 2002. The document, which sets out the Government’s direction for early childhood education over the next ten years, has drawn extensively on the work of the Early Childhood Education Strategic Plan Working Group. The Working Group consulted widely on early childhood education in 2000 and 2001 and submitted its report to the Minister of Education in October 2001.

The Working Group included six Māori members, and Māori were also involved in five hui (around 150 people), in focus groups and made written submissions to the Working Group.

Issues highlighted in the hui and consultations were:

- The importance of te reo Māori and tikanga Māori in early childhood education programmes.
- The need to work at the community level to increase Māori participation in early childhood education.
- The need for early childhood education services to be more responsive to Māori whānau.
- An urgent need for appropriate teacher education for Māori immersion services.
- The closure of services in rural and provincial areas is of particular significance for Māori whānau.
Reflecting the strong messages from the consultations, the Government’s early childhood education strategy, *Pathways to the Future: Ngā Huarahi Arataki*, includes three specific goals relating to Māori. They are:

- to enhance the relationship between Crown and Māori
- to improve the appropriateness and effectiveness of early childhood education services to Māori
- to increase the participation of Māori children and their whānau.

The strategy will focus on working with Māori to encourage greater involvement in early childhood education. It will put in place initiatives aimed at increasing the responsiveness of teachers and services to the needs of Māori children. The strategy will also work at building stronger links between early childhood education services and whānau, hapū and iwi.

### 2.2 Māori participation in early childhood education

While there is high overall participation in early childhood education in New Zealand, only 45 percent of Māori children aged from 0-5 years participated in early childhood education in 2001, compared to 68 percent for non-Māori. Māori participation in rural areas fell more than population changes. In 2002, Māori made up 18.7 percent of enrolments, the same as in 1995.

(Table E: Number of Māori Enrolled in Early Childhood Education by Type of Service, 1994-2002 Appendix 3).

The majority of Māori children in early childhood education attend kōhanga reo, education and care centres, or kindergartens. There has been a decline in numbers attending kōhanga reo since 1997, with an increase in numbers attending kindergarten, education and care centres and home-based services. Licence-exempt playgroups led by parents have increased markedly during the last decade. These playgroups include Ngā Puna Kōhungahunga, which are based on Māori values and language. In 2001, there were 739 licence-exempt playgroups, an increase of 41 percent from 1992. Playgroups provide important early childhood education and parent support opportunities to families in communities with limited or no access to early childhood education and provide an opportunity for parents to be more directly involved in their children’s early learning.

In 2002, over 34 percent of Māori children in licenced early childhood education were enrolled in Māori-medium where 81-100 percent of instruction is in te reo Māori (Appendix 3 Table F: Proportion of Māori, non-Māori and All Early Childhood Enrolments in Māori-medium Education in 2001 & 2002), a slight increase on 2001.

### 2.3 Progressing participation in quality services

In the last two years, the Promoting Participation Programme has been underway. There are positive signs of good responses to the programme (see case study 1). In addition, some iwi education partners have been

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*These are community-based playgroups led by parents that are exempt from early childhood licensing regulations. The playgroups receive funding from Early Childhood Development.*
focusing on early childhood education as a priority in their planning. Māori-focused special education resources for early childhood education have made particular efforts to improve support to Māori children and their whānau.

2.4 Improving the quality of early childhood education

A number of early childhood initiatives commencing in the last year are expected to improve the overall quality of early childhood education services and consequently to have significant benefits for Māori children. These include professional development for early childhood teachers, increased funding support for services, and relationship development with Te Kōhanga Reo National Trust.

**Teacher capability**

Teacher capability initiatives include the development of a teacher education course for Māori immersion early childhood teachers and improving opportunities for distance learning for potential teachers living outside of main centres.

**Funding support for early childhood education**

Almost $8 million has been allocated to planning and support for early childhood education services. This includes identification of gaps in the provision of services and working with communities where participation is particularly low to find solutions. A further $5 million has been allocated for building new early childhood education centres in communities that are unable to fund their own buildings.

Equity funding for early childhood education continued to assist those early childhood services that have difficulty in meeting the costs of providing quality early childhood education. The purpose of equity funding is to reduce educational disparities between different groups, to reduce barriers to participation faced by groups under-represented in early childhood services, and to support early childhood services to raise their level of educational achievement. The funding is targeted to licenced and chartered community-based early childhood services in low socio-economic communities, in isolated areas, which are based on a language and culture other than English and which may have significant numbers of children with special education needs or from non-English speaking backgrounds. Equity funding recognises some early childhood services may face additional barriers in providing quality early childhood education because parents may have less spare money to contribute to fees or fund raising or the services may face higher costs. This funding has helped support the quality of early childhood services for Māori children, including Māori-medium services. In 2001-02, $2.338 million was provided for equity funding.

The early childhood education subsidy was raised in Budget 2002. This meant a general increase to the hourly rates for all licenced and chartered early childhood education services, and also increased funding for licence-exempt services funded through Early Childhood Development and Te Kōhanga Reo National Trust.
**The Crown’s relationship with Te Kōhanga Reo National Trust**

Following the review of the relationship between the Crown and Te Kōhanga Reo National Trust, the Joint Working Group recommended a tripartite relationship agreement involving the Trust, the Ministry of Education and Te Puni Kōkiri. The agreement is intended to enhance a mutually beneficial relationship that ensures the delivery of quality outcomes for whānau and mokopuna in kōhanga reo. A Heads of Agreement has been drafted that outlines the outcomes, strategies, principles and values shared across the three organisations. The Agreement will be underpinned by a more detailed operational agreement.

**2.5 Parent support and development programmes**

Over the last decade parenting programmes have expanded. In recent years these programmes have increasingly focused on responsiveness, in particular to Māori and Pasifika families.

The largest government-funded parenting programmes involving New Zealand families are Parents as First Teachers (PAFT) and Family Start, both managed and co-managed respectively by Early Childhood Development (ECD). The two programmes involve large proportions of Māori families. Another recent trend is the development of partnership approaches with Māori and Pasifika communities to engage families in successful early learning experiences.

Programmes that have a significant emphasis on supporting Māori parents include:

- **Awhina Matua** supports Māori and Pasifika families with children under five through encouraging them into early childhood education. At 30 June 2002, 325 (almost 40 percent) of the 821 families registered with Awhina Matua were Māori families. All those were families new to the programme. One of the roles of Awhina Matua is to introduce families to Ngā Puna Köhungahunga³ (Māori playgroups) in areas that have lost kōhanga reo. At 30 June 2002, 70 Puna had received support from ECD. Forty four of those were new Puna.

- **Parents as First Teachers (PAFT)** is focused on children from 0-3 years. The programme offers support and guidance to parents in their role as their children’s first teachers through a structured learning programme that focuses on child development. Ahuru Möwai is the Māori dimension of the Born to Learn curriculum for PAFT and Family Start. At 30 June 2002 there were 7,470 families participating in PAFT. By June 2002, eight new providers had been contracted to deliver PAFT, including six Māori organisations. Interim findings from an ECD evaluation of families involved in PAFT point to a strong demand for the programme from families and a very high level of satisfaction with the service.

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³ Ngā Puna Köhungahunga provide support for Māori families who are not involved in early childhood education services. The groups are based on Māori values and te reo. They are one of the types of playgroups exempt from early childhood licensing regulations.
Family Start is a programme jointly sponsored by the Ministers of Education, Health and Social Services and Employment. Operating at 16 sites, the programme involves intensive home-based support for families whose social and employment circumstances may put at risk good outcomes for their children.

Provider development

ECD runs professional development and support programmes for early childhood providers that are focused on promoting early childhood participation of Māori families. These include:

- Atawhaingia Te Pa Harakeke (Nurture the Family) is a training and support programme for iwi and Māori providers to support their understanding and application of child and parenting support for whānau.
- A professional development programme that provides techniques and approaches for early childhood centres to assist them in delivering to a predominantly Māori population, Pasifika peoples, or a mainstream population.

CASE STUDY 1: Promoting the participation of Māori in early childhood education

The Promoting Participation Programme, which started in 2000/01, is aimed at improving the participation rates of Māori and Pasifika children in early childhood education. The initiative seeks community-based solutions to overcoming barriers to participation. Those barriers might be the costs of transport to early childhood services, or parents not understanding the benefits that early childhood education can bring. Organisations with expertise in early childhood education have been working in communities in the Northland, Auckland, Waikato, Wellington and Canterbury regions to help get more children into early childhood education.

Since June 2001, over 37 organisations have been contracted to work with Māori communities to develop local solutions that are tailor-made to the particular needs and circumstances of families and whānau. The organisations include iwi authorities, social service organisations, schools, after-school care centres, kindergartens, kōhanga reo and health organisations. In engaging with Māori communities, many of the contractors have found it most effective to work with families and whānau one-to-one. In that way barriers and issues can be discussed in comfort and with confidentiality. In addition, many contractors have organised hui and undertaken networking with other contractors and agencies to share information.
There are exciting developments in Northland where a number of early childhood education groups have got underway. One iwi, rural-based group in an area currently lacking any Māori immersion early childhood education has highlighted the establishment of an early childhood education centre as a goal in its iwi education plan. The project will include the development of a learning community from early childhood, through kura, to wānanga on the papakainga. Already 58 Māori children who are not participating in early childhood education have been identified.

Another Northland group has gained the support of the school principal and board of trustees and is beginning to negotiate the building of an early childhood facility on the school site. In the meantime two licence-exempt playgroups are run for the children, with three native speakers of Māori assisting. There is high interest among the whānau to establish a community-based Māori immersion centre.

At Palmerston North, one organisation has successfully used radio to spread messages about early childhood education to families and whānau within the region. The organisation has also shared and discussed strategies and information with other Māori early childhood education providers.

CASE STUDY 2:
Whānau Toko i te Ora

Whānau Toko i te Ora is a parenting programme for Māori whānau delivered by Te Rōpu Wahine Māori Toko i te Ora: Māori Women’s Welfare League. The programme is for whānau with medium to high needs. Home visiting, a whānau learning programme and group support are the key elements of the programme. Services are child-centred and whānau-focused, using a holistic approach that integrates Māori tikanga into all aspects of child development, with an emphasis on the first five years. The programme has been running for over two years, with funding of over $2.8 million. A further $1 million has been contracted for 2002/2003.

The main objectives of Whānau Toko i te Ora are to promote and improve:

- positive parenting skills
- confident family functioning, relationships and mental outlook
- learning and development opportunities for children.

The programme started in three trial sites at the end of 1999, in Tairāwhiti, Ikaroa and Tamaki Makaurau. The programme was then expanded to Aotea, Taitokerau and Te Waipounamu.

Through local Kaitiaki (managers) and Kaiawhina (support staff), the programme offers individualised support. Whānau are supported to achieve their goals as described in their own whānau plan. The programme offers role models of positive parenting behaviour and provides group support to whānau who do not have
whānau living nearby. Group support has been provided through the establishment of 108 whānau support groups. Over 100 homes have been visited too. Whānau Toko i te Ora also offers appropriate cultural whānau learning sessions based on the needs of the whānau.

A wide range of information and skills development are provided in the Whānau Learning Programme. Sessions are held on literacy, house care, cooking and hygiene, financial management, child development, resource production, Māori values and concepts in child development and Māori cultural topics. One hundred learning programmes have been established, involving 170 participants.

Other community services are involved as required. Whānau Toko i te Ora links whānau with suitable early childhood education services and with appropriate health and social services. The programme also advocates on behalf of whānau.

Whānau Toko i te Ora was evaluated in 2001. The evaluation included in-depth discussions with 24 whānau from throughout the six programme areas. The main findings were:

- Some improvement, particularly in child health, was evident over the period of the evaluation because of the efforts of kaiawhina in linking whānau with appropriate health services. However, half the adults still had health concerns.
- Two-thirds of the whānau had improved their housing and transport circumstances.
- Whānau Toko i te Ora introduced sound budgeting practices. Almost all whānau recorded measurable improvements in financial management over the period surveyed.
- Acquiring skills and training was an area of consistent improvement for everyone through their participation in the Whānau Learning Programme.
- Parental and sibling interactions became more positive during the evaluation, with a reduction in emotional stress, discord, and inappropriate methods of behaviour control and discipline. Marked increases were recorded in parenting skills and confidence.
- Improvements in all areas of child development - cognitive, emotional and social - were recorded.
- During the programme most whānau began to identify more strongly with their Māori heritage, learning te reo and using it more often.

The evaluation concluded that Whānau Toko i te Ora works because it has five specific features. Firstly, it is broadly-based, focusing on goals established with each whānau. Secondly, Whānau Toko i te Ora works incrementally, opening the way for gradual, self-motivated change. Thirdly, those in major need are targeted. Fourthly, Whānau Toko i te Ora is flexible in the delivery of resources as and where needed. Finally, the commitment of kaiawhina is strongly evident. They are regarded not only as support people, but as counsellors and role models.

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In glad I gave school a real go.
The Ministry continues its strong focus on raising the overall quality of education provision for Māori, with specific emphasis on raising the quality of teaching. There is much international evidence, and growing New Zealand evidence, to show that effective teaching is crucial to raising student performance.

Comparative research, such as the Programme for International Student Assessment (PISA) study discussed in 3.3 below, shows that there is considerable variation in educational outcomes for Māori students, not only between schools, but also within schools. Furthermore, Māori boys consistently fare less well than Māori girls, in both participation and achievement.

The Education Review Office’s (ERO) study on mainstream schools’ responsiveness to Māori students shows that schools vary markedly in the quality of their provision of education for Māori students. Many schools lack policies to deal with key areas of Māori education. The review found that only 29 percent of the schools reviewed had high quality assessment systems to analyse and report on Māori students’ achievement across the curriculum.5

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To support the development of professional capability and to raise Māori student achievement, the following approaches have been foremost for the Ministry:

- attention to increasing the supply of Māori teachers and addressing Māori teacher workloads
- emphasis on Māori students gaining strong learning foundations through acquiring good literacy and numeracy skills
- providing support to teachers and schools to deliver the curriculum
- strengthening assessment and reporting
- development of the quality of principals’ leadership.

Underpinning the work on improving teaching practices has been increased attention to the development and application of assessment tools and processes that track Māori student achievement. More achievement data, including some that enables international comparisons to be made, is being collected. This section reports on new information from the National Education Monitoring Project (NEMP) and the Programme for International Student Assessment (PISA). Although New Zealand performs extremely well on a range of education measures, nevertheless some Māori do not perform as well as their non-Māori counterparts. The Ministry has increased its expectations that schools meet the needs of a diverse range of students.

### 3.1 Māori participation and achievement

The Ministry collects a wide range of data on participation and achievement in the school sector that enables comparisons to be made between Māori and non-Māori, and between girls and boys. Such data points out where change needs to occur to increase Māori participation and achievement in education.

**Key highlights in participation and achievement in the school sector are:**

- Fewer Māori than non-Māori students are staying at school at ages 16-18.
- Māori suspension and stand-down rates have dropped slightly, but are still higher than non-Māori rates. Māori boys have the highest rates.
- Māori tend to leave school with lower qualifications than non-Māori, although Māori girls do better than Māori boys.
- Compared to the previous NEMP assessment in 1997, the 2001 assessment shows some improvements for Māori students in social studies and information skills.
- In the PISA study, in relation to reading literacy, Māori girls performed as well as the international average for all students from OECD countries.
**Participation**

Government outcomes and targets for Māori education are concerned to improve retention rates in schools, with particular attention to:

- reducing the rate of Māori suspensions to the same as non-Māori by 2016
- reaching parity in the ratio of Māori to non-Māori 16-18 year-olds in education by 2021.

2002 figures for Māori students staying at school at age 16 show a very slight increase from 2001 figures, and they remain lower than for non-Māori (Appendix 3 Table G: Estimated Proportion of Students Staying on Beyond Compulsory Leaving Age by Ethnicity and Gender, 1987 and 1993-200). In 2002, 65.2 percent of Māori girls aged 16 stayed at school, compared to less than 58 percent of Māori boys. In comparison, 87.8 percent of non-Māori girls and 80.8 percent of non-Māori boys stayed at school at age 16. At age 18, 8.8 percent of Māori girls and 8.9 percent of Māori boys stayed at school, compared to 13.9 percent of non-Māori girls and 14.3 percent of non-Māori boys.

The average stay at secondary school for Māori boys leaving in 2001 was 4.1 years and for Māori girls it was 4.2 years. In comparison, non-Māori girls stayed at secondary school for an average of 4.6 years and non-Māori boys for an average of 4.4 years (Appendix 3 Table H: Proportion of School Leavers by Highest Qualification, Gender, and Ethnicity 2001).

Māori suspension rates have dropped slightly from 2000 to 2001, from 16.7 per 1,000 students, to 15.4 per 1,000. However, the Māori rate remains higher than that of non-Māori. In 2001, Māori comprised 47 percent of all suspensions, whereas they made up 21 percent of the school population. The suspension rate for Māori boys was 20.7 per 1,000 students, and for Māori girls it was 9.8 per 1,000. In contrast, the suspension rate for non-Māori boys was 6.9 per 1,000 students, and for non-Māori girls it was 2.3 per 1,000 (Appendix 3 Table I: Suspensions and Stand-downs). Māori were also over-represented in stand-downs compared with the proportion of Māori in the school population. In 2001, Māori comprised 40 percent of all stand-downs.

**Achievement**

Government outcomes and targets for Māori education are concerned to improve Māori achievement in schools with particular attention to:

- increasing the achievement rates of Māori students in senior secondary qualifications by 12 percent by 2010, and.
- at least matching the achievement rates of non-Māori students by 2020.

In 2001, 59 percent of Māori students aged between 15 and 19 years sat School Certificate, Sixth Form Certificate or University Bursary examinations. This was less than the 75.9 percent of non-Māori students who sat those examinations (Appendix 3 Table J: Participation of Domestic School Students in Senior School Examinations by Ethnicity and Age 2001).

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Suspension is the formal removal of a student from school until the board of trustees decides the outcome at a suspension meeting. Stand-down is the formal removal of a student from school for a specified period. Up-to-date suspensions and stand-down data are available on the Ministry of Education website [www.minedu.govt.nz](http://www.minedu.govt.nz)
Looking at grades awarded, Māori performed at a similar level to 2000. Just over 62 percent of Māori girls and 55 percent of Māori boys sitting Bursary/Scholarship gained S, A, B or C grades in 2001. In comparison, 78.5 percent of non-Māori girls and 75.4 percent of non-Māori boys sitting Bursary/Scholarship were awarded S, A, B or C grades. For School Certificate in 2001, 41.8 percent of Māori girls and 36.8 percent of Māori boys achieved A, B or C grades. In the same examination 68.2 percent of non-Māori girls and 63.3 percent of non-Māori boys were awarded A, B or C grades (Appendix 3 Table K: Grades Awarded in School Qualification Papers by Gender and Ethnic Group 2001).

Māori tend to leave school with lower qualifications than non-Māori, although Māori girls do better than Māori boys. In 2001, 4,868 Māori male students and 4,820 Māori female students left school (Appendix 3 Table H). Just over 44 percent of Māori girls left with Sixth Form Certificate or higher, compared to around 37 percent of Māori boys. In contrast, over 73 percent of non-Māori girls and over 64 percent of non-Māori boys left with Sixth Form Certificate or higher.

The proportion of Māori students leaving with no qualifications has dropped slightly from 1999. Māori boys were most likely to leave with no formal qualifications - at 37 percent, compared to 29.9 percent of Māori girls, 15.5 percent of non-Māori boys and 11 percent of non-Māori girls.

3.2 National Education Monitoring Project (NEMP): student achievement

Government outcomes and targets for Māori education are concerned to improve Māori achievement in NEMP\(^7\), with particular attention to:

- increasing achievement rates of year 4 Māori students in the mainstream to at least match the achievement rates of non-Māori by 2010.
- increasing achievement rates of year 8 Māori students in the mainstream to at least match the achievement rates of non-Māori by 2015.

The NEMP started to assess and report on the achievement of year 4 and year 8 primary school children across all areas of the curriculum in 1993. Year 4 was chosen because it is half way through primary education, and year 8 because it is at the end of primary education. The main goal of monitoring students’ performance at a national level is to provide detailed information on patterns and trends in educational performance, so that changes can be made to educational practices and resources where required.

Every year samples of year 4 and year 8 students are selected throughout the country for assessment. In 2001, three areas were assessed: mathematics, social studies and information skills. Because these areas were also assessed in 1997, comparison can be made between the two time periods.

\(^7\) For more information refer to National Educational Monitoring Reports 21, 22 and 23.
Mathematics

Five curriculum strands in mathematics were assessed: number, measurement, geometry, algebra and statistics. Non-Māori students performed better than Māori students on 75 percent of the year 4 tasks and on 66 percent of the year 8 tasks. Results for 1997 were similar.

Social studies

Five curriculum strands in social studies were assessed: social organisation, culture and heritage, place and environment, time, continuity and change, and resources and economic activities. Māori and non-Māori students performed differently on 36 percent of year 4 tasks in both 1997 and 2001, and in all cases except one, non-Māori students scored higher than Māori students. At year 8 in 2001, non-Māori students performed better than Māori students on 51 percent of tasks. For Māori students this was a substantial improvement on 1997, when non-Māori students performed better than Māori students on 68 percent of tasks.

Information skills

The assessment of information skills focused on how well students clarify information needs, find and gather information, and analyse and use information. There were differences in the performance of Māori and non-Māori children, with non-Māori students performing better than Māori students on 31 percent of the year 4 tasks, and on 56 percent of the year 8 tasks. Compared to the previous assessment in 1997, Māori performance has improved for year 4 students. In 1997, the year 4 students showed differences in performance between Māori and non-Māori on 55 percent of tasks. But in 2001, there were differences between year 4 Māori and non-Māori students on only 31 percent of tasks.

3.3 The Programme for International Student Assessment (PISA)

New Zealand was one of 32 countries taking part in the Programme for International Student Assessment (PISA) conducted in 2000. The assessment focuses on how well young adults are preparing to meet the challenges of the knowledge society, and looks at reading literacy, maths literacy and science literacy. By providing high quality information, PISA helps New Zealand monitor the outcomes of its education system.

The assessment was based on 3,667 15-year-old students, mostly in their third year of secondary schooling. Eighteen percent of the sample identified themselves as Māori. The sample had approximately the same proportion of girls and boys for all ethnic groups (Pakeha, Māori, Asian and Pasifika).

The results show that New Zealand consistently ranks high in terms of average student performance - 3rd in reading and mathematical literacy, and 6th in scientific literacy. However, the results also show that there is a broad spread of performance among New Zealand students, both within and between schools. Each school, regardless of its decile needs to focus on achievement, as it may have students across the full range of competency in literacy.

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9 Reading literacy is defined as “the ability to understand, use and reflect on written texts in order to achieve one’s goals, to develop one’s knowledge and potential, and to participate effectively in society.” (p.24 PISA 2000: The New Zealand Context.)
Reading literacy

New Zealand has one of the highest proportions of students at the top proficiency level for reading literacy\(^9\). New Zealand’s mean achievement was ranked third out of the 32 countries. Specifically in relation to Māori students:

- On average Pakeha students performed better than all other ethnic groups, including Māori. Māori students generally scored higher than Pasifika students.
- Māori girls performed better than Māori boys. For each ethnic group, girls performed better than boys. However, boys on average still performed significantly above the international mean.
- In general Māori girls had better mean scores than Asian boys, Māori boys and Pasifika girls and boys.
- Māori girls performed as well as the international average for all students from OECD countries.

The findings on reading literacy showed diversity within each sub-group. For Māori this means large proportions of students achieve well, but there are also large proportions who do not fare so well.

Mathematical and scientific literacy

For mathematical\(^10\) and scientific literacy\(^11\), the assessment showed that on average, New Zealand students were in the top group of countries. New Zealand was third for mathematical literacy and sixth for scientific literacy.

Specifically in relation to Māori students:

- Pakeha and Asian students gained higher mean scores on average in mathematical literacy than Māori students.
- There was no statistically significant difference between the mean scores for scientific literacy for Māori and Pasifika students. Pakeha and Asian students did better on average than Māori students.
- There were no significant differences in mathematical and scientific literacy between Māori boys and girls.

General learning outcomes

PISA looked at some general learning outcomes to do with engagement with school, attitudes to reading and mathematical literacy, approaches to learning, students’ beliefs in their own ability and the use of computers as a learning tool.

Specifically in relation to Māori students:

- Of all ethnic groups, Māori students reported the greatest engagement with school (indicating a sense of belonging). However, this was not reflected in performance in reading.
- Māori students were the least engaged with reading of all ethnic groups.
- Māori students did not report a strong interest in mathematics.
- Māori students reported the least frequent use of studying strategies such as control strategies and memorisation, of all ethnic groups.

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\(^9\) Mathematical literacy is defined as “the capacity to identify, understand and engage in mathematics, and to make well-founded judgements about the role that mathematics plays in an individual’s current and future private life, occupation life, social life with peers and relatives, and life as a constructive, concerned and reflective citizen.” (p.50 PISA 2000: The New Zealand Context).

\(^10\) Scientific literacy is defined as “the capacity to use scientific knowledge to identify questions and to draw evidence-based conclusions in order to understand and help make decisions about the natural world and the changes made to it through human activity.” (p.59 PISA 2000: The New Zealand Context.)
• Māori students were more likely than Asian and Pakeha students to use co-operative learning styles or strategies.

• Māori students reported the least amount of homework time of all ethnic groups.

• Students in each of the ethnic groups were, on average, comfortable and able with computers, although Pakeha and Asian students scored higher than Māori and Pasifika students.

The school environment

PISA provided information on the school environment as this may affect students’ learning.

Specifically in relation to Māori students:

• Māori and Pasifika students were more likely to report that classroom disruptions hindered learning than were Asian and Pakeha students.

• Māori students perceived their teachers to give students a high level of support.

• Māori students reported weakest student-teacher relationships. The report points out that students might acknowledge a teacher’s support without establishing a positive relationship with teachers.

3.4 Supporting schools and teachers to improve Māori achievement

2001 has seen a continuing emphasis on:

• Teachers’ professional development, as it is teachers who are the single most important factor in raising the achievement of students. Initiatives reported on here include Te Kauhua, a new professional development pilot, ‘Picking up the Pace’, a programme for linking early childhood and primary education in low decile areas, principal leadership initiatives and an audit of the quality of teacher training. Case study 3 looks at two projects involving teachers’ professional development that are designed to assist Māori and Pasifika students make progress in numeracy. Case study 7 in Section 5 features Te Poutama Tau that focuses on the teaching and learning of Pāngarau in Māori-medium settings.

• In keeping with the increasing emphasis on the need for evidence-based policy, and strengthening the Ministry’s focus on outcomes, the Ministry worked on a project to synthesis evidence of what works in quality teaching.

• Increasing the recruitment and retention of Māori teachers. Initiatives covered in this section include TeachNZ scholarships. Professional support for Māori-medium teachers is included in Section 5.

• Schooling improvement initiatives that are designed to help schools improve students’ achievement, school performance and their relationships with communities.

• In addition, the New Zealand Teachers Council was launched at Pipitea Marae in February 2002. Its role is to provide professional leadership, actively encourage best practice and oversee ethics.
The Council has responsibility for developing a code of ethics, registering teachers and disciplining members of the profession. The Council arose out of the requirements of the Education Amendment Bill (No. 2) for teacher registration. In particular, the Bill removed the exemption of kura kaupapa Māori teachers from registration. There is strong representation of Māori on the Council which means that Māori will directly influence the future development of the teaching profession.

3.5 Te Kauhua

Te Kauhua is a pilot professional development programme for teachers of Māori students in mainstream schools. Raising the achievement of Māori students in mainstream settings is a significant priority of Government, particularly given that over 85 percent of Māori students are currently in the mainstream or general school system rather than in kura kaupapa or other Māori-medium settings.

Te Kauhua - a metaphor for supporting each other on a waka - is a two-year professional development pilot intended to trial new approaches to professional development in school contexts. Te Kauhua provides an opportunity for schools to develop their own professional development approaches and strategies to increase teacher effectiveness and enable high quality outcomes for Māori students in mainstream settings. The underlying principles include the need for teachers to have a safe process for reflecting on what is happening in their classrooms for their Māori students, and to provide opportunities to develop effective pedagogy, trial new approaches, and shift teaching practices.

Ten clusters of schools are involved in Te Kauhua nation wide - 7 secondary and 11 Primary schools. Schools range from Waitakere in Auckland to Greymouth in the south.

An evaluation and research project runs parallel to the pilot. One of the key aims of the evaluation is to examine the various models of professional development and identify to what extent the models are effective in shifting teacher practice and raising Māori student achievement. Key findings from the interim report of progress over 2001 include:

- Significant shifts in teacher attitudes with over 91 percent of participating teachers believing it is possible to raise Māori student achievement. This indicates an increase in teacher self-efficacy that is critical to improving teacher practice.
- Contextual factors unique to each cluster influence the shaping of professional development models and strategies in each site. No two clusters are alike. There is a range of models, elements and strategies employed in the various clusters.
- Changing ‘hearts and minds’ takes time and effort from all involved. Strong relationships are critical. There is evidence of stronger collegiality across staff, the emergence of discussions around teaching and learning for diverse students, and enhanced home/school relationships.
- All clusters are making progress in improving mainstream school experiences for Māori students.
At the beginning of 2002 there was an increased emphasis on establishing a vision of success and models of achievement and a vision of effective classrooms. Various initiatives and strategies were employed across the clusters and these will be reported on in more detail in early 2003.

There has been an increased emphasis on embedding interventions and professional development models now that strong relationships and collaborative communities of support within schools are growing. There has also been a focus on gathering rich data that will identify shifts for schools, teachers and students.

3.6 ‘Picking up the Pace’: new entrants’ literacy in low decile schools

The final report on the Early Childhood Primary Links Project in 12 Otara and Mangere schools\(^\text{11}\) (where up to 90 percent of students are Māori and Pasifika) has shown that levels of literacy achievement in low decile schools can be raised. The focus of the project has been on children who need effective instruction to speed up their level of progress in reading and writing. If they do not ‘pick up the pace’ they are at-risk of being left behind their peers, not just in literacy, but in overall achievement at school. This research shows that the gap between children in low decile schools and others is neither inevitable nor unbridgeable. This means that through high expectations and specially tailored programmes in the classroom, low decile schools can raise literacy achievement.

The Project provided a concentrated programme of training and professional development for 73 teachers on literacy instruction. The Project also aimed to increase teachers’ expectations of their children’s development. The teachers tracked the progress of 415 five and six-year-old children on a range of literacy and language measures. The findings showed that the Project has:

- accelerated the progress of children over the first 6 months of school, despite low scores in the language and literacy measures when they started school
- lowered the risk of children not achieving expected literacy levels at six years of age.

3.7 Principal leadership initiatives

The Principal Leadership and Management Development initiative acknowledges that taking on a principal’s job is an enormous professional challenge, and is based on the premise that if principals are better prepared, they will be better able to develop successful schools and support effective learning. Supports provided to principals include laptop computers, and the leadspace portal and online network. The initiative focuses particularly on the needs of newer principals, principals in remote and rural areas, and principals in kura kaupapa.

3.8 The quality of teacher training for teaching Māori students

The quality and effectiveness of the teacher has been identified as a critical factor in determining how well children do at school. A number of reports, including\(^\text{12}\) and\(^\text{13}\) have highlighted the importance of teacher training and professional development in improving student outcomes.

\(^{11}\) This research is part of the Ministry of Education’s schooling improvement project Strengthening Education in Mangere and Otara (SEMO). Findings are reported in G. Phillips, S. McNaughton and S. MacDonald 2002 Picking up the Pace: Effective literacy interventions for accelerated progress over the transition into decile 1 schools Ministry of Education, Wellington.

\(^{12}\) Education Review Office 1999
the Education Review Office’s report on pre-service teacher training\textsuperscript{13}, have pointed out that many beginning teachers are ill-prepared to deal with children whose backgrounds are different from their own. This raises doubts about the ability of teachers, who are predominantly non-Māori, to provide for the needs of Māori students and to effectively engage and teach them.

In 2001, Te Puni Kōkiri published an audit of the quality of teacher training in New Zealand for mainstream teachers. The audit sought information and views from 10 teacher training providers that include almost 80 percent of pre-service teacher trainees. Two of the institutions are Māori providers - Te Wānanga o Awanuiarangi and Te Rangakura. The audit team also interviewed 180 trainees and 18 recent graduates (year one and two teachers) to find out how well they considered their training equipped them to teach Māori students effectively. In addition, the audit involved a small group of Māori principals and deputies, a sample group of 10 schools with high Māori student populations, and 40 Māori parents.

The audit concluded that some teacher education providers need to do a better job in bridging the cultural and experiential gap between those entering teacher training and the Māori students they teach. In particular:

- Most teacher education institutions have yet to develop adequate training programmes for teachers who will teach Māori students.
- Some teacher education institutions do not appear to offer good exemplars of working with Māori students, nor to develop effective relationships with Māori communities.
- Many beginning teachers appear not to have sufficient practical skills and background knowledge to feel comfortable about working with Māori students.
- Few teacher education institutions appear to have taken account of the present or future shape of the school population, where Māori children will comprise an increasing proportion of the school population.
- There are too few controls to ensure the quality of teacher education.

### 3.9 Best evidence synthesis of research on quality teaching for diverse students

What is quality teaching? What teaching practices result in high achievement for students? What works to reduce disparities among diverse groups of students? These are very important questions for Māori student achievement that the Ministry is tackling through the best evidence synthesis project. This work brings together a wide range of New Zealand and international research on the factors of quality teaching that influence student participation and achievement.

Information from the project is already contributing to the development of evidence-based policy. The Ministry is also considering the most effective ways of conveying and discussing the findings with teachers so that they can pick up and build on best evidence in their classroom practice.
There are key links between teaching, learning processes and student outcomes. The best evidence work has identified that the most important factor affecting student achievement is the teacher:

- What happens in classrooms through quality teaching and the quality of the learning environment explains up to 55 percent of the variance in student performance. These classroom factors are by far the most influential on students, more so than school effects.
- By international standards, there is very high variation in achievement from classroom to classroom within some schools in this country. The PISA evidence showed New Zealand to have the highest variance within schools of any of the 32 countries surveyed.

With regard to Māori students, the evidence over at least two decades is that too many mainstream teachers hold inappropriately low expectations for, make inappropriate assessments of, and/or provide lower levels of praise for Māori students in English-medium classrooms. Furthermore, there is accumulating evidence that the learning styles approach is not meeting the needs of different groups of learners. There is a danger of inappropriate stereotyping of some cultural or ethnic groups of students as only learning in one way (eg. as kinaesthetic learners), which narrows their learning opportunities and deprives them of a broad range of learning mechanisms.

Such evidence leads to a shift in thinking about what are the key levers to influence quality teaching. For example, policy has tended to focus on the whole school, in areas such as governance, relationships with parents, teachers’ professional development and developing quality assessment processes. While all these are crucial, so too is what happens in the classroom - the type of peer relations that are fostered between students, the type of learning environment that is created and the range of teaching practices used.

The best evidence points to the importance of acknowledging diversity, not only between different types of schools, between ethnic groups, between girls and boys, and between students with different learning needs, but also within schools. The work so far summarises quality teaching as involving:

- A focus on student achievement (including social outcomes) and assisting all students to reach high standards of achievement.
- Being responsive to student learning processes.
- Aligning educational goals, curriculum content, resources, task design and assessment.
- Practices that promote learning, student self-regulation and thoughtful discourse.
- Practices that ‘scaffold’ learning and provide feedback to students.
- Providing effective and sufficient opportunities to learn.
• Learning groups that operate as effective, cohesive, caring and inclusive ‘learning communities’ where diversity is appreciated and there are opportunities for collaborative learning.
• Effective links between the culture and context of the school and of the student’s home and community.
• Home/school partnership practices focused on student learning.

3.10 Increasing the supply of Māori teachers

Various initiatives in 2001 were aimed at assisting schools that experience difficulties in recruiting teachers. These included Priority Staffing Status (PSS) which is granted to schools that have serious staffing difficulties. Many of these schools are low decile schools and in areas with high Māori student populations. They include schools in Wairoa, Gisborne, Tokoroa and Northland.

Some schools have implemented their own innovative ways of attracting Māori staff through the use of Māori media. Another example is Te Wharekura o Rākaumangamanga, which encourages its students and local Māori people to become teachers and supports them through teacher training with mentoring and work experience at the school (see case study 4).

TeachNZ scholarships

TeachNZ scholarships of $10,000 provide support for people wishing to become teachers. They are available for teaching from early childhood to secondary. Several of the scholarship categories are focused on encouraging Māori to become teachers. The scholarships also help improve the quality of Māori immersion education.

In 2001, 128 Māori TeachNZ primary and secondary teaching scholarships were taken up. Twenty three Māori-medium trainees received scholarships. No te reo Māori language specialty scholarships were offered, as they were replaced with the Secondary Subject Trainee Allowance, where te reo Māori is one of the targeted secondary subjects.

Sixty five early childhood teaching scholarships are available for Māori intending to enrol in a Diploma of Teaching (Early Childhood Education) or the Bachelor of Education (Teaching) (Early Childhood Education), or equivalent. In 2001, 35 Māori early childhood teaching scholarships were taken up.

3.11 Schooling improvement

There are almost 30 schooling improvement initiatives throughout the country. Many of the schooling improvement initiatives involve schools with a high proportion of Māori students. The initiatives work to help schools raise student achievement and school performance, and assist with the development of relations between schools and communities. A number of the initiatives are concerned with strengthening education in local areas, including the retention of secondary students in local schools.

The numbers of scholarships taken up is based on the numbers receiving first scholarship instalments.
Some examples of initiatives in 2001/2002 are:

Achievement@Waitakere, involving 12 secondary schools was launched in August 2001. It concentrates on promoting excellence in years 9-11, through supporting improved performance for Māori and Pasifika students and retaining local secondary school-aged students.

The Tamaki Achievement Pathway project is a partnership between a cluster of schools and the Ministry of Education. A project co-ordinator was appointed to further the project’s aims for strengthening school performance, implementing initiatives to increase student achievement and participation, increase retention of senior students and increase the percentage of local students completing their schooling within the area.

Funding was approved for a literacy initiative in 16 Waikato schools around Huntly and Ngāruawahia. The steering group for the initiative includes Tainui representatives.

PEEK was established in Kawerau in response to growing concerns about the number of students leaving Kawerau for their education. The aim of the initiative is to build a sustainable, collaborative and enthusiastic community approach to all levels of education in Kawerau. A numeracy initiative got underway in Term 2, 2002.

The Wairoa West project involves administrative support to six small, isolated rural schools each with a teaching principal, to enable the principals to focus on curriculum delivery. A School's Director has been appointed for one year.

At Flaxmere, five schools participate in an initiative focusing on strengthening links between home and school. There are five home/school liaison people, an after-school programme and a computers in homes programme. The initiative is currently being evaluated.

At Patea a project to help the community create a better learning environment is based on a partnership between the Ministry of Education, Te Puni Kōkiri, other government departments, schools, businesses, the Māori community, groups representing youth, and the local district council. The first stage of the initiative is to identify what the community needs and how those needs can best be met.
CASE STUDY 3: Māori students make gains in their maths

The Early Numeracy Project (ENP) and the Advanced Numeracy Project (ANP) are part of the Ministry’s Numeracy Development Project. The Numeracy Development Project is about teachers’ professional development. It concentrates on improving the knowledge, skills and confidence of teachers in numeracy, and improving students’ performance. The projects are especially focused on assisting Māori and Pasifika students to make progress in numeracy.

The ENP focuses on students in the first three years of school and involves around 40 facilitators, 450 schools, 2000 teachers and 40,000 students. In 2001, the impact of the ENP on teachers and students was evaluated. Data was gathered on approximately 15,000 students. The key findings were:

- Students made significant progress in The Number Framework. This included girls and boys, and students of all ethnic backgrounds.
- Students who started at lower stages of the framework made greater gains - this was noted for Māori students.
- Although all students made gains, there were large proportions of students in high decile schools and students of Asian or NZ European descent at the higher stages of The Number Framework.
- Teachers were more confident and enthusiastic about teaching maths. They reported increased knowledge about maths and changed their classroom programmes to increase the focus on students’ development of number knowledge.

Similar gains were noted in an evaluation of the ANP, which involved teachers and students in years 4 to 6. Data collected on approximately 10,000 students showed that most had become more sophisticated in their mathematical thinking as a result of taking part in the ANP. Six aspects of number were assessed, and there were clear gains for all students, both girls and boys, and for students of all ethnic backgrounds. However, average gains were greater for Asian and NZ European students than for Māori and Pasifika students.

15 The Numeracy Development Project is part of the wider Ministry literacy and numeracy strategy that was reported in Ngā Haeata Mātauranga Annual Report on Māori Education 2000/2001.
CASE STUDY 4:  
Te Wharekura o Rākaumangamanga

The story of Te Wharekura o Rākaumangamanga is a story of perseverance and success that highlights the high educational goals that can be achieved by a low decile school. Overall, in student participation and achievement, Rākaumangamanga is setting an impressive standard.

The largest kura in New Zealand, Rākaumangamanga teaches all subjects in te reo Māori, except English. In the early 1980s the school started its quest to educate the Rakaumanga children in a programme reaffirming their identity as Māori. Initially providing bi-lingual education, they sought out teachers fluent in te reo Māori and commenced the first immersion class in 1987. In 1993 the school started a third form class as an outpost of Huntly College, and eventually established a secondary site at Rakaumanga.

An indicator of the school’s success is its roll growth. Between 1985 and 2002, the roll expanded from approximately 180 to over 370 students. There has been no considerable expansion of Huntly’s population in the period. Furthermore, in 2001 the number of University Bursary candidates as a percentage of year 9 entrants in 1998 was 100 percent. This means that the school has gained students in the senior school. The figure also suggests that a very high percentage of students are sitting senior examinations.

This decile 1 school excels in exams, with results comparable to higher decile schools. Years 8, 9 and 10 students are expected to have the requisite skills to sit senior school Te Reo Māori exams. With those qualifications achieved, Year 11 students can reduce the usual five subjects to four and concentrate on further achievement. In 2000, 100 percent of all students leaving school gained a qualification. In 2001, it was 97 percent. In 2001, that very high proportion of students leaving with qualifications put Rākaumangamanga in the same group as decile 10 schools. Those who left with Form 7 qualifications in 2001 made up almost 29 percent of students leaving Rākaumangamanga - this was a comparable result with averages for all school leavers in decile 4 and 5 schools, and with Māori leavers in decile 9 schools.

Rākaumangamanga’s Principal, Barna Heremia, says that the school demonstrates “Learning in your own language and learning in your own culture do not in any way disadvantage you in carrying out examinations.”18 The kura encourages former students to go on to teacher training. In recent years they have included former students studying to be maths teachers and working with new entrants. Currently four former students teach at the kura. Each year, three to five Year 11 students are identified as likely candidates to become trained teachers, and are given support to enter teacher training. The Principal sees this as a community response to maximising the number and quality of kaupapa Māori educators.

As well as high levels of academic achievement, Rākaumangamanga has achieved success in national cultural activities, particularly in speech and kapa haka. The kura has a vision of academic, cultural, social, sporting and spiritual excellence. Whānau and community support is strongly evident, whether it be by assisting in the classroom, putting down a hangi, helping with kapa haka or in other ways.

Most resources for schools including staffing, operational funding and property are provided by Government. Resources are provided to meet specific needs, such as special education, professional development, school transport, learning materials, information and communications technology (ICT) and school support.

How schools use resources is as important as the overall level of resourcing provided. Many of the changes that are needed to support educational achievement for Māori are not solely dependent on money, such as encouraging higher expectations of what Māori students can and should achieve, striving for quality in teaching, active school leadership and developing good relationships with parents, whānau and communities. Putting in place effective processes and practices are as critical as having the required resources.
Through providing resources and ensuring that they are used effectively and appropriately, the Ministry is seeking to address Māori students’ overall education needs, but with a particular focus on:

- the basic foundations of learning
- access to education
- participation and retention in senior secondary school
- raising educational achievement.

Resourcing to raise Māori participation and achievement in education encompasses a wide range of areas, from staffing focused on encouraging more Māori into teaching, including Māori-medium, to the production of Māori language learning materials and funding assistance for Māori students.

This section looks at a range of resources that support Māori students’ access, participation and achievement in the areas of:

- Resourcing for schools.
- Information and communications technology.
- Financial assistance for Māori students.
- Study support centres.
- Suspensions reduction.
- Special education funding.

Case study 5 about **He Ara Tika**, a mentoring initiative for Māori secondary students, and Case study 6 on **Gateway**, helping students make the transition to work and further training, show how effective use of resources can make a significant difference to Māori educational outcomes.

### 4.1 Resourcing for schools

Māori-medium education will benefit from the School Staffing Review, released in March 2001, which recommended that staffing increases should be made in a number of areas including Māori-medium education. Māori Language Programme (MLP) funding also supports Māori-medium education and the revitalisation of te reo. MLP is one component of operational funding for schools. Schools receive extra per-pupil funding according to the number of Māori students enrolled in Māori programmes at four immersion levels.

Small and isolated schools with high proportions of Māori students have benefited from Targeted Funding for Isolation (TFI), and from new funding to improve administration in small schools. TFI replaced Targeted Rural Funding in early 2002. This funding gives schools that are distant from centres of population, increases in their funding for each pupil. Funding increases according to distance. Funding of $1 million was available in 2001-02 to improve administration in small schools. This funding helped free up time for teaching principals, in particular, to focus on teaching and leadership, rather than administrative tasks. The fund has been of particular benefit to rural schools and kura kaupapa Māori.

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19 Level 1 (81 - 100 percent immersion); Level 2 (51 - 80 percent immersion); Level 3 (30 - 50 percent immersion); Level 4 (less than 30 percent immersion but at least three hours per week).
Innovations pool

The Innovations Pool was established to help schools develop innovative programmes to support students at risk of low levels of educational achievement. Each year $1 million is allocated to the pool, and schools apply for the funding to run programmes for students. Trials last for up to three years and programmes are then expected to be sustained from other sources of funding.

The Innovations Pool has already funded 17 programmes in round one that began in 1999, and 15 programmes in round two that began in 2000. In 2001, an extra $1 million was allocated to the pool to fund three national programmes, Tū Tangata, Cool Schools and Kiwi Can. In 2002, 27 programmes will be funded through the Innovations Pool. A number of current programmes provide support to Māori students and their families to improve students’ participation and outcomes at school. An evaluation of rounds one and two programmes that have now finished is due out shortly. The evaluation will identify the success of programmes in improving outcomes for students.

4.2 ICT opportunities

Information and communications technology projects have burgeoned throughout the country.

The Flaxmere Computers in Homes project was launched in October 2001. Over the next two years, this project will result in 200 recycled computers being available for families in the Hastings area encompassing five schools. A position will be established to help whānau overcome barriers to learning.

Kaupapa Ara Whakawhiti Mātauranga (KAWM) continues its success with online classrooms, and ICT professional development for teachers. This video-conferencing network involving wharekura, Māori boarding schools and a group of East Coast secondary schools, won two awards (for an education project and overall telecommunications project) at the telecommunications users Association of New Zealand awards. An evaluation of KAWM is underway to examine how the programme is being used.

In the Far North, 10 Taitokerau secondary schools have been hooked up to high speed internet access, computers and online education resources. Through the Farnet North project, students and teachers in remote areas can tap into a huge range of curriculum resources. In the deep south, at Murihiku Marae Invercargill, a study support centre provides 10 computers to help students improve their numeracy, literacy and te reo Māori.

In June 2002, the Ministry released Digital Horizons, a publication that outlines goals and strategies to ensure that students make full use of digital learning opportunities. Digital Horizons contributes to Ministry efforts to build on the success of pilots where kaupapa Māori education is delivered through video-conferencing technology. Digital Horizons includes training strategies to support kaupapa Māori education and the development of online Māori language resources. Cultural preferences such as respecting and safe-guarding the integrity of Māori intellectual property are recognised.
4.3 Financial assistance for Māori students

Mapihi Pounamu is a financial support scheme that has been operating for two years. The scheme aims to assist Māori secondary school students to access education. Mapihi Pounamu helps low income students who face barriers to education, such as difficult home circumstances, or who are from isolated areas with low household incomes, to attend a state or state-integrated boarding school. The scheme may assist with boarding fees up to a maximum amount of $6,500 per year. Additional resources may also be provided to schools where specialised counseling or remedial tuition is required for students who are ‘at ongoing risk’.

Several changes were made to the administration of grants in 2001 so that money could be spent more effectively and better targeted. In 2001/02, $3 million was available under this scheme. The scheme supported 263 students in 2001 and 570 students in 2002.

4.4 Study support centres

This after school study initiative started two years ago. There are now 108 centres that provide a wide range of responses to students’ learning needs.

4.5 Suspensions reduction

Two specific interventions are aimed at reducing suspensions and stand-downs among Māori secondary students - the Suspensions Reduction Initiative and He Ara Tīka, Māori Youth Mentoring (see case study 5). The Suspensions Reduction Initiative continues to show encouraging results. Involving 86 schools with a history of high suspensions of Māori students, these initiatives are tailored to the needs of different schools. They include a focus on resource packages developed to support anti-bullying strategies, drug education, classroom management materials, mentoring, mediation, training and other approaches. The schools share best practice in managing student behaviour and working with communities to better meet the needs of students at risk.

In some regions with special programmes aimed at reducing suspensions, the number of Māori students being suspended has dropped substantially. In Gisborne, schools made a 57 percent reduction in the number of Māori students suspended over the 2001 school year. In the Far North, suspensions dropped by 21 percent between January and October 2001 compared to the same period in 2000. In Northland as a whole there was a drop in Māori suspensions from 332 in 2000 to 299 in 2001. In the Manukau cluster of schools, suspensions were reduced by 7 percent, resulting in few Māori students being suspended.
4.6 Special Education and the Ministry of Education

February 2002 saw Specialist Education Services combine with the Ministry of Education to establish a new Group Special Education (GSE). The same special education services are provided, and priorities and directions remain the same. GSE will continue to focus on student achievement and establishing strong learning foundations. The philosophy for GSE services to Māori is that tamariki and rangatahi with special education needs and their whānau learn effectively through the provision of culturally competent services, which will ensure mana and tikanga are upheld.

The integration of Specialist Education Services (SES) into the new Ministry has offered opportunities to streamline the way things are done. Before the integration, SES and Ministry staff worked closely in areas such as building support for home/school students and providing transport to students with special needs. There is now greater scope for staff to work together on initiatives such as Strengthening Families, suspension reduction, literacy and further projects involving home/school children. There will also be links between early specialist education intervention services and increasing participation in early childhood education. In all areas of the Ministry’s work there will be a strong focus on the availability and appropriateness of services for Māori children and young people. In particular, the Ministry will continue to encourage and support the hands-on involvement of Māori parents and whānau in their children’s education.

As well as integrating SES into the Ministry, a new initiative, the Enhanced Programme Fund (EPF) was started to provide new funding to schools with a disproportionately high number of children with learning and behavioural difficulties. The fund may be used for additional staff, specialist services, paraprofessional support, professional development for teachers, teacher aides or resource material.

In 2001/02, 6,310 Māori tamariki and rangatahi received special education services. Early intervention services were provided to 1,864 tamariki and rangatahi, inclusive services to 815, behaviour services to 1,909 and speech/language services to 1,722. Tamariki and rangatahi received various types of services that include different Māori components. The highest proportion of tamariki and rangatahi (23 percent, or 1,490) received a service in a Māori cultural context. Six hundred and forty two tamariki and rangatahi received a bicultural service, while 885 received a ‘Māori for Māori service’ (defined as Māori staff delivering to Māori clients) and 21 received a kaupapa Māori service.
There were 74 courses and hui for Māori educators and 17 for Māori parents and whānau. Three early childhood Māori immersion services, 40 school sector Māori immersion services, and 11 school sector bilingual services received advice, guidance and support from specialist education staff.

Māori made up approximately 12 percent of all GSE staff in 2001/02, while in 2000/01, Māori staff comprised 13 percent of the staff of the former Specialist Education Services. In 2000/01, Māori students made up 22 percent of those using specialist education services. This ranged from a high of 41 percent of students being Māori in Tai Tokerau, to 8 percent in Canterbury and Otago. These figures suggest that more Māori specialist education staff are needed, particularly in areas where there are high concentrations of tamariki and rangatahi requiring GSE services. Furthermore, there is a need for more services that provide Māori cultural components so that Māori students have their needs met in an environment that is suitable for them. The proposed GSE Māori strategy will include a service provision plan (see Section 9).

**CASE STUDY 5: He Ara Tika**

*He Ara Tika* is a youth mentoring programme that provides extra support to Māori secondary students to engage them in learning. The initiative also works to reduce suspensions and stand-downs among Māori students. Currently there are 17 Māori community providers managing mentoring services in schools across the country. The providers promote mentoring to schools, teachers, students and their families/whānau, recruit suitable people as mentors, match mentors to students, and monitor and support mentors and students in their mentoring relationships.

**CASE STUDY 6: Gateway - linking academic and workplace learning**

Gateway opened up opportunities for two 16-year-old Māori students from Bay of Islands College who went on to employment in the forestry industry. Robert and William completed a forestry course through Gateway, gaining basic knowledge of the forestry industry, safety knowledge and introductory forestry skills. On graduating from college, they started work with a Whangarei-based forestry contractor and entered Modern Apprenticeship agreements. In addition, both Robert and William will develop a personal training plan with their employer. Importantly, their employer regarded Robert and William as ‘work-ready’, as they already had a good attitude and familiarity with the forestry industry that they had gained through Gateway.

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21 See [www.skillnz.govt.nz/modernapprents/modappsforest.htm](http://www.skillnz.govt.nz/modernapprents/modappsforest.htm)
Gateway provides senior school students (years 11-13) with structured learning opportunities in workplaces that is integrated with their school studies. Students have an individual training plan, and their workplace learning is assessed against unit standards on the National Qualifications Framework.

Four million dollars was allocated to Gateway pilots for the 2001-2002 academic years. In 2001, 22 pilots involved 24 decile 1-5 schools, in all 1,008 students. The students were placed in work in 234 industry areas, covering a wide range including information technology, boat building, early childhood education and hospitality. The pilot schools have had to develop more extensive relationships with industry, and have gained new skills and knowledge. Most schools have developed and managed Gateway themselves, while one school contracted a community training provider to manage Gateway on its behalf. Seven schools used a combination of brokerage arrangements and directly managing Gateway.

An interim process evaluation found considerable support among employers for Gateway. Pilot schools were concerned to present Gateway as a pathway with comparable status to other educational pathways to ensure it is valued by students and their parents. The schools reported widespread demand among students for Gateway, who valued the opportunity to experience a real workplace and described the workplace assessment as assisting their learning. The interim evaluation concluded that the pilots have provided significant learning for schools about the provision of integrated workplace learning for their students.

Māori students made up one third (338) of those participating in Gateway in 2001. Sixty percent (203) were male and 40 percent (135) were female. The average credit achievement for students participating in Gateway in 2001 was 6.9 credits. Māori students gained near to this, with an average of 6.6 credits.

The evaluation looked at where the students were in February 2002. Almost two thirds of the students who had participated in Gateway in 2001 were in further education and training, including returning to school. Twenty five percent of the students gained full-time employment. This included those with Modern Apprenticeships or industry training agreements. Of the Māori students in Gateway, 28 percent (95) gained full-time employment.
KAUPAPA MĀTAURANGA: QUALITY AND GROWTH

The growth in demand for opportunities to learn te reo Māori and for kaupapa Māori education evident in recent years is expected to continue. This reflects an increasing desire among Māori to be bilingual, the need to extend provision as children in Māori-medium progress through the education system, and the growing role of iwi and Māori organisations in setting priorities and delivering education services.

Government objectives:

- An increase in the number of kura kaupapa Māori, contingent on quality.
- Improvements in the supply and retention of teachers in Māori-medium education.
- Increased professional development of Māori-medium teachers.
- More quality Māori language teaching and learning materials across the curriculum.
- Overall improvements that show positive trends in ERO reports for kura kaupapa Māori schools.
The issues facing Māori-medium education are complex and interrelated. There is a lack of research and information on best practice in Māori-medium teaching, learning, pedagogy and assessment. Teacher proficiency across the curriculum needs to be raised, and in addition some teachers lack general pedagogical experience. There needs to be a greater number of qualified teachers in early childhood education, and an increased supply of teachers in Māori-medium education.

5.1 Provision of Māori language education

Māori language education takes place in a range of settings, from full Māori immersion with the curriculum delivered in Māori, to Taha Māori (the learning of songs, greetings and simple words in te reo Māori). Four levels of Māori-medium learning are distinguished:

- **Level 1**: 81-100 percent instruction in te reo Māori
- **Level 2**: 51-80 percent of instruction in te reo Māori
- **Level 3**: 31-50 percent of instruction in te reo Māori
- **Level 4**: at least 3 hours-30% percent of instruction in te reo Māori.

In 2002, more than 11,500 Māori students participated in Level 1 Māori immersion. This was 7 percent of Māori students. Almost 5,000 or 3.2 percent of Māori students were involved in Level 2. In Level 3 there were 5,063 or 3.3 percent of Māori students (Appendix 3 Table L: Māori Students Learning Through Māori-medium: 1998 - 2002). Over 14 percent of Māori students were learning through Māori-medium across levels 1, 2 and 3 in 2002, slightly less than in 2001. The large majority of students in Māori-medium are Māori students (Appendix 3 Table B).

The proportion of Māori students in primary Māori-medium programmes (Level 3 and above) differs across the country, from a high of 30.1 percent in Bay of Plenty and 28.7 percent in Gisborne regions, to very small percentages in West Coast and Otago (Appendix 3 Table A).

Since the establishment of the first kura kaupapa Māori at the Hoani Waititi marae in 1985, there are now 61 kura. Two kura were established in 2001 and 2002. The diversity of kura is illustrated by the four kaupapa Māori schools designated as special character under the Education Act.

The process for establishing kura is to establish them firstly as kura teina, which are mentored by an existing kura kaupapa Māori called a kura tuakana. Kura tuakana are chosen because they have received high quality ERO reports and are deemed to be strong role models for beginning kura. Kura teina remain in a relationship with a kura tuakana for a minimum of one year to assist them with becoming fully fledged kura kaupapa Māori, through the presentation of a business case for establishment. There were 61 kura kaupapa Māori and nine kura teina in 2002.

Appendix 3 Table M: Number of Kura Kaupapa Māori and other Māori-medium Schools shows that the number of kura kaupapa schools has risen between 1997 and 2002. The number of other immersion schools has also risen although the number of bilingual schools has reduced between 1997 and 2002.
5.2 Results from senior school assessment

Students in Māori-medium education continue to do well in examinations. Results from senior school assessment in 2001 suggest that Māori students in full immersion and bilingual schools perform at least as well as their Māori counterparts in other education settings, including students in mainstream schools with full immersion and/or bilingual classes (Appendix 3 Table N: Māori Performance in Senior School Assessment 2001). Results should be interpreted carefully due to the small number of full immersion and bilingual schools. Nevertheless, they convey a positive picture. Results in te reo Māori examinations were excellent, with 93 percent of Māori candidates in full immersion and bilingual schools attaining School Certificate (A, B, or C grades), compared to 68 percent of all Māori candidates. Māori candidates in full immersion and bilingual schools also did considerably better than Māori candidates as a whole in Sixth Form Certificate te reo Māori, and in bursary/scholarship te reo Māori examinations.

Forty three percent of Māori candidates in full immersion and bilingual schools attained School Certificate (A, B, or C grades) in subjects other than te reo Māori, compared to 39 percent of all Māori candidates. Māori candidates in full immersion and bilingual schools also performed better in subjects other than te reo Māori, than Māori candidates as a whole in Sixth Form Certificate, but not as well in bursary/scholarship examinations.

5.3 Professional support for Māori-medium teachers

In response to the Government target of retaining more Māori-medium teachers, a range of initiatives supported professional development for Māori-medium teachers in 2001. These included:

- **Te Whakapiki Reo** professional development programmes. The aims of the programme are to increase teacher proficiency in te reo, and to improve the teaching and learning of te reo Māori and the Māori curriculum. In 2001/2002 Te Whakapiki Reo courses were based in Whangarei, Hamilton, Palmerston North, Napier, Christchurch, Dunedin, Te Tairāwhiti, Whakatane and Murupara. A national programme was also run by Te Taura Whiri i te Reo for wharekura teachers.

- Professional development to support quality teaching for Tikanga-a-Iwi and Ngā Toi commenced in 2001 and will continue until 2005. Sixty lead facilitators have been trained to assist teachers to plan and implement Ngā Toi i roto i te Marautanga o Aotearoa and Tikanga-a-Iwi i roto i te Marautanga o Aotearoa in schools and kura.

- Two training conferences supported the professional development needs of those involved in teacher training. The first, held at the end of April 2002, was He Huihuinga Tangata, He Kohikohinga Whakaaro Conference. The second hui, Uia ngā Kainga, was run by Te Taura Whiri in June 2002. The former conference afforded a major opportunity to bring together researchers and trainers to share findings of work to date. A report of proceedings is being developed for distribution to teachers.
The Ministry is currently examining the provision of professional support for Māori-medium teachers. This will include review of the current network of professional support offered by Resource Teachers Māori and Advisors (Māori).

**Te Hiringa i te Mahara**

Commencing in 1998, Te Hiringa i te Mahara is a professional development programme for all Māori secondary teachers, and in particular teachers of Māori language. Te reo Māori is the main subject taught by teachers on the Te Hiringa i te Mahara database.

The overall aim of Te Hiringa i te Mahara is to reduce the stress associated with excessive workload pressures faced by Māori secondary school teachers and to contribute to making the professional experience of these teachers more positive and rewarding. Te Hiringa i te Mahara has also sought to raise the awareness of principals and other teachers, of the value that Māori secondary teachers bring to their schools, and thereby encourage a more supportive environment for Māori secondary teachers.

In 2001, Te Hiringa i te Mahara built on the strong foundations developed in the first two years. Professional development and information and communications technology (ICT) workshops involved 497 Māori secondary teachers around the country. In addition, Te Hiringa i te Mahara reached a greater number of Māori teachers through Te Hiringa i te Mahara classroom resources and its website. The 497 teachers represent 36 percent of the total estimated number of Māori secondary teachers in 2001.\(^{22}\)

Te Hiringa i te Mahara has considerably increased its coverage of Māori secondary teachers. Between 2001 and 2000 the programme more than doubled the number of teachers participating in programme courses. Sixteen percent more Māori teachers attended Te Hiringa i te Mahara courses in 2001 than in 2000.

In 2001, a wide range of data on Te Hiringa i te Mahara was gathered from Māori teachers through surveys, focus groups and interviews\(^{23}\). The Te Hiringa i te Mahara database is the most comprehensive database available on Māori secondary teachers. The research shows that overall, Māori teachers have expressed an overwhelmingly positive view of, and very high levels of satisfaction with, Te Hiringa i te Mahara. The research clearly indicates that Te Hiringa i te Mahara has generated key shifts in Māori teachers’ practices, skills and attitudes. In particular, there have been positive gains in:

- coverage of the Te Hiringa i te Mahara target group
- management of Māori teacher workloads
- reducing workload-related stress
- building professional capabilities of Māori teachers
- development of ICT skills
- raising Māori teachers’ confidence and self-esteem
- engagement of schools with Te Hiringa i te Mahara
- students’ engagement with learning, enthusiasm, motivation and self-esteem
- retention of Māori teachers
- innovative methods of programme delivery.

\(^{22}\) Based on Ministry of Education Māori secondary/composite school teacher data.

\(^{23}\) Gardiner and Parata Ltd 2002
One comment from a teacher involved in the programme summed up the views of many: “Eighteen months ago I was going to quit teaching, but Te Hiringa i te Mahara has confirmed my reason for teaching … Te Hiringa i te Mahara has strengthened my constitution and my affirmation.”

5.4 Māori language teaching and learning materials

Revitalising te reo Māori requires attention to a number of long-standing issues that have implications for the growth of Māori language education. Key amongst these is the need for an increase in the quantity and quality of Māori-medium teaching materials. More quality Māori language materials to support immersion and bilingual Māori language education were produced during 2001. There were at least 15 new titles of Ngā Kete Kōrero to support emergent and developing programmes. A Māori language comic, Eke Panuku, was aimed at middle primary school boys. Also developed was a wide range of junior school chapter books.

An innovation has been the pilot online tendering system for the development of Māori language materials. The future system will ensure that all bids are entered on to a database that can analyse bids according to costs, technical and language expertise. It also means that the Ministry can more effectively track, monitor and manage the development of language resources, right from tendering, through to creation. There have been 92 registrations of interest online at http://www.rauemi.com

Some research and evaluation on Māori language learning materials has been completed, while other projects are underway. These include:

• *Te Toi Huarewa* is a report on the teaching and learning materials and teaching strategies used to improve reading and writing in te reo Māori of students aged 5-9 years in Māori-medium education. The researchers found that there are effective teachers, despite constraints such as a lack of resources and a limited understanding of best practices. While focusing on a small number of Māori-medium teachers, the research nevertheless provides a useful foundation for further investigation of sound literacy practices in Māori-medium settings.

• The report on teachers’ perceptions and use of *Aro Matawai Urunga-a-kura* (AKA) found that overall, teachers were not making the best use of AKA, and insufficient training was provided on AKA.

• The stocktake of Māori-medium diagnostic tools in reading, writing and mathematics highlighted a pressing need for support and professional development of teachers in the diagnostic assessment of literacy and numeracy for year 3 and beyond.

The Ministry is currently working on a more strategic approach to developing Māori language material, which will include a core set of materials and associated professional support.

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24 Prof R. Bishop, M. Berryman & C. Richardson. University of Waikato.

25 Prof R. Bishop, M. Berryman & C. Richardson. University of Waikato.
5.5 Kimihia Rangahaua Māori-medium literacy programme

*Kimihia Rangahaua*, a new programme to help improve reading and writing in te reo Māori got underway in 2001, with $3 million allocated over four years. Combining research with the development of practical responses, this initiative has been implemented because little is known about what are the most effective ways to teach reading and writing in Māori-medium. Kimihia Rangahaua complements and supports the Ngā Taumatua pilot training programme that is upskilling 12 resource teachers of Māori in critical literacy skills and knowledge, and the parallel research programme that sits along side it. The research will provide further knowledge of current best practices in literacy (yrs 0-1) in Māori medium instruction, and analyses of features of children’s Māori language and the development of their literacy skills.

The primary aim of Kimihia Rangahaua is to promote best practice in Māori-medium literacy in schools through identifying good programmes, investing in research and providing professional development and resource support. Schools and other interested organisations will be able to make proposals for funding to the Ministry to support literacy development in Māori-medium.

Activities include a stocktake and evaluation of Māori-medium literacy instructional materials and programmes for students. This will include looking at programmes for those most at risk of failing to learn to read and write in te reo Māori. Kimihia Rangahaua will identify and promulgate the types of instructional materials and programmes that have been found to make a real difference in literacy development in Māori-medium, both in education and in the home.

5.6 Te Aho Matua review methodology

The recommendations of the Ministerial Working Party on the review methodology for kura kaupapa Māori have been accepted. The review methodology was piloted and was fully implemented from 1 July 2002. The review process is now undertaken as part of the Education Review Office’s (ERO) review activities. The review methodology involves review teams that comprise members of ERO and Te Rūnanga Nui o ngā Kura Kaupapa Māori o Aotearoa, and other representatives if the kura wishes. Evaluative criteria are based on the principles of Te Aho Matua.
CASE STUDY 7:
Te Poutama Tau: improving numeracy in Māori-medium education

Te Poutama Tau is an exciting opportunity that focuses on the teaching and learning of Pāngarau in Māori-medium settings. With several Māori-medium units and schools participating in the Numeracy Development Project (see Section 3), it was apparent to Māori-medium teachers that a similar project focusing on the teaching of number in Māori-medium was needed. The national co-ordinator for Te Poutama Tau, Karen Pewhairangi, says that there was a clear need for Māori to work with Māori and an urgent need for linguistic support for Mathematics - “our aspirations are to ensure Maths, and the teaching of Maths in te reo Māori are supported”.

The driving force of Te Poutama Tau developments has been to provide linguistic and pedagogical support for schools, teachers and children learning in Māori-medium. “Te Poutama Tau allows us the opportunity to grow te reo Māori in Mathematics,” says Karen.

Between 100 and 120 teachers from kura kaupapa Māori, Bilingual and Immersion units in mainstream schools are involved in Te Poutama Tau throughout the country. Around 2,000 children are receiving help with Maths in te reo Māori.

Karen started in January 2001 as a numeracy advisor, working with years 1-8 teachers as part of the Numeracy Development Project. From February 2002 she added the co-ordination of Te Poutama Tau to her job responsibilities. Co-ordination involves organisation of national meets for 12 Pāngarau facilitators, based in the six Colleges of Education. They work in Māori-medium settings helping teachers to implement the numeracy programme. As co-ordinator, Karen also organises the meetings of Te Poutama Tau Rōpu Whaiti, the working group that is developing and addressing issues of implementing numeracy into Māori-medium settings.

Te Poutama Tau has a strong emphasis on the professional development of teachers, as the focus is on raising Maths achievement among children by improving teaching. Implementation of the Numeracy Development Project has highlighted several issues in Māori-medium settings relating to:

- teachers’ Maths knowledge, skills and confidence
- teachers’ varying levels of Māori language proficiency
- teachers’ varying levels of pedagogy of teaching in Mathematics
- students’ varying degrees of Māori language proficiency
- linguistic and cultural issues associated with Maths in Māori-medium.
Professional development through Te Poutama Tau includes upskilling teachers in the NZ Number Framework, enhancing te reo Māori and supporting them in developing teaching approaches in Mathematics. There is a particular focus on providing teachers with the appropriate Māori language terms and concepts for teaching Maths. Professional development through Te Poutama Tau has enabled teachers working in Māori-medium settings to experience professional development in te reo Māori, an opportunity that has not been readily available in the past.

The research project for Te Poutama Tau is running concurrently with the Poutama Tau developments. The three main foci for the project are learning, teaching and te reo Māori. Information is being collected and collated through five research instruments:

- data collected from students through the Diagnostic Tool
- questionnaire for the teachers to complete
- facilitator’s journal
- one-to-one interviews between researcher and teachers
- an analysis of te reo Māori.

Te Poutama Tau is examining different models of implementation, and emphasises that one size does not fit all. The programme is aiming to respond to the varied needs of Māori immersion students in urban and rural schools, kura kaupapa, immersion units, wharekura and so on.
ANNUAL REPORT ON MĀORI EDUCATION 2001/2002
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6 VALUING PARENTS AND COMMUNITY ROLES

Government outcomes and targets for improving Māori education outcomes have a strong focus on encouraging and supporting the involvement of parents and whānau in their children’s education. Families play a significant role in helping motivate their children to learn, in shaping attitudes to learning, and in supporting their children. In particular, the emphasis is on:

• significantly increasing parent and whānau support for helping children in the home
• improving co-ordination between schools and social services.

The Education Review Office’s (ERO) study on mainstream schools’ responsiveness to Māori students shows that while most schools have begun to consult with Māori communities on their aspirations for Māori students, some schools have yet to establish effective relationships with Māori communities. As a measure of what schools are doing to improve the achievement of Māori students, ERO collected information on how schools are responding to the National Administration Guidelines (NAG 1(v)) requirement that:
“Each board, through the principal and staff is required to, in consultation with the school’s Māori community, make known to the school’s community policies, plans and targets for improving the achievement of Māori students.”

In 2001, ERO found that 43 percent of schools had effective policies and relationships relating to the NAG requirement and 43 percent were developing policies and relationships. The rest of the schools were inadequate in meeting the NAG requirement 26.

This section reports on some initiatives where schools are clearly engaging with parents, whānau and communities in ways that are seeing more participation of families in their children’s education.

6.1 Increasing the involvement of parents, whānau and communities

Involving parents and whānau in education is a theme that is shown in a range of initiatives throughout this report. They include Māori parent and whānau participation in parent support and development programmes (Section 2), schooling improvement initiatives (Section 3), adult and community education (Section 7), the Hui Taumata Mātauranga, and partnerships with iwi (Section 8).

A variety of programmes seek to engage parents and whānau positively with their children’s learning. In some areas schools are involved in the School Community Iwi Liaison (SCIL) programme that was established to raise Māori student achievement in literacy and numeracy, and link schools more effectively with Māori communities in order to improve Māori educational outcomes. The programme also helps schools to improve communication with and provide support for particular families.

In some areas, schools such as Aranga School in case study 8, have developed a variety of innovative ways of bringing parents and whānau into the school and encouraging them to support their children’s education.

Hugely important in engaging whānau and Māori communities with education has been Whakaaro Mātauranga (Think Learning) and the Te Mana: Ki te Taumata campaign. In the past year pouwhakataki have been working to bring education messages to Māori communities. Three pouwhakataki are featured in case study 9 below.

6.2 Community-based initiatives to support te reo Māori

Community-based initiatives to support te reo Māori are a very important way of involving parents and whānau in their children’s education. International language revitalisation evidence indicates that the most effective way for a dying language to be revived is through the transmission of the language from parent to child/grandparent to child. This research highlights the importance of the community outside of school hours in supporting and promoting the language. It also highlights the importance of the linkages between what the child learns in school and the support they receive at home.

The purpose of this programme is to support the development of Māori language teaching, learning materials, and the language skills of adults and caregivers with children in Māori immersion education, or learning Māori. The programme is designed to strengthen the use of te reo Māori in the home of children receiving their education in the medium of Māori. This programme recognises that while there has been significant support for language revitalisation in the formal educational sector, there has been little if any support for parents and caregivers of children attending Kōhanga Reo, kura, and Wharekura. It is clear that unless opportunities are provided for parents and caregivers to develop their language ability, then the Māori language will continue to languish.

The programme builds on the Ministry’s existing relationships with six iwi partners to establish te reo initiatives in each area and is providing support to these organisations so they can develop as models of community-based Māori language development. There are now seven iwi partners involved in community-based language initiatives. They are Te Reo o te Taitokerau, Tūhoe Education Authority, Tūwharetoa Māori Trust Board, Te Rūnanga o Ngāti Porou, Te Rūnanga o Tūranganui-a-Kiwa, Hauraki Māori Trust Board and Ngāi Tahu Development Corporation. Beginning in June 2001, the iwi partners have been funded to conduct a range of initiatives including a range of existing and new projects. A critical aspect of the programme is to identify those projects that will be models of excellence for other communities. The initiatives include:

- **Wānanga reo** - a variety of Māori language programmes designed to suit the different needs of different community sectors, eg. parents, older whānau members.

- **Strategic Planning** - in consultation with their community, all iwi partners are to develop a Te Reo Māori Strategic Plan.

- Research into archival material to identify manuscripts and documents that include possible material for use as resources, dialect-based words and phrases that can be used in a variety of ways.

- Research into local history and kōrero a ngā tupuna, as a basis for the development of resources for use by whānau.

- **Reo Promotion** - development of a plan and implementation of language promotion strategies.

- Resource identification and development - development of local Māori language resources.

- Iwi-based curriculum guidelines - development of curriculum guidelines to reflect local knowledge, customs and language.

- **Papakupu** - development of a Māori language dictionary of words from local dialects.

- Development of assessment items that use local reo and contexts.
Building the capacity of the iwi partners is a crucial component of the effective development of community-based te reo initiatives. Accordingly, the Ministry provides workshops on the key skill areas associated with community language development. Iwi partners have made significant progress towards developing specialised capacity in their organisations to manage and develop effective community-based Māori language plans.

A Komiti Whiriwhiri comprising officials from the Ministry of Education, Te Puni Kōkiri and Te Taura Whiri i te Reo Māori has been established to oversee the progress of the programme. A framework is currently being developed for the independent, external evaluation of the whole programme.

6.3 Te Mana: Ki te Taumata

Te Mana: Ki te Taumata - Get there with Learning was launched in June 2001 to build awareness of the value of education in the Māori community, to get people thinking about education as a positive, key life choice and to encourage Māori to stay in school or to return to learning. It combines three main strands: a national advertising programme using role models to demonstrate that Māori can and do achieve; pouwhakataki to provide a kanohi ki te kanohi approach within their communities; and informative material to help assist whānau and their rangatahi achieve.

In its first year, Te Mana achieved 66% total awareness for rangatahi and 57% for whānau of rangatahi with 47% considering the key messages were personally relevant. Over 8,000 people called the 0800 number and approximately 4,000 requested information packs. The rangatahi magazine Taiohi and Te Mana Kōrero teachers’ newsletter continues to be popular with both publications increasing their distribution during the year. A video aimed to assist teachers to raise achievement within the classroom is also in development.

As it has evolved over 2001 and 2002, Te Mana has increased its focus on rangatahi and in promoting education messages within communities. Combining the national advertising programme with local events, Te Mana has involved pouwhakataki in organising careers days, and having an inspirational presence at ‘events’ including Ngā Manu Kōrero, Kapa Haka Super 12s, Aotearoa Performing Art Festival, ASB Secondary Schools Festival, Waka Ama Nationals, and Tamariki Day at the Māori Sports Awards.

From experience at these national events, it was recognised that rangatahi needed to become engaged in thinking about their futures even before they were ready to consider specific career options. To meet these needs, the Ministry worked with Careers Services to develop a CD Rom and supporting Study Guide to motivate rangatahi to think positively about education and plan for their futures. The CD Rom is highly interactive and includes waiata and animated sequences.
CASE STUDY 8: Aranga School involves the community

Aranga School is located near Waipoua Forest, 30 minutes north of Dargaville. Fifty percent of the students in the small full primary school of 90 students are Māori. Aranga School has a policy of working closely with parents and the Māori community across the range of school activities. Consultation has resulted in the school doing things differently. Danielle Te Waiti, school Principal, comments that it is easy to assume what students need, but “you need to find out what they do need … it becomes a partnership”.

The school charter has been developed with the involvement of staff, students, parents and school trustees. Students have also been closely involved in identifying improvements needed to the playground.

Parents and the community are involved in different school activities each term. The activity for one term was a weekly market day, where 11 adults came to help students make items for fundraising, including concrete birdbaths, mirror frames and harakeke flowers. A soccer tournament held on Wednesdays after school involved 58 children, and fielded up to 20 parents on the sidelines. Danielle commented that the tournament enabled teachers to “stand alongside our parents, to socialise and to have quiet words with them about their kids, rather than formal words”.

Consultation on the Health and Physical Education curriculum involved a survey of school families conducted through the school newsletter. Although the response was modest, it provided an overview of what parents saw as priorities in the health curriculum for their children - self-esteem, relationships, drug education, nutrition and safety.

Part of the work on the Health and Physical Education curriculum involved implementation of the Keeping Ourselves Safe programme, which had never been done before in the school. The school held a meeting for parents, which attracted only six parents. Undaunted, teachers rang around parents and got 25 to another meeting, a very good result for the small school. These meetings enabled parents and teachers to discuss issues arising out of the Keeping Ourselves Safe programme. Staff training for the programme was provided by a number of agencies, including Specialist Education Services, Police education officers, Child Youth and Family, and Northland Health.

In the last few months Aranga School has held hui with the local Māori community, presenting to them student achievement results and statistics on suspensions and stand-downs. The parents identified that Māori boys in particular were at risk of not doing well and came up with the idea of taīaha sessions for the boys. Parents also want the school to start each year with a visit to a marae. This will raise the esteem of Māori students and connect the school with the community. Planned to commence in 2003, visits will rotate around five local marae.
CASE STUDY 9:
Pouwhakataki working in communities

Twenty two of the 23 pouwhakataki have been appointed. There are two located in Te Taitokerau; four in the greater Auckland area; two in Tainui; two in Waikari; one in Te Tairāwhiti; two in Ngāti Kahungunu; one in Taranaki; one in Whanganui; three in the lower North Island including Horowhenua, Manawatū, Wairarapa and Wellington; one in Te Tau Ihu o te Waka; two in Ngāi Tahu and a co-ordinator in the national office of the Ministry. The remaining pouwhakataki position, in Te Tairāwhiti, is expected to be filled soon.

The process of recruitment and selection of pouwhakataki has involved extensive consultation with iwi in each area. Where the Ministry has partnerships with iwi, those partnerships were closely involved, and where there were no partnership arrangements, other iwi organisations participated, often identifying key Māori involved in education in the area to consult. Although the recruitment process sometimes took a long time, it ensured a strong base for the pouwhakataki. The process of working together also ensured that the pouwhakataki job descriptions would reflect iwi educational priorities. Iwi were involved in recruitment through helping with identifying suitable candidates, and short-listing and interviewing candidates. It has been crucial for the success of the pouwhakataki concept to develop the positions in partnership with iwi. A lot of the success of the positions working in the community rests on the Ministry establishing good credibility from the outset, and engaging iwi in a meaningful way.

Pouwhakataki are making a real difference to schools, students and whānau, by connecting people through innovative education activities. Three pouwhakataki talk about their work below, showing the wide scope and diversity of activities. The following ‘snapshots’ show only a part of what each pouwhakataki does, and only a few of the kaupapa they cover in their day-to-day work.

Kui Pirikahu

Kui Pirikahu has been working with all age groups on education issues in Taranaki. Her region covers from Parininihi to Waitōtara to Taitake. Kui’s focus with schools has been on establishing support groups for principals. The groups have covered a cross section of the Māori community, including kaumatua, parents and younger people involved in education. The first of these support groups was established with the involvement of a kaunihera kaumatua, representing eight iwi throughout Taranaki. Kui says that she is very passionate about the concept of support groups, and finds them a model that works, “It’s available to give the principal advice and guidance on things Māori. Many mainstream schools don’t have that kind of guidance. They have no idea about the iwi protocols in their particular areas.”

Kui has also been working with the North Taranaki cluster of 16 kindergartens, several of whom have proportions of Māori students between 50-60 percent. The cluster approached Kui for advice on how they
could be more responsive to their Māori children, including on such matters as te reo and tikanga. As a result of Kui’s involvement, the cluster has been receiving professional support from Early Childhood Development (ECD), and is now looking at ways of obtaining funding for a Māori liaison position.

Kui enjoys her job as a pouwhakataki, which is a natural progression from her work as a secondary school teacher, primary school teacher and Resource Teacher of Māori. “I have found a niche that allows me to get involved in Māori education, not just with older students, but also with young children, and everyone from kaumātua, to parents, to principals and teachers.”

Sue Buchanan

Sue Buchanan’s area is Te Tau Ihu, the top of the South, home to eight iwi and encompassing Tasman, Nelson and Marlborough districts. Taking up the position of pouwhakataki meant returning to education for Sue, after spending two years working for her iwi. “Coming home and working for iwi highlighted the needs for our people, particularly in terms of education. Whānau, hapū, iwi and communities being actively engaged in education is critical to achieving more successful outcomes.”

One of the key parts of Sue’s job has been to establish an iwi education forum. The forum is working on the development of a Māori education strategy for Te Tau Ihu, and is an opportunity for iwi to significantly influence what is happening across the education sector. The forum also gives Sue the opportunity to provide iwi with information on what’s happening in Māori education, not only in Te Tau Ihu, but also throughout the country. It’s about making sure that iwi know what’s happening in schools, and the issues for whānau and the support they need.

Talking to people about Te Mana and positive messages about education for Māori is something that Sue weaves into all her activities, from providing information to the iwi forum, to supporting parents, and working with school principals and boards of trustees. Sue says that more could be done to promote Te Mana with teachers. Sue has emphasised the importance of schools building effective communication with the Māori community - “to make a difference for Māori students you need to have your local community on board.”

Sue is helping schools to identify the information needs that Māori parents and whānau have. For example, often whānau do not have information to adequately support their children. It can be something as simple as showing parents how to help their children with reading at home. Sue says that some schools are well down the track in involving the community in strategic planning, but others need help to identify who the local iwi are, and how to consult appropriately with Māori. Sue also works with schools to clarify their responsibilities under the National Education Guidelines with regard to Māori.

Sue has established a regional Māori student forum across Te Tau Ihu, and is in the process of establishing school-based Māori student forums. These forums have been looking at how to encourage Māori students to stay at school. One of the key issues says Sue, is the
relationships between students, staff and the wider whānau. Great ideas for promoting Māori student success are coming out of the forums, including ways of highlighting student achievement in school, working with role models, mentoring, and providing students with practical tools such as time-management. “It’s so kids can see positive things happening from education, and focusing on heightening awareness that staying at school gives you more options later,” said Sue. “Our kids need encouragement to follow their dreams and go for it!”

**Hawea Tomoana**

Working out of the Ngāti Kahungūnu Iwi Incorporated Office in Hastings, **Hawea Tomoana** is one of the three pouwhakataki whose areas of responsibility cover part of the Ngāti Kahungūnu rohe. Hawea’s particular beat is from Hastings south, through central Hawke’s Bay, to the northern part of the Wairarapa. To help in the job, Hawea has drawn on his extensive education networks developed over 25 years as a primary teacher, principal of a bilingual school and teaching in the Māori Faculty at the Eastern Institute of Technology, Hawke’s Bay.

Hawea’s main focus since starting in August 2001 has been to get to know the iwi networks, schools, local providers, agencies such as Careers Services, Skill NZ and local social service providers. Hawea has talked about his role and promoted the messages of Te Mana to many groups in the community. Working at getting the wide range of local organisations together on Māori education issues has been crucial for Hawea - “You can plug away on your own, but it works better if you get stakeholders to own the issues and address them collaboratively.”

A particularly exciting initiative has been sponsoring over 60 Māori students to attend three Kahungūnu Economic Summits and the Knowledge Wave Education Summit, held throughout the Hawke’s Bay and Wairarapa regions in 2002. For one hui, the parents of students also attended, which created support and interest amongst parents and within whānau. The overall theme of the hui was to create a healthy, well-educated and prosperous Kahungūnu.

The summits featured a range of stimulating speakers and Māori role models who shared their successes and expertise to challenge and inspire all who attended. The feedback from students who attended the hui has been overwhelmingly positive. They have commented that the hui have given them direction and inspiration:

- “I have been inspired by many speakers who have made me more determined for what I want to do and succeed in, in future”.
- “The many speakers were prime examples of success and I learned that the road to success isn’t easy but definitely possible”.
- “I learned that if you are passionate about something and you put your mind to it, you certainly can achieve it. We saw the proof at the summit”.

Since the summits, students have helped promote education to other young people at education expos, and have also given feedback at their own schools. Hawea summed up the value of the initiative as giving the students exposure to positive messages and positive role models, and a focus and guidance on what the students needed to do to achieve their aspirations.
Without education I'd be a lost soul.
7
TERTIARY PARTICIPATION AND ACHIEVEMENT

There are now more Māori participating in tertiary education than at any other time, with Māori participating in post-school education and training at a higher rate than non-Māori. Growth in Māori participation is concentrated in private providers and wānanga, in part-time and extra-mural study, and in certificate programmes mainly on levels 1-3 on the National Qualifications Framework. The greatest area of growth in the tertiary sector is the increased enrolments in wānanga.
While this is a very positive picture of Māori participation in tertiary education and training, far fewer Māori than non-Māori go from schooling directly on to tertiary education and those that do, tend to enrol in low level courses. Furthermore, many Māori adults have pressing literacy needs. The broad outcomes sought for Māori in tertiary education are:

- Improved levels of Māori tertiary achievement.
- Increasing Māori engagement with on-going learning through their lives.
- High quality teaching and accountability of tertiary organisations for meeting the diverse needs of Māori learners.

The tertiary sector consists of public providers, termed tertiary education institutions (TEIs) and private providers, consisting of private training establishments (PTEs). TEIs cover universities, polytechnics, colleges of education and wānanga.

The tertiary sector is experiencing considerable change. Over the last two years a number of reviews of tertiary education and training have formed the basis for tertiary sector reforms. The Tertiary Education Commission (TEC) was established and will oversee the implementation of the Tertiary Education Strategy 2002-2007, which articulates the vision for the new tertiary sector over the next five years. The Strategy sets out a blueprint for a more collaborative and co-operative tertiary system that contributes to New Zealand’s national development goals and is more closely connected to enterprise and to communities.

7.1 Māori participation and achievement in tertiary education

Key highlights are:

- The overall picture of Māori participation in tertiary education is positive, with growth in a number of areas.
- Māori have higher participation rates in tertiary education than non-Māori.
- Māori women in particular have the highest level of tertiary participation, of all groups.
- Most growth in Māori students has occurred in wānanga and private providers.
- Māori still tend to participate at the sub-degree level.
- More Māori are achieving tertiary qualifications, with more Māori women than men completing qualifications.

Participation

Māori participation in tertiary education grew steadily over the 1990s, and experienced particularly significant growth in 2001. Almost 19 percent of the Māori population aged 15 years and over participated in tertiary education in 2001, up from 14.1 percent. Non-Māori participation grew from 11.4 percent to 12.4 percent over the same period. A high proportion of Māori students were first time students in 2001–41 percent of Māori students compared to 28 percent of non-Māori students. The Māori participation rate for first year students was over double that of non-Māori.
Māori now have higher participation in tertiary education than non-Māori, even when adjustment is made for age. Māori participation rates continue to be higher than non-Māori for all age groups, except 18-24 year-olds, where the Māori participation rate is significantly less than the non-Māori rate. These figures show that the student population is older for Māori (ie. outside of the ‘core’ tertiary age group of 18-24 year-olds).

When figures for school leavers are considered, we see that a lower proportion of Māori than non-Māori go directly on to further education and training. Amongst students who left school in 2000, 51.6 percent of Māori school leavers went on to further education or training in 2001, compared to 51.7 percent of non-Māori school leavers (Appendix 3 Table O: Proportion of Māori and non-Māori 2000 School Leavers in Further Education and Training in July 2001). However, it is apparent that participation in further education and training has increased for Māori school leavers, with just over 50 percent of Māori school leavers in 2000 going on to further education or training in 2001, compared to just over 46 percent in 1999.

The participation rate for Māori women continues to be high, reflecting their increased participation over the last few years. In 2001, 32,713 Māori women enrolled at tertiary providers compared to 18,972 Māori men. Māori women’s enrolments grew by 68 percent between July 1997 and July 2001, while Māori men’s enrolments grew by 35 percent over the same time. Nearly one quarter of all Māori women aged 15 years and over participated in tertiary education during 2001, compared to 14.2 percent of Māori men, 13.1 percent of non-Māori women and 11.5 percent of non-Māori men. Participation of Māori women aged 25 and over was twice that for Māori men. In addition, 60 percent more Māori women than Māori men in the 18-24 age group participated in tertiary education.

Part-time study is common, with 56 percent of Māori students in part-time study in 2001 (compared to 51 percent of non-Māori). Māori women have noticeably higher participation rates in part-time study than Māori men, and non-Māori women and men. Māori participation in part-time study rose 77 percent in 2001, with growth occurring mainly in wānanga and private providers. In 2001, there were more Māori doing part-time study extramurally than intramurally. Māori participation in extramural study is about twice that of non-Māori.

Māori participation in degree-level study has grown over 40 percent since 1994, although the difference between the Māori and non-Māori rates has remained about the same. The Māori participation rate at post-graduate level is around 57 percent of that of non-Māori, with Māori women more likely to study at this level than Māori men.

Where do Māori study? - institutions and programmes

One of the Government’s Māori education targets within the next 18 years, is for Māori students to participate in TEIs at the same rate as non-Māori students. Recent data shows Māori participation rates are increasing.
At 31 July 2001, 10,691 Māori were enrolled at universities, 10,039 at wānanga, 14,092 at polytechnics and 1,330 at colleges of education. In all, there were 36,152 Māori students at TEIs - 23,301 Māori women and 12,851 Māori men (Appendix 3 Table P: Number of Domestic Tertiary Enrolments by Level of Programme - July 2001 and Table Q: Tertiary Education Institution Enrolments by Gender, 1995 to 2001). From 1995 to 2001 Māori as a proportion of all students enrolled at TEIs rose from 11.4 percent to 16.6 percent (Table Q, Appendix 3). The growth of Māori enrolments at TEIs is outstripping that of European/Pakeha, as a result of both increases in the Māori population as well as increases in the rate of Māori participation. Further growth in Māori participation at TEIs is expected in the coming years.

However, Māori participation varies across the different types of TEIs. Wānanga experienced most of the growth in Māori tertiary participation, with 57 percent of the growth in 2001. Wānanga, along with private providers, had the highest proportion of first year students of all tertiary institutions. Wānanga have grown from less than one percent of all students in 1999 to over 4.5 percent in 2001. Around 51 percent of Māori students were at wānanga and private providers, compared to 18 percent of non-Māori students. More Māori studied at wānanga than at universities in 2001. Te Wānanga o Aotearoa saw most of the growth, with 55 percent of the growth in Māori students, and 27 percent of the growth in all students in 2001.

Māori participation at universities is around two thirds that of non-Māori, and falling as a proportion of overall participation, despite increases in the number of Māori at university of around 200-300 a year. When school leavers are considered, only 8.5 percent of Māori school leavers in 2000 (compared to 26.2 percent of non-Māori school leavers) went on to university in 2001. In contrast, 7.9 percent of Māori school leavers in 2000 (compared to 4.1 percent of non-Māori school leavers) went on to private training establishments in 2001 (Table O, Appendix 3).

Māori have high participation rates at PTEs. In 2001, there were 15,533 Māori studying at PTEs, almost one third of total PTE enrolments (Table P, Appendix 3). PTEs saw 38 percent of the growth in Māori tertiary participation in 2001.

The high participation of Māori in PTEs is reflected in their predominance in sub-degree level study, where they participate at over twice the rate of non-Māori. About 78 percent of Māori students were enrolled in sub-degree level, compared to 55 percent of non-Māori students. The rates for Māori women for sub-degree level study are nearly double those of Māori men, and more than double those of non-Māori women and men. When school leavers are considered, we see that 18.3 percent of Māori school leavers in 2000 went on to do Skill Enhancement, Youth Training or Training Opportunities programmes in 2001 compared to only 4.1 percent of all non-Māori school leavers (Appendix 3 Table O).
In 2001, both Māori women and Māori men were most likely to enrol in society and culture fields, followed by management and commerce (Appendix 3 Table R: Qualification Enrolments at Tertiary Education Providers by Ethnicity, Gender and Field of Study, July 2001). Māori participated less than non-Māori in health, sciences, engineering and architecture. Māori women were more likely than Māori men to study in the fields of education, food and hospitality and health. Māori men had higher participation in engineering, agriculture and architecture-related fields. Māori men’s participation was similar to Māori women’s in information technology. There has been little change in the fields of study from 2000.

The highest proportions of Māori students completing qualifications in 2001 did so in the following fields of study: Society and Culture (31 percent) and Management and Commerce (14 percent). In PTEs the highest proportions of Māori students completed qualifications in Society and Culture (35 percent) and Information Technology (19 percent). In TEIs the highest proportions of Māori students completed qualifications in Society and Culture (28 percent), Management and Commerce (14 percent) and Education (12 percent).

Achievement

One of the Government targets for Māori education is that within the next 20 years, the achievement levels of Māori students at diploma, undergraduate and postgraduate degree levels will match that of non-Māori. Both the number and proportion of Māori gaining qualifications has increased over the last six years. In 2001, Māori gained almost 15 percent of all qualifications completed. The number of qualifications completed by Māori has increased by more than one third from 5,708 in 1995 to 9,152 in 2001 (Appendix 3 Table S: Māori and non-Māori Tertiary Programme Completions by Level of Study, 1995-2001).

Sixty five percent of all qualifications completed by Māori were gained at either a polytechnic or PTE in 2001. There was rapid growth in the number of Māori students completing qualifications at PTEs, with a 74 percent increase in completing programmes of study, from 2,409 Māori students in 2000, to 4,200 Māori students in 2001.

Universities accounted for 18 percent of qualifications completed by Māori, while Colleges of Education accounted for three percent of qualifications. A substantial share of the increase in qualifications gained at TEIs is due to the growth of wānanga. Qualification completions at wānanga grew from 247 in 1997 to 1,753 in 2001.

Māori are more likely to achieve either certificate or diploma level qualifications. Together, these accounted for 79 percent of qualifications gained by Māori in 2001. In contrast, 16 percent of Māori completed a degree and five percent a postgraduate qualification.

Overall, more Māori women than men complete qualifications. More qualifications were completed at TEIs by Māori women (63 percent of qualifications completed by Māori) than Māori men in 2001. The pattern was similar in PTEs, where 55 percent of qualifications completed by Māori were completed.
by women. Māori women were also more likely than Māori men to complete qualifications at a higher level. Twenty three percent of Māori women completed either a degree or postgraduate qualification in 2001, compared to 19 percent of Māori men.

7.2 Increasing Tertiary Responsiveness

There have been positive developments for Māori in the tertiary sector in the last two years, with enrolment growth at the three public wānanga and progress on settlement of their capital claims. The landmark Hui Taumata Mātauranga explored new directions and partnerships between Māori and government, and the broad vision and goals emerging from this hui informed the Government’s Tertiary Education Strategy. Māori have been strongly engaged in contributing to the design of the reforms of the tertiary education system through the Tertiary Education Strategy, the reviews of Training Opportunities and Youth Training programmes and the Adult Literacy Strategy. In addition, one of the new Centres of Research Excellence (CORE) is a Māori research centre.

Universities and polytechnics have continued to support and encourage greater Māori participation through a wide variety of programmes such as bridging programmes, mentoring, scholarships and other types of support tailored to the diverse needs and circumstances of Māori students. In addition, some financial assistance is available specifically for Māori, over and above support available through student allowances (for students from low-income families) and student loans.

Financial assistance for Māori tertiary students

Financial assistance available specifically for Māori tertiary students includes the Manaaki Tauira scheme funded through Vote Education to assist with the cost of tuition fees. Eligibility criteria include commitment to kaupapa Māori, financial need and enrolment in an NZQA registered tertiary institution (including private training establishments). Eligible applicants receive grants of around $500 each. Approximately 7,400 students received grants in the first semester and 2,600 in the second semester. A qualitative survey of recipients suggested that Manaaki Tauira helped to relieve financial stress.

Māori students studying for a teaching qualification may apply for TeachNZ scholarships for Māori entering early childhood education or school teaching (see Section 3).

In addition to assistance provided by the Ministry, the Māori Education Trust (a non-government organisation) provides a range of grants, awards and scholarships for tertiary study.

Strengthening the role of wānanga

Further progress on settling wānanga claims has been made. Discussion with each wānanga has included developing a partnership agreement, a deed of settlement and a settlement package that focuses on increased quality, student growth and capability building for the wānanga. Te Wānanga o Aotearoa has reached a full and final settlement with the Crown. Negotiations with a second wānanga are nearing
completion and progress is being made in settlement negotiations with a third wānanga. These settlements will help wānanga meet their capital requirements in relation to current and projected student rolls.

**Responsiveness to Māori tertiary students**

Initiatives fostering greater responsiveness of TEIs to Māori have continued to expand, through Special Supplementary Grants to TEIs of $4.5 million in 2001. The University of Auckland has focused on improving library services for Māori students. At Massey University, bursaries are awarded to selected Year 13 students from under-resourced families with a limited background in tertiary education. A high proportion of recipients are Māori. Victoria University has a mentoring scheme for first and second year Māori and Pasifika students. Te Wānanga o Aotearoa offers literacy support for Māori students with low literacy levels.

A review of the Special Supplementary Grant scheme is planned for 2002. The review will examine how the TEIs are using the funds and whether the initiatives are working.

**Centres of Research Excellence**

Five Centres of Research Excellence (CORE) were established in 2001. Funded by Vote Education and administered by the Royal Society of New Zealand, the COREs have been established to support world-class research that will contribute to New Zealand’s development through high quality, innovative research and research training.

One of the five COREs is the new Māori research centre, Ngā Pae o te Maramatanga (Horizons of Insight), the National Institute of Research Excellence for Māori Development and Advancement. The centre is located at Auckland University and will work collaboratively with Māori researchers across disciplines and institutions - Te Whare Wānanga o Awanuiarangi, Te Wānanga o Aotearoa, Victoria University of Wellington, University of Otago, University of Waikato and Landcare Research. Ngā Pae o te Maramatanga will develop strengths in education, health and science. The centre plans to bring together Māori and Western intellectual traditions and experience to generate new knowledge and technologies to improve socio-economic outcomes for Māori.

**7.3 Māori Adult Literacy and Adult and Community Education**

Adult literacy is a key issue to address so that Māori can make the best of education, training and employment opportunities, as well as participate fully in our society. Results of the International Adult Literacy Survey found that the level of literacy among a high proportion of Māori people (70 percent) was deemed to be insufficient for active participation in a knowledge society. Māori women had lower levels of literacy at competent levels than Māori men, with only 26 percent of Māori women at the higher levels of literacy in the survey, compared to 36 percent of Māori men.
Following the launch of the Adult Literacy Strategy in 2001, the Associate Minister of Māori Affairs, Hon. Tariana Turia, established a Māori Adult Literacy Working party to advise on how Māori could best improve their literacy in English and te reo Māori. In addition, several Māori adult literacy pilot programmes have been implemented. Some of these are outlined in Case study 10 below.

Literacy education is often achieved through Adult and Community Education (ACE), which offers a wider range of educational activities and supports the diverse needs of individuals and groups, from whānau to iwi. These education opportunities can start people on the pathway to tertiary education. The Adult Education and Community Learning Working Party recommended a new policy framework for ACE in mid 2001 that includes proposals for increasing Māori participation in ACE and increasing Māori control over their own learning. A recently published book of stories of people succeeding through ACE shows the wide variety of learning situations and the range of benefits individuals and communities have experienced. Through participating in community education, Māori people featured in this publication have succeeded in short story writing, achieved school qualifications, learned arts and craft skills, learned te reo Māori, passed their driver’s licence and gone on to tertiary study.  

7.4 Māori participation in workplace learning and foundation education

Several programmes provide a strong focus on increasing Māori participation and achievement in training. They include Modern Apprenticeships, Skill Enhancement, Training Opportunities and Youth Training.

Modern Apprenticeships

Modern Apprenticeships addresses barriers to industry training faced by young people. Around 17 percent of the young people in this programme are Māori.

Skill Enhancement - Rangatahi Maia

Focused especially on Māori and Pasifika young people aged 16 to 21 years, this programme provides vocational education and training. In 2001, 83 percent of those on the programme were Māori. On completing their programme, 81 percent of Māori students moved on to further training or employment.
Training Opportunities

Training Opportunities is a programme for people who are significantly disadvantaged in terms of employment and education achievement. Most people entering the programme have no or low qualifications. At 31 July 2001, 2,024 Māori women and 1,837 Māori men participated in Training Opportunities - together this comprised 43 percent of the 9,043 participants on the programme.\(^{31}\)

Forty eight percent of Māori learners moved on to employment, and 13 percent on to further training or education within two months of leaving the programme. This was 61 percent of Māori learners, compared to 64 percent of non-Māori learners. Māori showed the greatest improvement in labour market outcomes over the period 1993-2001, increasing positive outcomes by 23 percentage points. The difference between outcomes for Māori and non-Māori learners has also reduced over that time, closing from nine percentage points in 1993 to three percentage points in 2001.

Māori providers are a key component in the provision of the programmes as they offer holistic learning environments. Twenty seven percent of providers identified themselves as Māori providers. Most of the Māori providers were Private Training Establishments.

Youth Training

Youth Training, which started in 1999, provides a bridge for school leavers with low or no qualifications towards employment or further education or training. The programme gives learners a high level of support, which may include literacy and numeracy skills, essential workplace skills or vocationally-based skills. Training is designed to meet individual needs. At 31 July 2001, Māori made up 49 percent of the 5,772 programme participants - 1,277 Māori women and 1,545 Māori men.\(^{32}\)

In 2001, 38 percent of Māori participants in Youth Training moved into employment, and 25 percent into further education or training, within two months of leaving the programme. This was 62 percent of Māori learners, compared to 75 percent of European/Pakeha learners. An increasing proportion of Māori learners are achieving positive employment and training outcomes since the programme started.

As with Training Opportunities, most Māori learners in Youth Training were concentrated in the Northland, Manukau and Tamaki Makaurau, Bay of Plenty and Eastern Coast regions. Twenty nine percent of providers of the programme identified themselves as Māori providers, and most were Private Training Establishments.

\(^{31}\) All data reported here is from Skill New Zealand Training Opportunities Update 2001.
Reviews of Training Opportunities and Youth Training

Te Puni Kōkiri conducted an audit of Training Opportunities and Youth Training in 2001. The audit found that the programmes were meeting their objectives in respect of Māori and contributing to reducing education and employment inequalities. Māori trainees reported high levels of satisfaction with and enthusiasm for the courses. The audit suggested some adjustments to the contracting process and contracting terms would result in the programmes making an even greater contribution to improving opportunities for Māori to gain qualifications and employment.

A Ministerial review team reported in their review of Training Opportunities and Youth Training that these programmes continue to have a vital role in helping people acquire foundation skills, building a skilled workforce and promoting lifelong learning. Māori gave feedback to the review team at hui around the country. The review team considered that the programmes offer critical pathways for Māori to gain skills. Government decisions arising from the review are that:

- the future focus of the programmes should be on foundation skills
- the focus and delivery of the programmes should continue to be responsive to the needs and aspirations of Māori learners.

CASE STUDY 10: Achieving Māori Adult Literacy

Adult literacy pilot programmes were established for Māori in 2001 and 2002.

Literacy Aotearoa was contracted to provide family and whānau literacy programmes for Māori. Literacy Aotearoa is a federation of community organisations that provide a range of literacy programmes. Emerging philosophies of Literacy Aotearoa’s family/whānau literacy programmes include:

- an inclusive concept of whānau
- programmes based on the identified needs of the whānau
- expanding knowledge
- enhancing critical analysis
- self-paced learning
- relevance and appropriate to the needs of the individual.

Literacy Aotearoa provided support to the community organisations delivering the pilot programmes through a tutor training programme, an individualised assessment tool and a set of quality assurance standards. One of the programmes, run by Te Timatanga Hou Trust in Tauranga, focused on developing whānau literacy. Each learner was individually assessed when he or she started the programme and the learner’s interests and literacy needs were matched to a tutor. The Trust has 10 women and 7 men tutors, all of whom are unpaid.

32 All data reported here is from Skill New Zealand Youth Training Update 2001.
In the programme, literacy is integrated with a wide range of learning opportunities through courses covering health and safety, roofing, welding, computer skills, multi-media studies, massage, carving in stone, bone, greenstone and wood, tukutuku panelling, self-defence, healthy eating, tikanga Māori and waiata. For example, in the carving course learners describe what they are going to make in writing, and after each practical session they use the computer to write a brief report on what they have learned.

An interim review of the pilot programmes concluded that Te Timatanga Hou demonstrated a number of examples of learner achievement. These included a school ‘drop out’ who developed his creative arts skills on the programme and gained enough confidence to return to school, and a learner who performed waiata on the local radio station. Through the skills development and literacy gained on the programme, many of the participants were referred on to other educational institutions and to employment.

In addition, the programme placed considerable emphasis on reinforcing good parenting and learning processes. The programme finished in time for parents to meet their children after school, and parents were expected to ensure that their children were at school. The Trust has developed a school holiday programme that combines fun activities for the whānau, children’s activities and a positive parenting programme.

The review commented that family/whānau literacy programmes are unlikely to be established quickly and show immediate success because programme delivery must be sophisticated enough to:

- assess each whānau member using appropriate assessment tools to identify learner goals and literacy needs
- match learners to courses and tutors
- interweave learning literacy into the programme
- develop inter-generational learning opportunities for the whānau
- link in to suitable work experience and opportunities for learning in the community
- evaluate progress against learners’ goals, and report in a consistent manner on achievements.

The review pointed out that the concept of family/whānau-based literacy is still under development in New Zealand and the core capability of those organisations involved in the pilot needs to be built on.

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34 M. Woods, P. Howe and G. Siakimotu 2002
Interim Review of Māori and Pasifika Adult Literacy Pilot Programmes
Ministry of Education, Wellington.
CASE STUDY 11: 
Work of Māori within the tertiary education reforms

The Māori Tertiary Reference Group (MTRG) was established primarily to work with the Ministry of Education through the tertiary education reforms. Their work is reflected in the development of charters and profiles, the Tertiary Education Strategy 2002/07 and the Interim Statement of Tertiary Education Priorities 2002/03.

The tertiary education reforms are of significance for Māori and tertiary education. While substantial gains in Māori participation and achievement in tertiary education have been achieved over the past decade, many of the aspirations and expectations of Māori communities in tertiary education have been largely unrealised. In a reformed tertiary education environment, with greater alignment between the tertiary education system and New Zealand’s social and economic goals, understanding and meeting the needs and aspirations of Māori communities is important.

The relevance of Māori tertiary policy is reliant on effective engagement with Māori and their communities. This approach is consistent with the Government’s desire for a tertiary education system better connected to the communities it serves. This approach is also consistent with the Māori expectations of Government under the Treaty of Waitangi.

The MTRG was formed in October 2001 to help reflect the needs and aspirations of Māori in the development of the system of charters and profiles. The members of the reference group represented a wide variety of Māori stakeholder groups working in the tertiary sector. These included student associations, university’s, wānanga, adult and community educators, private training establishments, college’s of education and polytechnics. They were asked to participate given their experience and expertise in Māori tertiary education. The MTRG also assisted in crafting the Government’s Tertiary Education Strategy 2002/07 - 15 hui a rohe were facilitated in February 2002 attended by over 400 people. The MTRG outlined the key themes shared by Māori communities in a draft Māori Tertiary Education Framework which does not represent the views of the Government or the Ministry of Education. The Framework is rather a record of the contribution, thought and aspirations of Māori communities for tertiary education. It is a vision for Māori tertiary education that builds on the kōhanga reo and kura kaupapa Māori movements of previous decades and takes a long-term (up to 20 year) view of Māori tertiary education. It provides the basis for further discussion within Māori communities, and for discussion amongst Māori, Government, and in the wider tertiary education providers and industry training organisations (particularly in the development of organisational charters and profiles and supporting initiatives), and a point of engagement with the system for Māori providers. It has been proposed to publish the MTRG Framework as an independent record of the needs and expectations expressed by Māori communities.
When the Government initiated a strategic approach to tertiary education through the development of a strategy, one of the considerations was how strategic direction for Māori tertiary education should be represented. A number of different options were considered, including a stand-alone Māori tertiary strategy. Following the consultation hui, the Ministry and MTRG agreed that the Māori tertiary strategy should be part of the wider Tertiary Education Strategy 2002/07. This is in order to connect the wider system with Māori tertiary education, and contextualise Māori tertiary education within the wider tertiary environment.

The MTRG Framework extensively informed the development of the Tertiary Education Strategy 2002/07, and in particular, the second strategy, ‘Te Rautaki Mātauranga Māori’. Six main objectives aim to build on the growing Māori participation in tertiary education and emphasise the role of tertiary education in supporting Māori development. The objectives are:

- Robust options for kaupapa Māori tertiary education that reflect Māori aspirations.
- Increased participation by Māori in both a broader range of disciplines and in programmes that lead to higher-level qualifications.
- A tertiary education system that makes an active contribution to regional and national Māori/whānau/hapū/iwi development.

While the MTRG was established to work specifically with the Ministry during the reform period, its work has illustrated the enhanced effectiveness and robustness of tertiary education policy developed together with Māori. The group made an invaluable contribution, not only to the tertiary education reforms, but also to the growing capability of the wider tertiary education policy teams to work with Māori and their communities in the development of Māori tertiary policy.

Ngā mihi nui atu ki te rōpu nei me ngā whakaaro rangatira, i kawea nei te taumahatanga o ngā mōhi e pā ana ki ngā whare wānanga whare pukenga.
A fundamental aspect of the Government’s approach to Māori education is to foster and support the increased involvement and authority of Māori in education at all levels. In particular, Government outcomes and targets focus on achieving:

- greater whānau, hapū, iwi involvement and authority in school governance
- greater Māori involvement and authority in tertiary education
- significantly more and better partnerships between iwi and education providers
- significantly increased parent and whānau support for helping children in the home.
2001 saw consolidation of directions taken in the last two years, with the success of the second Hui Taumata Mātauranga and small regional hui, and progress in developing effective partnerships with iwi. These initiatives demonstrate that increasingly, iwi and Māori groups are seeking Government support to address the specific educational needs of their communities.

The Ministry has also continued to work with Te Rūnanga Nui o ngā Kura Kaupapa Māori (TRNONKKM) on strengthening kura kaupapa Māori. TRNONKKM provides school support services through te Tari Tautoko on governance and management issues under contract to the Ministry. TRNONKKM is also involved in Te Aho Matua review process for kura in conjunction with ERO.

8.1 The second Hui Taumata Mātauranga hui

The Hui Taumata process has provided a significant opportunity for the Crown and Māori to work together on education priorities and practical directions. The two hui and considerable behind the scenes work have resulted in similar educational goals of Māori and Government being identified, and a process for policy development as a shared enterprise between the two parties. There is still a way to go but for some, the journey has begun.

Over 400 Māori discussed education issues at the second Hui Taumata Mātauranga hui hosted by Tumu Te Heuheu of Ngāti Tūwharetoa in Taupo in November 2001. The occasion was an opportunity to review progress, report back, and to further consider the directions and priorities for Māori development. The point was made by Professor Mason Durie, keynote speaker, that the agenda was not simply education, but education for Māori advancement.

The Minister of Education and Minister of Māori Affairs responded to the over 100 recommendations from the first hui. Analysis of all the recommendations highlighted that some accord with existing government
policies could be addressed within existing frameworks. These include such matters as increasing te reo in schools. Mason Durie observed that these recommendations showed a need for the Government to repackage information so that it is more meaningful to Māori. Often there is a lack of alignment between Māori aspirations and government policies, even though there is general agreement with priorities and aims. “There is a need for government policies to be matched more explicitly to Māori aspirations so that full advantage can be taken of whatever resources are already available,” he said.

A second group of recommendations requires further discussion between Māori and the Government. These recommendations tend to fall outside of existing policy parameters. Such recommendations include the need for whānau involvement and voice in education. This can be further considered in the context of existing initiatives like Whakaaro Mātauranga, iwi education partnerships and He Ara Tika, a mentoring programme for Māori students. Some recommendations, such as those relating to the quality of te reo, will need to be considered with the involvement of other agencies. Other recommendations may be progressed through changes to the tertiary education sector. Mason Durie noted that the second group of recommendations afforded Māori the opportunity to be actively involved in the development of new policies, but the challenge is to involve Māori early on, and to foster a Māori development framework across the spectrum of Māori educational interests.

A third group of recommendations were deemed not to be matters for Government but for action by Māori. These recommendations have been referred back to Māori for their consideration. They include recommendations for the establishment of a Māori education authority and several recommendations relating to Māori aspirations for te reo, whānau development and Māori participation in the global society. Many of these recommendations have potential impacts well beyond the education sector.

The two Hui Taumata show signs of the development of a model for co-operation between Māori and the Crown that is forward-looking and committed to development. Of equal importance, the hui have shown the enormous potential for Māori leadership in education and the high level of consensus amongst Māori around the broad directions for Māori education. Another Hui Taumata is scheduled for early 2003.

8.2 On-going development of iwi partnerships

The seven partnerships between iwi and the Ministry of Education are resulting in some new developments. Hauraki iwi became the seventh iwi partner with a partnership agreement signed in March 2002. The agreement aims to support the Hauraki Māori Trust Board’s draft education plan to raise the achievement of Māori in Hauraki.

Ngāi Tahu signed a Memorandum of Understanding with the Ministry of Education in September 2001. The focus of

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this initiative is on NAG reporting, the development of an education strategy and mentoring secondary students.

Türhoe Education Authority (TEA) supports the 14 Türhoe schools to implement their five strategic plans aiming to raise quality in the areas of Türhoetanga, governance and leadership, curriculum and assessment, staffing, and resourcing. All schools in the rohe are committed to implementing these strategic plans, which were written in consultation with the schools to provide Türhoe solutions for their own issues.

The Türwharetoa initiative, which is focused on strengthening educational outcomes for all learners in the rohe of Ngāti Türwharetoa, has completed research and appointed a project manager. Now a strategic plan is being developed to address priorities identified in the research.

The Türanganui-a-Kiwa initiative aims to strengthen education outcomes for all students in the iwi of Ngāi Tāmanuhiri, Rongowhakaara and Te Aitanga a Māhaki. An education co-ordinator has been appointed to assist with the implementation of programmes.

Whāia te iti Kahurangi (Ngāti Porou East Coast) has continued with projects including the training of school trustees, principals and teachers, and curriculum initiatives. A focus has been the implementation of ICT across schools to strengthen curriculum delivery.

Te Pūtahitanga Mātauranga - Te Reo o Te Taitokerau - “Excellence in Education through Unity” - is a partnership established between Te Reo o te Tai Tokerau, representing the many hapū and iwi of Tai Tokerau and the Ministry of Education representing the Crown.

Te Pūtahitanga Mātauranga seeks to raise student (especially Māori) achievement by improving:

- the quality of education
- access to, and participation in, quality reo Māori
- Māori participation and influence in education.

The partnership’s agreed philosophy is:

Kia mōhio te tangata When a person has:
Ko wai ia? A sense of identity
No hea ia? A sense of affiliation
E ahu ia ki hea? A sense of direction
Ka tū tangata ai i roto i tōna ao me te ao whānui They will stand with pride in their world and the wider world

The partnership was formally established by the signing of a Memorandum of Understanding in October 1999. The project grew as a response to the 1998 ERO Far North Area Wide Report that indicated that only 15 percent of schools in the Far North were performing well. That report and its strategies aimed to target Māori student achievement by assisting schools and communities to develop and implement cluster and area wide strategies for the improvement of education.
Te Pūtahitanga Mātauranga aims to raise the achievement of Māori through working with the 78 school communities in the Far North District Council area. The project vision “Excellence in Education through Unity” emphasises the priority the partnership places on all stakeholders working positively together for the well-being of Māori students and the need to lift achievement across all aspects of the school sector.

The project covers a huge geographical area and encompasses a number of iwi and hapū and is unique in this regard. The school clusters are based on these hapū/iwi boundaries and the project initiatives are progressed alongside the relevant iwi Authorities while working through Te Reo o te Tai Tokerau which is the mandated parent body.

The project now has a number of initiatives running with the various clusters of schools in the area. These initiatives include:

- **Kaitāia Literacy (writing) Pathway Initiative** is a teacher-based professional development project to improve student achievement in writing in seven schools involving 1,057 students.

- **Ngāpuhi ki te Houaura and Ngāpuhi ki te Wahapū School and Community Literacy project** is a project-based on the Pause Prompt Praise (PPP) and Hei Awhiawhi Tamariki ki te Pānui Pukapuka (HPP) programme in 12 schools that trains, organises and supervises parent volunteers in one-on-one tutoring of slow progress readers.

- **North Hokianga Curriculum Project** aims to raise student achievement in three small isolated schools, only one of which has ICT, information technology and te reo Māori tutors.

- **Te R.I.T.O Māori** project resources 14 isolated rural mainstream schools with itinerant teachers of te reo Māori who will also provide professional development and mentoring to build school capacity.

- **Board of Trustees Wānanga** support Māori board members in all 78 schools within the Te Pūtahitanga Mātauranga catchment.

- **Te Kete Akoranga** aims to raise secondary school student outcomes in literacy, increase retention at post-compulsory levels, provide professional development for teachers in literacy learning across all curriculum areas and support each of the 10 secondary and area schools to develop literacy strategies as part of their planning and reporting processes.

- **Te Kāhui Kura Kaupapa Māori o Te Taitokerau** resources eight kura kaupapa Māori with a facilitator, Te Kaihonohono, to provide opportunities for Tumuaki development in leadership and provide opportunities for NCEA training in two wharekura.
Chapter 9

INCREASING MINISTRY RESPONSIVENESS TO MĀORI

The Ministry’s role is a critical one of providing leadership and facilitation across the whole education sector. The Ministry provides the overall strategic, policy and funding framework in which education providers operate. It has a fundamental role in setting clear goals and priorities, ensuring that sufficient resources are available where they are needed, encouraging education providers to achieve education goals, ensuring that the needs of changing communities are met, and addressing education sector workforce requirements.

Making positive changes in Māori education outcomes is a key priority for the Ministry that goes across all of its work. For the last few years, the Ministry has worked on developing staff capability to focus on Māori education and engage with Māori in identifying issues and designing solutions. Key changes have included increases in Māori staff in key areas of Ministry work including regional offices and pouwhakataki. The Ministry has consciously sought to involve iwi and Māori more meaningfully through education partnerships, the Hui Taumata and the tertiary sector reform process.
In policy and programme development, the Ministry has signaled clear priorities where improvements in Māori education are needed, including:

- raising Māori participation in early childhood education
- making gains in literacy and numeracy
- reducing student suspensions
- support for Māori tertiary students
- lifting the quality of teaching
- better student assessment and reporting to Māori communities
- schools developing good relationships with parents, whānau and communities.

9.1 Group Special Education Māori Strategy

With the integration of special education services into the Ministry (see Section 4), work started on a draft Māori Strategy for Group Special Education (GSE). The Māori strategy sets out priorities, principles and actions to meet the special education needs of Māori.

The Māori strategy is about:

- enhancing the ability of Māori to become stronger consumers of education
- enhancing the capability of the education system to help it think differently - to focus explicitly on how it can improve Māori education outcomes
- bringing Māori and the education system closer together on a single focus of improving outcomes
- strengthening each side to be constructive participants in education
- identifying and reporting progress that contributes to future development and outcomes.

Underpinning the strategy are the Treaty of Waitangi, the central focus on the well-being of the child, and the vision statement of the former Specialist Education Services that was expressed by the whakatauki of the Waikato chief, king Tawhiao:

*Kotahi te kāhao o te ngira e kuhuna ai te miro mā, te miro pango, te miro whero.*

During the coming year, further consultation on the draft strategy will be carried out amongst Ministry staff and with iwi partners.

While work on the strategy continues, there have been considerable developments in special education staffing since February 2002. GSE has four regional Māori Strategy Managers to ensure the special education needs of Māori are part of the Ministry’s overall focus on improving outcomes for Māori students. They will work with GSE to develop partnerships with Māori to improve the effectiveness of special education services for Māori. The Māori Strategy Managers cover Auckland, Waikato/Bay of Plenty, Palmerston North/Wellington and Te Waipounamu. The Ministry will also be appointing a national Māori Service Provision Manager.

In addition, GSE will administer new scholarships to help increase Māori capacity in speech therapy and speech-language interpreters. There is a shortage of

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36 There is but one eye of the needle through which passes the white thread, the black thread and the red thread.
Speech Language Therapists in New Zealand - only one of the 236 employed by the Ministry is Māori. Similarly, only one qualified speech-language interpreter is fluent in English, Māori and New Zealand sign language. Increasing the numbers of these teachers will improve the cultural responsiveness of services.

9.2 Working with other agencies across education, health and social policy

The Ministry recognises that while education has an important role in Māori social and economic development, closer co-ordination and integration between education policies and policies in other areas such as health, and social services are needed to support and further Māori development. Examples of policies, programmes, and approaches where the Ministry is working closely with other government agencies include parenting programmes such as Family Start, the social workers in schools initiative, Strengthening Families, Action for Child and Youth Development, Blueprint for Care and Protection, and the developing Strategy for Children and Young People with High and Complex Needs. One of the strands of the Strategy for Children and Young People with High and Complex Needs involves the development of joint sector services that aim to achieve better outcomes for children and young people with severe behaviour and/or mental health needs through partnerships between Education, Health, and the Department of Child, Youth and Family Services in collaboration with iwi/Māori.

9.3 Increasing staff capability

The Ministry is working to increase the number of Māori staff in all areas. The Ministry has established Iwi Liaison Officers in regional offices. Their role is to connect iwi who wish to develop relationships with the Ministry to improve education in their rohe.

It is vital that all staff understand how their work contributes to the achievement of Māori education goals. Consequently, Te Tuarā: Māori Responsiveness Framework has been developed. It seeks to improve the responsiveness to Māori of individual staff and the Ministry overall, with the ultimate aim of contributing toward improving Māori education. In particular, Te Tuarā includes actions to improve staff knowledge and skills regarding the Treaty of Waitangi, Māori education issues and Māori language and tikanga.

As part of developing more effective communication processes among staff and with external stakeholders, the Ministry has established Kaiwhakaatutu, a bi-monthly newsletter. Kaiwhakaatutu informs people on what’s happening in Māori education including new initiatives and policy developments, profiling new staff and information on what’s happening around the regions. Distributed to all Ministry staff (over 3,000) and over 400 Māori teachers, board of trustee members, Rūnanga, various education sector groups and some Māori parents, tertiary students and others, its circulation is growing with positive feedback to inform future issues.
LOOKING FORWARD:
GOALS FOR 2003

The Ministry’s work in Māori education will continue to be guided by the Government’s outcomes and targets for Māori education that set the direction for the next 20 years (see Appendix 1). The strong focus on Māori education across all areas of the Ministry’s work will be maintained with on-going working with iwi and Māori groups to strengthen and support their authority and role in education. There will also be continuing attention to improving the capability of schools and the quality of teaching, lifting Māori students’ participation and achievement, and supporting the growth of quality kaupapa mātauranga Māori. In addition, there will be an emphasis on the effectiveness of special education services for Māori to enhance the Ministry’s new responsibilities for special education services.
Māori will also benefit from the Ministry’s sustained work in other strategic areas, particularly:

- Ensuring all children and students gain strong learning foundations, with the key focus on literacy and numeracy, and increasing participation in quality early childhood education.

- Ensuring more students participate and achieve in education. Key areas include: reducing suspensions and truancy, developing a variety of pathways to tertiary education, professional development of teachers, and improving assessment tools.

- Seeing families, whānau and communities more effectively engaged with education. Key areas include: inter-agency work to support family and community development, supporting iwi and Māori communities to play a stronger role in their children’s education, strengthening adult literacy, and supporting the revitalisation of te reo Māori.

- Increasing teacher quality. Key areas include: professional development to improve literacy and numeracy, development and support of principals, increasing the supply of secondary teachers, teachers in key subject areas, and Māori teachers, and increasing the capability of teachers to work with children with special needs.

- Increasing the quality of early childhood centres, schools and tertiary providers. Key areas include: lifting the number of licenced early childhood centres, school support initiatives, and supporting collaboration for schools and providers through ICT.

- Developing a stronger and more responsive tertiary system. Key areas include: supporting the implementation of new policies and institutions, development of a new resourcing framework for providers and students, and monitoring the implementation of the Tertiary Education Strategy.

In 2002/03 Māori education will have a specific focus on:

**Increasing Māori participation in early childhood education**

- Raising Māori children’s participation in early childhood education will continue to be a priority.

- The Strategic Plan for Early Childhood Education will create new opportunities for the Ministry to work closely with Te Kōhanga Reo National Trust and Te Puni Kōkiri.

- More Māori teachers will be recruited into early childhood education.
Improving the capability of schools to better meet the needs of Māori students

• There will continue to be a focus on professional development for teachers of Māori students in mainstream schools.
• School Support and Schooling Improvement projects will maintain a strong focus on developing more effective schools.
• Improving the literacy and numeracy of Māori students will continue to be important.
• Initiatives effectively supporting the engagement of Māori students with school will be continued, including suspensions reduction initiatives, mentoring programmes, and study support centres.
• Further titles in te reo Māori will be produced for students in Years 4-10.
• More curriculum statements in te reo Māori will be revised and published.
• The number of Māori Speech Language Therapists and Sign Language Interpreters fluent in Māori will be increased.
• The number of contracts in the ICT clusters programme will be increased to ensure greater coverage of geographical areas and enable a larger number of schools to receive professional development from the lead schools.

Lifting Māori participation and achievement in tertiary education

• The Tertiary Education Strategy will be implemented with a strong focus on the six objectives that aim to build on the growing Māori participation in tertiary education and emphasise the role of tertiary education in supporting Māori development.
• Māori projects to improve adult literacy, to develop regional adult literacy links between iwi and Māori providers, and to expand family/whānau literacy projects will be implemented.
• The role of wānanga in providing quality kaupapa Māori tertiary education will be supported and strengthened.
• Further development and support for Māori education and training providers will occur.
• The pilot Gateway programme will be extended.
• A development and support package for current and potential Māori members of TEI councils as well as senior managers in TEIs and PTEs will be established. A ‘meeting the needs of Māori communities’ initiative will also be piloted with three TEI councils based in communities with a large Māori population.
Lifting the quality and supporting the growth of kaupapa mātauranga Māori

- There will be further development of te reo Māori learning materials.
- Further development of Māori-medium teachers will be undertaken.
- Kura Kaupapa Māori (KKM) Teacher Study Awards will assist KKM teachers and principals to gain or complete approved teacher training qualifications needed to achieve teacher registration.

Facilitating Māori to exercise greater influence and responsibility in education

- Formal partnership agreements with iwi will be maintained and close working relationships continued with around 10 more iwi groups.
- The success of the Hui Taumata will be built on with a number of regional hui, and further policy development will be informed by information from the hui.
- Whakaaro Mātauranga will continue with a stronger focus on promoting the Te Mana messages in communities.
- Programmes to support Māori parents and whānau to better support their children in early childhood education and at school will be maintained and enhanced.

Raising Ministry capability

Developing Ministry capability to deliver on Māori education will continue to be a crucial part of the Ministry’s activities. This will involve the provision of staff development and training, and further emphasis on generating information for evidence-based policy, so that the Ministry is able to clearly demonstrate what works for Māori in education. There will also be consolidation and refinement of the wide variety of policies, programmes and strategies that have been developed over the last three to four years.
## APPENDIX 1 -
Government’s Outcomes and Targets for Māori Education

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Targets (Examples)</th>
</tr>
</thead>
</table>
| Increased participation in early childhood education services | • Increase participation to at least 65 percent by 2006 as measured by enrolments of 0-4 year-olds  
• An additional 2,300 Māori 0-4 year-olds enrolled every year for the next four years                                                                 |
| Improved retention and achievement rates in schools     | • Reduce the rate of Māori suspensions to 5 per 1,000 students by 2008 and to the same as non-Māori by 2016  
• Increase the ratio of Māori to non-Māori 16 to 18-year-olds in education from 81 per 100 in 1999 to 85 per 100 in 2006, reaching parity in 2021  
• Increase achievement rates of year 4 Māori students in the mainstream to at least match the achievement rates of non-Māori as indicated by the National Education Monitoring Project (NEMP) results by year 2010  
• Increase achievement rates of year 8 Māori students in the mainstream to at least match the achievement rates of non-Māori as indicated by NEMP results by year 2015  
• Increase the achievement of Māori students in senior secondary qualifications by 12 percent (of the current rates) by 2010 and to at least match the achievement rates of non-Māori students by 2020 |
| Increased number and quality of kaupapa Mātauranga Māori | • Increase the number of kura kaupapa Māori by 12 by 2002 (contingent on ensuring quality)  
• Ensure at least a basic set of teaching and learning materials in Māori across the curriculum by 2006  
• Increase the number of Māori-medium early childhood and school teachers  
• Retain more Māori-medium teachers in teaching  
• Improve te reo Māori proficiency of Māori-medium school and early childhood teachers  
• Show positive overall trends in the Education Review Office reports for kura kaupapa Māori |
| Increased participation and achievement in tertiary education | • Within the next 18 years the participation rates, as measured by enrolment data, of Māori students attending Tertiary Education Institutions will match that of non-Māori students  
• Within the next 20 years the achievement levels, as measured by the number of graduates at diploma, undergraduate and postgraduate degree level, of Māori students will match that of non-Māori students |
| Increased involvement and authority of Māori in education | • Greater whānau, hapū, and iwi involvement and authority in school governance  
• Significantly increase parent and whānau support for helping children in the home  
• Greater Māori involvement and authority in tertiary education  
• Significantly more and better partnerships between iwi and education providers |
APPENDIX 2 -
Key Events in Māori Education July 2001-June 2002

<table>
<thead>
<tr>
<th>June 2001</th>
<th>February 2002</th>
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<tbody>
<tr>
<td>Te Mana: Ki te Taumata - Get there with Learning campaign launched.</td>
<td>NCEA Level 1 introduced to replace School Certificate.</td>
</tr>
<tr>
<td>July-August</td>
<td>Group Special Education (GSE) established in new Ministry of Education.</td>
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<td>Achievement@Waitakere schooling improvement initiative launched.</td>
<td>NZ Teachers Council launched to provide professional leadership.</td>
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<tr>
<td>He Ara Tika: Youth Mentoring initiatives developed.</td>
<td>March</td>
</tr>
<tr>
<td>September</td>
<td>Hauraki iwi education partnership agreement signed.</td>
</tr>
<tr>
<td>Ngāi Tahu iwi education partnership signed.</td>
<td>April</td>
</tr>
<tr>
<td>New NZ Teachers’ Council legislation passed.</td>
<td>Industry Training review undertaken.</td>
</tr>
<tr>
<td>Strategic Plan for Early Childhood Education reported to Minister by the working group.</td>
<td>May</td>
</tr>
<tr>
<td>October</td>
<td>Budget 2002 announced.</td>
</tr>
<tr>
<td>Flaxmere Computers in Homes project launched.</td>
<td>Key Tertiary Policy changes announced.</td>
</tr>
<tr>
<td>Ngā Manu Kōrero speech competitions held at Hopuhopu.</td>
<td>Teacher Study Awards for Kura Kaupapa Māori established.</td>
</tr>
<tr>
<td>November</td>
<td>June</td>
</tr>
<tr>
<td>Second Hui Taumata Mātauranga held in Taupo.</td>
<td>Digital Horizons publication launched.</td>
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<tr>
<td>Review of TOP and Youth training programmes undertaken.</td>
<td>Transition Tertiary Education Commission established.</td>
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<tr>
<td>Māori Language Week held.</td>
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</table>
### Appendix 3 - Tables

#### TABLE A: Regional Statistics 2001

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<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Northland</td>
<td>29,757</td>
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<td>1.3</td>
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<td>20.3</td>
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<td>57.9</td>
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<td>Auckland</td>
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<td>14.5</td>
<td>14.5</td>
<td>13.9</td>
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<td>38.6</td>
<td>46.2</td>
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<td>Waikato</td>
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<td>3.5</td>
<td>29.4</td>
<td>19.2</td>
<td>1.5</td>
<td>29.9</td>
<td>6.7</td>
<td>35.2</td>
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<td>Bay of Plenty</td>
<td>49,734</td>
<td>3.2</td>
<td>1.6</td>
<td>1.9</td>
<td>39.8</td>
<td>28.7</td>
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<td>50.7</td>
<td>5.5</td>
<td>33.6</td>
<td>57</td>
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<td>Gisborne</td>
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<td>0.8</td>
<td>59.5</td>
<td>30.2</td>
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<td>65.5</td>
<td>0.9</td>
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<td>61</td>
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<td>Hawke’s Bay</td>
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<td>3.7</td>
<td>1.5</td>
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<td>60</td>
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<tr>
<td>Taranaki</td>
<td>20,829</td>
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<td>0.8</td>
<td>1.5</td>
<td>21.9</td>
<td>9.4</td>
<td>0.2</td>
<td>24.1</td>
<td>0.3</td>
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<td>61</td>
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<tr>
<td>Manawatū-Wang</td>
<td>43,890</td>
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<td>2.3</td>
<td>2.8</td>
<td>26.7</td>
<td>16.8</td>
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<td>2.4</td>
<td>41.9</td>
<td>63</td>
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<td>Wellington</td>
<td>78,455</td>
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<td>6.5</td>
<td>17.6</td>
<td>15.9</td>
<td>3.3</td>
<td>27.7</td>
<td>10.3</td>
<td>27.8</td>
<td>66</td>
</tr>
<tr>
<td>Nelson/Marl/Tasm</td>
<td>23,046</td>
<td>2.9</td>
<td>1.2</td>
<td>1.2</td>
<td>11.7</td>
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<td>9.4</td>
<td>3.3</td>
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<td>0.8</td>
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<td>14.6</td>
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<td>0.0</td>
<td>28.9</td>
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<td>68.3</td>
<td>48</td>
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<td>Canterbury</td>
<td>86,596</td>
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<td>2.5</td>
<td>4.3</td>
<td>9.0</td>
<td>8.9</td>
<td>1.6</td>
<td>13.7</td>
<td>15.5</td>
<td>32.0</td>
<td>69</td>
</tr>
<tr>
<td>Otago</td>
<td>30,892</td>
<td>-2.6</td>
<td>1.8</td>
<td>2.4</td>
<td>8.7</td>
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<td>9.2</td>
<td>2.1</td>
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<td>0.7</td>
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<td>8.1</td>
<td>0.2</td>
<td>22.3</td>
<td>0.9</td>
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<td>63</td>
</tr>
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</table>

* Calculated as the number of Māori students enrolled in primary Māori-medium programmes (31% and over) as a percentage of total Māori students aged 5-12
### TABLE B: Number of Māori and non-Māori Students Enrolled in Māori-medium Education by Level of Immersion in 2001 and 2002

<table>
<thead>
<tr>
<th>Māori-medium Level of Immersion</th>
<th>Māori Students</th>
<th>Non-Māori Students</th>
<th>All Domestic Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percentage of School Students</td>
<td>Number</td>
</tr>
<tr>
<td>2001</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 1: 81-100%</td>
<td>11,064</td>
<td>7.4</td>
<td>91</td>
</tr>
<tr>
<td>Level 2: 51-80%</td>
<td>5,073</td>
<td>3.4</td>
<td>232</td>
</tr>
<tr>
<td>Level 3: 31-50%</td>
<td>5,351</td>
<td>3.6</td>
<td>485</td>
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<tr>
<td>Total Levels 1-3 2001</td>
<td>21,488</td>
<td>14.4</td>
<td>808</td>
</tr>
<tr>
<td>2002</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Level 1: 81-100%</td>
<td>11,526</td>
<td>7.6</td>
<td>114</td>
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<tr>
<td>Level 2: 51-80%</td>
<td>4,931</td>
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<td>193</td>
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<tr>
<td>Level 3: 31-50%</td>
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<td>468</td>
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<tr>
<td>Total Levels 1-3 2002</td>
<td>21,520</td>
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### TABLE C: The Number of Māori Graduating from Teacher Training, 1996-2001

<table>
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<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Primary bilingual</td>
<td>60</td>
<td>67</td>
<td>117</td>
<td>130</td>
<td>159</td>
<td>151</td>
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<tr>
<td>Primary immersion</td>
<td>59</td>
<td>67</td>
<td>57</td>
<td>45</td>
<td>19</td>
<td>23</td>
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<tr>
<td>Primary English-medium</td>
<td>140</td>
<td>168</td>
<td>189</td>
<td>298</td>
<td>313</td>
<td>274</td>
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<tr>
<td>Secondary English-medium</td>
<td>68</td>
<td>67</td>
<td>105</td>
<td>153</td>
<td>125</td>
<td>143</td>
</tr>
<tr>
<td>Generic Primary/Secondary</td>
<td>13</td>
<td>9</td>
<td>28</td>
<td></td>
<td></td>
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<tr>
<td><strong>Total</strong></td>
<td>327</td>
<td>369</td>
<td>468</td>
<td>639</td>
<td>625</td>
<td>619</td>
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### TABLE D: Māori Membership of School Boards of Trustees as at December 2001

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<tr>
<th>Region</th>
<th>All Members</th>
<th>Elected Parent Rep</th>
<th>Appointed Parent Rep</th>
<th>Co-opted Member</th>
<th>Other Members</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Māori</td>
<td>%</td>
<td>Māori</td>
<td>%</td>
<td>Māori</td>
</tr>
<tr>
<td>Northland</td>
<td>400</td>
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<td>252</td>
<td>37.7</td>
<td>13</td>
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<tr>
<td>Auckland</td>
<td>463</td>
<td>11.7</td>
<td>297</td>
<td>12.9</td>
<td>10</td>
</tr>
<tr>
<td>Waikato</td>
<td>467</td>
<td>18.6</td>
<td>316</td>
<td>21</td>
<td>13</td>
</tr>
<tr>
<td>Bay of Plenty</td>
<td>394</td>
<td>33.2</td>
<td>251</td>
<td>35.2</td>
<td>4</td>
</tr>
<tr>
<td>Gisborne</td>
<td>200</td>
<td>46.4</td>
<td>130</td>
<td>50.4</td>
<td>4</td>
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<tr>
<td>Hawke’s Bay</td>
<td>281</td>
<td>25.4</td>
<td>175</td>
<td>27.1</td>
<td>7</td>
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<tr>
<td>Taranaki</td>
<td>112</td>
<td>12.3</td>
<td>79</td>
<td>14.1</td>
<td>0</td>
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<td>Manawatū-Wanganui</td>
<td>277</td>
<td>15.9</td>
<td>183</td>
<td>17.5</td>
<td>5</td>
</tr>
<tr>
<td>Wellington</td>
<td>220</td>
<td>10.6</td>
<td>133</td>
<td>11.2</td>
<td>7</td>
</tr>
<tr>
<td>West Coast</td>
<td>17</td>
<td>4.9</td>
<td>12</td>
<td>5.8</td>
<td>1</td>
</tr>
<tr>
<td>Canterbury</td>
<td>91</td>
<td>3.6</td>
<td>57</td>
<td>3.9</td>
<td>1</td>
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<tr>
<td>Otago</td>
<td>51</td>
<td>4</td>
<td>29</td>
<td>3.8</td>
<td>2</td>
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<tr>
<td>Southland</td>
<td>47</td>
<td>5.8</td>
<td>34</td>
<td>6.8</td>
<td>1</td>
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<tr>
<td>Tasman</td>
<td>13</td>
<td>5</td>
<td>8</td>
<td>4.8</td>
<td>0</td>
</tr>
<tr>
<td>Nelson</td>
<td>12</td>
<td>7.6</td>
<td>6</td>
<td>6.4</td>
<td>0</td>
</tr>
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<td>Marlborough</td>
<td>11</td>
<td>4.6</td>
<td>6</td>
<td>4.2</td>
<td>0</td>
</tr>
<tr>
<td>Chatham Islands</td>
<td>5</td>
<td>21.7</td>
<td>3</td>
<td>20</td>
<td>0</td>
</tr>
<tr>
<td>Correspondence</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>3,061</td>
<td>14.8</td>
<td>1971</td>
<td>16.1</td>
<td>68</td>
</tr>
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</table>
### TABLE E: Number of Māori Enrolled in Early Childhood Education by Type of Service, 1994-2002

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<tr>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergartens</td>
<td>6,533</td>
<td>6,415</td>
<td>6,544</td>
<td>6,616</td>
<td>6,802</td>
<td>6,976</td>
<td>7,048</td>
<td>7,335</td>
<td>7,561</td>
</tr>
<tr>
<td>Playcentres</td>
<td>1,677</td>
<td>1,654</td>
<td>1,557</td>
<td>1,633</td>
<td>1,708</td>
<td>1,828</td>
<td>1,832</td>
<td>1,704</td>
<td>1,828</td>
</tr>
<tr>
<td>Education and Care centres</td>
<td>4,858</td>
<td>5,250</td>
<td>5,866</td>
<td>6,854</td>
<td>7,581</td>
<td>8,331</td>
<td>8,921</td>
<td>9,523</td>
<td>10,041</td>
</tr>
<tr>
<td>Kōhanga Reo*</td>
<td>13,445</td>
<td>13,839</td>
<td>14,032</td>
<td>13,353</td>
<td>11,980</td>
<td>12,053</td>
<td>11,397</td>
<td>9,743</td>
<td>10,503</td>
</tr>
<tr>
<td>ECD Funded Playgroups**</td>
<td>1,710</td>
<td>1,959</td>
<td>1,456</td>
<td>1,254</td>
<td>1,732</td>
<td>1,674</td>
<td>1,707</td>
<td>1,581</td>
<td>1,281</td>
</tr>
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<td>ECD Ngā Puna Kōhungahunga ^</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>167</td>
<td>310</td>
</tr>
<tr>
<td>Pasifika Islands Early Childhood Groups</td>
<td>39</td>
<td>22</td>
<td>37</td>
<td>23</td>
<td>38</td>
<td>33</td>
<td>38</td>
<td>25</td>
<td>56</td>
</tr>
<tr>
<td>Home-based Services</td>
<td>587</td>
<td>589</td>
<td>694</td>
<td>837</td>
<td>987</td>
<td>991</td>
<td>1,139</td>
<td>1,012</td>
<td>1,057</td>
</tr>
<tr>
<td>Correspondence</td>
<td>103</td>
<td>128</td>
<td>137</td>
<td>156</td>
<td>169</td>
<td>185</td>
<td>173</td>
<td>103</td>
<td>142</td>
</tr>
<tr>
<td>Total</td>
<td>28,952</td>
<td>29,856</td>
<td>30,323</td>
<td>30,726</td>
<td>30,997</td>
<td>32,071</td>
<td>32,255</td>
<td>31,026</td>
<td>32,779</td>
</tr>
<tr>
<td>Māori as a % of All Enrolments</td>
<td>18.9%</td>
<td>18.7%</td>
<td>18.9%</td>
<td>18.7%</td>
<td>18.1%</td>
<td>18.6%</td>
<td>18.5%</td>
<td>18.1%</td>
<td>18.7%</td>
</tr>
</tbody>
</table>

* Includes Developing Kōhanga Reo.
** Includes Unlicenced Playcentres.
^ Included in ECD Funded Playgroups in previous years.

### TABLE F: Proportion of Māori, non-Māori and All Early Childhood Enrolments in Māori-medium Education in 2001 & 2002

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>% of Students Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2001</td>
</tr>
<tr>
<td></td>
<td>No Māori Medium</td>
</tr>
<tr>
<td>Māori services only</td>
<td>10.7</td>
</tr>
<tr>
<td>Māori</td>
<td>10.7</td>
</tr>
<tr>
<td>non-Māori</td>
<td>23.6</td>
</tr>
<tr>
<td>All Students</td>
<td>21.1</td>
</tr>
<tr>
<td>Māori</td>
<td>9.8</td>
</tr>
<tr>
<td>non-Māori</td>
<td>22.5</td>
</tr>
<tr>
<td>All Students</td>
<td>20.0</td>
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### TABLE G: Estimated Proportion of Students Staying on Beyond Compulsory Leaving Age by Ethnicity and Gender, 1987 and 1993-2002

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<th></th>
<th></th>
<th>Non-Māori</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Age 16</td>
<td>Age 17</td>
<td>Age 18</td>
<td>Age 16</td>
<td>Age 17</td>
<td>Age 18</td>
</tr>
<tr>
<td>Males</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1987</td>
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<td>5.1</td>
<td>70.5</td>
<td>41.4</td>
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</tr>
<tr>
<td>1993</td>
<td>69.5</td>
<td>46.3</td>
<td>14.7</td>
<td>86.4</td>
<td>64.1</td>
<td>17.2</td>
</tr>
<tr>
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<td>71.7</td>
<td>43.1</td>
<td>14.3</td>
<td>84.1</td>
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<td>84.2</td>
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<td>64.1</td>
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<td>12.3</td>
<td>85.8</td>
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<td>16.9</td>
</tr>
<tr>
<td>1997</td>
<td>60.6</td>
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<td>11.3</td>
<td>85.8</td>
<td>62.2</td>
<td>17.4</td>
</tr>
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<td>67.2</td>
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<td>87.3</td>
<td>63.9</td>
<td>18.0</td>
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<td>1999</td>
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<td>12.2</td>
<td>85.6</td>
<td>64.1</td>
<td>17.9</td>
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<td>10.6</td>
<td>83.3</td>
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<td>80.4</td>
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<td>13.9</td>
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<td>8.9</td>
<td>80.8</td>
<td>57.0</td>
<td>14.3</td>
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<td>11.0</td>
<td>90.7</td>
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<td>14.6</td>
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<td>73.1</td>
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<td>10.9</td>
<td>89.2</td>
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<td>14.9</td>
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<td>72.0</td>
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<td>10.6</td>
<td>87.7</td>
<td>64.9</td>
<td>14.6</td>
</tr>
<tr>
<td>1996</td>
<td>67.3</td>
<td>40.7</td>
<td>9.4</td>
<td>90.4</td>
<td>66.4</td>
<td>14.6</td>
</tr>
<tr>
<td>1997</td>
<td>68.0</td>
<td>40.3</td>
<td>8.9</td>
<td>91.2</td>
<td>68.1</td>
<td>15.3</td>
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<td>1998</td>
<td>74.8</td>
<td>43.2</td>
<td>10.5</td>
<td>91.8</td>
<td>70.6</td>
<td>16.4</td>
</tr>
<tr>
<td>1999</td>
<td>70.9</td>
<td>44.6</td>
<td>9.9</td>
<td>90.9</td>
<td>71.8</td>
<td>15.8</td>
</tr>
<tr>
<td>2000</td>
<td>69.0</td>
<td>42.2</td>
<td>8.4</td>
<td>88.8</td>
<td>68.3</td>
<td>15.0</td>
</tr>
<tr>
<td>2001</td>
<td>65.5</td>
<td>40.9</td>
<td>8.6</td>
<td>87.5</td>
<td>65.9</td>
<td>13.5</td>
</tr>
<tr>
<td>2002</td>
<td>65.2</td>
<td>39.6</td>
<td>8.8</td>
<td>87.8</td>
<td>67.0</td>
<td>13.9</td>
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</table>
TABLE H: Proportion of School Leavers by Highest Qualification, Gender, and Ethnicity 2001

<table>
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<th>Qualification</th>
<th>Māori Male</th>
<th>Māori Female</th>
<th>Non-Māori Male</th>
<th>Non-Māori Female</th>
</tr>
</thead>
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<tr>
<td>University Bursary</td>
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</tr>
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<td>Entrance Qualification</td>
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<td>7.6</td>
<td>9.6</td>
</tr>
<tr>
<td>Higher School Certificate</td>
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<td>10.8</td>
<td>12.2</td>
</tr>
<tr>
<td>6th Form Certificate</td>
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<td>25.9</td>
<td>27.2</td>
<td>26.9</td>
</tr>
<tr>
<td>School Certificate</td>
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</tr>
<tr>
<td>No Formal Qualifications</td>
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<tr>
<td>Number of School Leavers</td>
<td>4,868</td>
<td>4,820</td>
<td>22,732</td>
<td>21,097</td>
</tr>
<tr>
<td>Average Stay at Secondary school</td>
<td>4.1</td>
<td>4.2</td>
<td>4.4</td>
<td>4.6</td>
</tr>
</tbody>
</table>

School Certificate and Sixth Form Certificate figures relate to students gaining one or more subjects, irrespective of the grade awarded.

Bursary includes National Certificate Level 3.

Higher School Certificate includes at least 12 National Certificate credits at Level 3.

Sixth Form Certificate includes at least 12 National Certificate credits at Level 2.

School Certificate includes at least 12 National Certificate credits at Level 1.

No Qualification includes less than 12 National Certificate credits at Level 1.
### TABLE I: Suspensions and Stand-downs

#### Suspensions 1 January 2001 to 31 December 2001 Rate per 1,000

<table>
<thead>
<tr>
<th></th>
<th>Māori Male</th>
<th>Māori Female</th>
<th>Māori All</th>
<th>All Male</th>
<th>All Female</th>
<th>All All</th>
<th>non-Māori Male</th>
<th>non-Māori Female</th>
<th>non-Māori All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suspensions</td>
<td>1,551</td>
<td>698</td>
<td>2,249</td>
<td>3,495</td>
<td>1,307</td>
<td>4,802</td>
<td>1,944</td>
<td>609</td>
<td>2,553</td>
</tr>
<tr>
<td>State Roll</td>
<td>74,781</td>
<td>71,520</td>
<td>146,301</td>
<td>357,298</td>
<td>342,040</td>
<td>699,338</td>
<td>282,517</td>
<td>270,520</td>
<td>553,037</td>
</tr>
<tr>
<td>Rate per 1,000</td>
<td>20.7</td>
<td>9.8</td>
<td>15.4</td>
<td>9.8</td>
<td>3.8</td>
<td>6.9</td>
<td>6.9</td>
<td>2.3</td>
<td>4.6</td>
</tr>
</tbody>
</table>

#### Stand-downs 1 January 2001 to 31 December 2001 Rate per 1,000

<table>
<thead>
<tr>
<th></th>
<th>Māori Male</th>
<th>Māori Female</th>
<th>Māori All</th>
<th>All Male</th>
<th>All Female</th>
<th>All All</th>
<th>non-Māori Male</th>
<th>non-Māori Female</th>
<th>non-Māori All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stand-downs</td>
<td>4,780</td>
<td>2,162</td>
<td>6,942</td>
<td>12,538</td>
<td>4,603</td>
<td>17,141</td>
<td>7,758</td>
<td>2,441</td>
<td>10,199</td>
</tr>
<tr>
<td>State Roll</td>
<td>74,781</td>
<td>71,520</td>
<td>146,301</td>
<td>357,298</td>
<td>342,040</td>
<td>699,338</td>
<td>282,517</td>
<td>270,520</td>
<td>553,037</td>
</tr>
<tr>
<td>Rate per 1,000</td>
<td>63.9</td>
<td>30.2</td>
<td>47.5</td>
<td>35.1</td>
<td>13.5</td>
<td>24.5</td>
<td>27.5</td>
<td>9.0</td>
<td>18.4</td>
</tr>
</tbody>
</table>

#### Suspensions and Stand-downs 1 January 2001 to 31 December 2001 Rate per 1,000

<table>
<thead>
<tr>
<th></th>
<th>Māori Male</th>
<th>Māori Female</th>
<th>Māori All</th>
<th>All Male</th>
<th>All Female</th>
<th>All All</th>
<th>non-Māori Male</th>
<th>non-Māori Female</th>
<th>non-Māori All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stand-downs and Suspensions</td>
<td>6,331</td>
<td>2,860</td>
<td>9,191</td>
<td>16,033</td>
<td>5,910</td>
<td>21,943</td>
<td>9,702</td>
<td>3,050</td>
<td>12,752</td>
</tr>
<tr>
<td>State Roll</td>
<td>74,781</td>
<td>71,520</td>
<td>146,301</td>
<td>357,298</td>
<td>342,040</td>
<td>699,338</td>
<td>282,517</td>
<td>270,520</td>
<td>553,037</td>
</tr>
<tr>
<td>Rate per 1,000</td>
<td>84.7</td>
<td>40.0</td>
<td>62.8</td>
<td>44.9</td>
<td>17.3</td>
<td>31.4</td>
<td>34.3</td>
<td>11.3</td>
<td>23.1</td>
</tr>
</tbody>
</table>
### TABLE J: Participation of Domestic School Students in Senior School Examinations by Ethnicity and Age 2001

<table>
<thead>
<tr>
<th>Age</th>
<th>School Certificate</th>
<th>Sixth Form Certificate</th>
<th>University Bursary</th>
<th>All Examinations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Māori</td>
<td>non-Māori</td>
<td>Māori</td>
<td>non-Māori</td>
</tr>
<tr>
<td>15</td>
<td>52.8%</td>
<td>68.7%</td>
<td>2.9%</td>
<td>5.8%</td>
</tr>
<tr>
<td>16</td>
<td>38.5%</td>
<td>31.5%</td>
<td>41.4%</td>
<td>60.2%</td>
</tr>
<tr>
<td>17</td>
<td>12.5%</td>
<td>7.1%</td>
<td>30.7%</td>
<td>28.6%</td>
</tr>
<tr>
<td>18</td>
<td>7.5%</td>
<td>4.8%</td>
<td>18.8%</td>
<td>17.9%</td>
</tr>
<tr>
<td>19</td>
<td>4.2%</td>
<td>8.5%</td>
<td>5.4%</td>
<td>12.9%</td>
</tr>
<tr>
<td>15-19 yrs</td>
<td>38.5%</td>
<td>38.2%</td>
<td>20.7%</td>
<td>29.5%</td>
</tr>
</tbody>
</table>

Figures in this table are not comparable to those published last year as they now exclude international students.

### TABLE K: Grades Awarded in School Qualification Papers by Gender and Ethnic Group 2001

<table>
<thead>
<tr>
<th></th>
<th>Māori</th>
<th>Non-Māori</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>School Certificate (% awarded A, B, or C)</td>
<td>36.8%</td>
<td>41.8%</td>
</tr>
<tr>
<td>Sixth Form Certificate (% awarded Grade 1-4)</td>
<td>18.3%</td>
<td>23.1%</td>
</tr>
<tr>
<td>Bursary/Scholarship (% awarded S, A, B or C)</td>
<td>55.0%</td>
<td>62.2%</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th></th>
<th>Level 1: 81-100%</th>
<th>Level 2: 51-80%</th>
<th>Level 3: 31-50%</th>
<th>Total (31% and higher)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>% of Māori students</td>
<td>Number</td>
<td>% of Māori students</td>
</tr>
<tr>
<td>1998</td>
<td>10,161</td>
<td>7.0%</td>
<td>5,242</td>
<td>3.6%</td>
</tr>
<tr>
<td>1999</td>
<td>10,747</td>
<td>7.4%</td>
<td>5,063</td>
<td>3.5%</td>
</tr>
<tr>
<td>2000</td>
<td>11,040</td>
<td>7.5%</td>
<td>5,117</td>
<td>3.5%</td>
</tr>
<tr>
<td>2001</td>
<td>11,064</td>
<td>7.4%</td>
<td>5,073</td>
<td>3.4%</td>
</tr>
<tr>
<td>2002</td>
<td>11,526</td>
<td>7.6%</td>
<td>4,931</td>
<td>3.2%</td>
</tr>
</tbody>
</table>
### TABLE M: Number of Kura Kaupapa Māori and Other Māori-medium Schools

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Kura Kaupapa</td>
<td>54</td>
<td>59</td>
<td>59</td>
<td>59</td>
<td>59</td>
<td>61</td>
<td>13</td>
</tr>
<tr>
<td>Other Immersion Schools</td>
<td>11</td>
<td>13</td>
<td>14</td>
<td>16</td>
<td>24</td>
<td>29</td>
<td>164</td>
</tr>
<tr>
<td>Bilingual Schools</td>
<td>86</td>
<td>108</td>
<td>88</td>
<td>79</td>
<td>77</td>
<td>75</td>
<td>-13</td>
</tr>
<tr>
<td>Schools with Immersion Classes</td>
<td>101</td>
<td>99</td>
<td>97</td>
<td>104</td>
<td>101</td>
<td>90</td>
<td>-11</td>
</tr>
<tr>
<td>Schools with Bilingual Classes</td>
<td>220</td>
<td>221</td>
<td>197</td>
<td>172</td>
<td>177</td>
<td>175</td>
<td>-20</td>
</tr>
<tr>
<td>Total</td>
<td>472</td>
<td>500</td>
<td>455</td>
<td>430</td>
<td>438</td>
<td>430</td>
<td>-9</td>
</tr>
</tbody>
</table>

### TABLE N: Māori Performance in Senior School Assessment 2001

<table>
<thead>
<tr>
<th>Māori Students in:</th>
<th>Papers sat in 2001 that were graded:</th>
<th>School Certificate A, B or C</th>
<th>Sixth Form Certificate 1, 2, 3 or 4</th>
<th>New Zealand Universities Bursary/Scholarships, S, A, B, or C</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Te reo Māori %</td>
<td>Other Subjects %</td>
<td>Te reo Māori %</td>
<td>Other Subjects %</td>
</tr>
<tr>
<td>Full immersion and bilingual schools*</td>
<td>93</td>
<td>43</td>
<td>67</td>
<td>31</td>
</tr>
<tr>
<td>Schools with full immersion and/or bilingual classes**</td>
<td>70</td>
<td>33</td>
<td>48</td>
<td>16</td>
</tr>
<tr>
<td>Schools with no immersion or bilingual classes</td>
<td>57</td>
<td>41</td>
<td>37</td>
<td>20</td>
</tr>
<tr>
<td>All schools</td>
<td>68</td>
<td>39</td>
<td>44</td>
<td>19</td>
</tr>
</tbody>
</table>

* There were considerably fewer full immersion and bilingual schools entering candidates into senior school exams than other types of schools and the number diminishes as the level of exam increases.

Results should be interpreted carefully due to the small number of schools involved.

In 2001, 38 full immersion and bilingual schools entered Māori candidates into School Certificate exams, compared with nine such schools for Sixth Form Certificate and 15 such schools for Universities Bursary/Scholarship exams.

** It is not known whether Māori students in these schools are actually enrolled in immersion or bilingual classes.

<table>
<thead>
<tr>
<th>Destination</th>
<th>Māori School Leavers %</th>
<th>non-Māori School Leavers %</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Education</td>
<td>0.6</td>
<td>1.1</td>
</tr>
<tr>
<td>Polytechnic</td>
<td>12.1</td>
<td>16.1</td>
</tr>
<tr>
<td>University</td>
<td>8.5</td>
<td>26.2</td>
</tr>
<tr>
<td>Wānanga</td>
<td>4.3</td>
<td>0.1</td>
</tr>
<tr>
<td>Private Training Establishments</td>
<td>7.9</td>
<td>4.1</td>
</tr>
<tr>
<td>Skill Enhancement/Youth Training</td>
<td>18.3</td>
<td>4.1</td>
</tr>
<tr>
<td>Total (%)</td>
<td>51.6</td>
<td>51.7</td>
</tr>
<tr>
<td>Total Number of School Leavers</td>
<td>9,453</td>
<td>45,180</td>
</tr>
</tbody>
</table>

Total Numbers include those with ethnicity not stated.

TABLE P: Number of Domestic Tertiary Enrolments by Level of Programme - July 2001

<table>
<thead>
<tr>
<th>Level of Programme Provider Type</th>
<th>Post Graduate</th>
<th>Degree</th>
<th>Diploma</th>
<th>Certificate</th>
<th>All Programmes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tertiary Education Institution</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Māori</td>
<td>1,722</td>
<td>11,909</td>
<td>7,070</td>
<td>15,451</td>
<td>36,152</td>
</tr>
<tr>
<td>non-Māori</td>
<td>20,600</td>
<td>93,981</td>
<td>25,058</td>
<td>42,197</td>
<td>181,836</td>
</tr>
<tr>
<td>Total</td>
<td>22,681</td>
<td>107,395</td>
<td>32,942</td>
<td>58,418</td>
<td>221,436</td>
</tr>
<tr>
<td>Private Training Establishment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Māori</td>
<td>26</td>
<td>268</td>
<td>1,466</td>
<td>13,773</td>
<td>15,533</td>
</tr>
<tr>
<td>non-Māori</td>
<td>398</td>
<td>697</td>
<td>8,068</td>
<td>23,538</td>
<td>32,701</td>
</tr>
<tr>
<td>Total</td>
<td>425</td>
<td>966</td>
<td>9,586</td>
<td>37,390</td>
<td>48,367</td>
</tr>
<tr>
<td>All Tertiary Education Providers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Māori</td>
<td>1,748</td>
<td>12,177</td>
<td>8,536</td>
<td>29,224</td>
<td>51,685</td>
</tr>
<tr>
<td>non-Māori</td>
<td>20,998</td>
<td>94,678</td>
<td>33,126</td>
<td>65,735</td>
<td>214,537</td>
</tr>
<tr>
<td>Total</td>
<td>23,106</td>
<td>108,361</td>
<td>42,528</td>
<td>95,808</td>
<td>269,803</td>
</tr>
</tbody>
</table>
### TABLE Q: Tertiary Education Institution Enrolments by Gender, 1995 to 2001

<table>
<thead>
<tr>
<th>Year</th>
<th>Males</th>
<th>Females</th>
<th>All students</th>
<th>Māori as a % of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Māori</td>
<td>non-Māori</td>
<td>Māori</td>
<td>non-Māori</td>
</tr>
<tr>
<td>1995</td>
<td>9,611</td>
<td>82,624</td>
<td>13,098</td>
<td>94,106</td>
</tr>
<tr>
<td>1996</td>
<td>9,737</td>
<td>82,093</td>
<td>13,713</td>
<td>96,878</td>
</tr>
<tr>
<td>1997</td>
<td>9,842</td>
<td>82,332</td>
<td>14,718</td>
<td>99,515</td>
</tr>
<tr>
<td>1998</td>
<td>10,520</td>
<td>81,902</td>
<td>16,613</td>
<td>101,414</td>
</tr>
<tr>
<td>1999</td>
<td>10,820</td>
<td>78,847</td>
<td>17,017</td>
<td>101,666</td>
</tr>
<tr>
<td>2000</td>
<td>11,275</td>
<td>80,172</td>
<td>18,238</td>
<td>102,970</td>
</tr>
<tr>
<td>2001</td>
<td>12,851</td>
<td>79,545</td>
<td>23,301</td>
<td>102,291</td>
</tr>
</tbody>
</table>

non-Māori = total students - Māori - international - not stated.

### TABLE R: Qualification Enrolments at Tertiary Education Providers by Ethnicity, Gender and Field of Study, July 2001

<table>
<thead>
<tr>
<th>Field of Study</th>
<th>Māori Male</th>
<th>Māori Female</th>
<th>non-Māori Male</th>
<th>non-Māori Female</th>
<th>Māori Male %</th>
<th>Māori Female %</th>
<th>non-Māori Male %</th>
<th>non-Māori Female %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural and Physical Sciences</td>
<td>560</td>
<td>587</td>
<td>8,409</td>
<td>7,582</td>
<td>2.7</td>
<td>1.7</td>
<td>8.5</td>
<td>6.1</td>
</tr>
<tr>
<td>Information Technology</td>
<td>1,588</td>
<td>2,649</td>
<td>8,304</td>
<td>5,648</td>
<td>7.6</td>
<td>7.5</td>
<td>8.4</td>
<td>4.5</td>
</tr>
<tr>
<td>Engineering and Related Technologies</td>
<td>1,769</td>
<td>427</td>
<td>16,493</td>
<td>2,440</td>
<td>8.5</td>
<td>1.2</td>
<td>16.7</td>
<td>2.0</td>
</tr>
<tr>
<td>Architecture and Building</td>
<td>699</td>
<td>218</td>
<td>4,420</td>
<td>2,143</td>
<td>3.4</td>
<td>0.6</td>
<td>4.5</td>
<td>1.7</td>
</tr>
<tr>
<td>Agriculture and Environmental Studies</td>
<td>719</td>
<td>315</td>
<td>4,478</td>
<td>2,292</td>
<td>3.5</td>
<td>0.9</td>
<td>4.5</td>
<td>1.8</td>
</tr>
<tr>
<td>Health</td>
<td>358</td>
<td>1,723</td>
<td>3,145</td>
<td>12,961</td>
<td>1.7</td>
<td>4.9</td>
<td>3.2</td>
<td>10.4</td>
</tr>
<tr>
<td>Education</td>
<td>918</td>
<td>3,309</td>
<td>3,313</td>
<td>14,624</td>
<td>4.4</td>
<td>9.3</td>
<td>3.4</td>
<td>11.7</td>
</tr>
<tr>
<td>Management and Commerce</td>
<td>2,728</td>
<td>7,150</td>
<td>20,163</td>
<td>27,905</td>
<td>13.1</td>
<td>20.2</td>
<td>20.4</td>
<td>22.4</td>
</tr>
<tr>
<td>Society and Culture</td>
<td>4,766</td>
<td>8,222</td>
<td>15,183</td>
<td>29,715</td>
<td>22.9</td>
<td>23.2</td>
<td>15.4</td>
<td>23.8</td>
</tr>
<tr>
<td>Creative Arts</td>
<td>1,062</td>
<td>1,280</td>
<td>3,664</td>
<td>5,831</td>
<td>5.1</td>
<td>3.6</td>
<td>3.7</td>
<td>4.7</td>
</tr>
<tr>
<td>Food, Hospitality &amp; Personal Services</td>
<td>365</td>
<td>1,108</td>
<td>1,390</td>
<td>3,593</td>
<td>1.8</td>
<td>3.1</td>
<td>1.4</td>
<td>2.9</td>
</tr>
<tr>
<td>Mixed Field Programmes</td>
<td>5,270</td>
<td>8,482</td>
<td>9,653</td>
<td>9,885</td>
<td>25.3</td>
<td>23.9</td>
<td>9.8</td>
<td>7.9</td>
</tr>
<tr>
<td>Total Enrolments</td>
<td>20,802</td>
<td>35,470</td>
<td>98,615</td>
<td>124,619</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

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### TABLE S: Māori and non-Māori Tertiary Programme Completions by Level of Study, 1995-2001

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>Māori</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Doctorates</td>
<td>6</td>
<td>10</td>
<td>3</td>
<td>7</td>
<td>16</td>
<td>17</td>
<td>21</td>
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<tr>
<td>Masters/Honours</td>
<td>105</td>
<td>154</td>
<td>194</td>
<td>277</td>
<td>303</td>
<td>276</td>
<td>280</td>
</tr>
<tr>
<td>Post-Grad Diplomas/Certificates</td>
<td>142</td>
<td>209</td>
<td>156</td>
<td>195</td>
<td>198</td>
<td>244</td>
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</tr>
<tr>
<td>Degrees</td>
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<td>1,391</td>
<td>1,719</td>
<td>1,895</td>
<td>2,182</td>
<td>2,150</td>
<td>2,152</td>
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<tr>
<td>Diplomas</td>
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<td>983</td>
<td>952</td>
<td>1,165</td>
<td>1,106</td>
<td>1,440</td>
<td>1,637</td>
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<tr>
<td>Certificates</td>
<td>3,494</td>
<td>3,431</td>
<td>3,636</td>
<td>4,131</td>
<td>4,608</td>
<td>4,269</td>
<td>4,804</td>
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<tr>
<td>Total Awards Completed</td>
<td>5,708</td>
<td>6,178</td>
<td>6,660</td>
<td>7,670</td>
<td>8,413</td>
<td>8,396</td>
<td>9,152</td>
</tr>
<tr>
<td><strong>non-Māori</strong>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Doctorates</td>
<td>232</td>
<td>268</td>
<td>323</td>
<td>342</td>
<td>395</td>
<td>406</td>
<td>420</td>
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<tr>
<td>Masters/Honours</td>
<td>2,882</td>
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<td>3,617</td>
<td>4,190</td>
<td>4,682</td>
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<td>2,735</td>
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<td>2,964</td>
<td>3,026</td>
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<tr>
<td>Degrees</td>
<td>13,297</td>
<td>15,270</td>
<td>17,839</td>
<td>18,392</td>
<td>20,201</td>
<td>20,758</td>
<td>21,786</td>
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<tr>
<td>Diplomas</td>
<td>6,919</td>
<td>5,692</td>
<td>5,551</td>
<td>6,464</td>
<td>5,678</td>
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<td>5,838</td>
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<tr>
<td>Certificates</td>
<td>12,877</td>
<td>13,929</td>
<td>15,947</td>
<td>15,936</td>
<td>15,735</td>
<td>16,137</td>
<td>17,547</td>
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<tr>
<td>Total Awards Completed</td>
<td>38,701</td>
<td>41,064</td>
<td>46,086</td>
<td>48,288</td>
<td>49,717</td>
<td>50,582</td>
<td>52,773</td>
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<tr>
<td><strong>Māori as a % of All Graduates</strong></td>
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<td></td>
<td></td>
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<tr>
<td>Doctorates</td>
<td>2.5</td>
<td>3.6</td>
<td>0.9</td>
<td>2.0</td>
<td>3.9</td>
<td>4.0</td>
<td>4.8</td>
</tr>
<tr>
<td>Masters/Honours</td>
<td>3.5</td>
<td>4.6</td>
<td>5.1</td>
<td>6.2</td>
<td>6.1</td>
<td>5.8</td>
<td>6.7</td>
</tr>
<tr>
<td>Post-Grad Diplomas/Certificates</td>
<td>5.4</td>
<td>7.1</td>
<td>5.3</td>
<td>6.2</td>
<td>6.1</td>
<td>6.9</td>
<td>7.3</td>
</tr>
<tr>
<td>Degrees</td>
<td>7.0</td>
<td>8.3</td>
<td>8.8</td>
<td>9.3</td>
<td>9.7</td>
<td>9.4</td>
<td>9.0</td>
</tr>
<tr>
<td>Diplomas</td>
<td>12.2</td>
<td>14.7</td>
<td>14.6</td>
<td>15.3</td>
<td>16.3</td>
<td>20.8</td>
<td>21.9</td>
</tr>
<tr>
<td>Certificates</td>
<td>21.3</td>
<td>19.8</td>
<td>18.6</td>
<td>20.6</td>
<td>22.7</td>
<td>20.9</td>
<td>21.5</td>
</tr>
<tr>
<td>Total Awards Completed</td>
<td>12.9</td>
<td>13.1</td>
<td>12.6</td>
<td>13.7</td>
<td>14.5</td>
<td>14.2</td>
<td>14.8</td>
</tr>
</tbody>
</table>

Note: * Non-Māori excludes international students and ‘ethnicity not stated’.
# APPENDIX 4 -
## Publications, Research and Evaluation Reports

<table>
<thead>
<tr>
<th>Date</th>
<th>Completed</th>
<th>Researchers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>Māori Education: Some suggestions from the research literature. A discussion paper prepared for Hui Taumata Mātauranga.</td>
<td>Ministry of Education.</td>
</tr>
<tr>
<td>2001</td>
<td>Picking up the Pace. Effective literacy interventions for accelerated progress over the transition into decile one schools</td>
<td>Prof. S. McNaughton &amp; Dr. S. MacDonald, Auckland UniServices Limited, Dr. G. Phillips, The Child Literacy Foundation.</td>
</tr>
<tr>
<td>2001</td>
<td>Stocktake of Existing Māori-medium Diagnostic Tools in Reading, Writing and Mathematics</td>
<td>Prof. R. Bishop, University of Waikato.</td>
</tr>
<tr>
<td>2001</td>
<td>Te Toi Huarewa - Effective teaching and learning materials for improving the reading and writing in te reo Māori of students aged 5 to 9 in Māori-medium education</td>
<td>Prof. R. Bishop, M. Berryman &amp; C. Richardson, University of Waikato.</td>
</tr>
<tr>
<td>2001</td>
<td>Teachers perceptions and use of Aro Matawai Urunga-a-Kura (AKA)</td>
<td>Prof. R. Bishop, M. Berryman &amp; C. Richardson, University of Waikato.</td>
</tr>
<tr>
<td>2002</td>
<td>Pathways over the Transition to School: Studies in family practices and effective classroom contexts for Māori and Pasifika children</td>
<td>Prof. S. McNaughton, Auckland UniServices Limited.</td>
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</table>
### Publications, Research and Evaluation Reports (Continued)

<table>
<thead>
<tr>
<th>Date</th>
<th>Ongoing</th>
<th>Researchers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Trends in International Maths and Science Study - (TIMSS)</td>
<td>Ministry of Education.</td>
</tr>
<tr>
<td></td>
<td>National Education Monitoring Project</td>
<td>Educational Assessment Research Unit, University of Otago.</td>
</tr>
<tr>
<td></td>
<td>Ongoing Monitoring and Evaluation of the Special Education 2000 Policy</td>
<td>R. Bourke, Massey University.</td>
</tr>
<tr>
<td></td>
<td>Programme for International Student Assessment (PISA)</td>
<td>Ministry of Education.</td>
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</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Research in progress</th>
<th>Researchers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Evaluation of Initiatives to Strengthen Education in Mangere and Ota (SEMO)</td>
<td>Prof V. Robinson &amp; Dr H. Timperley, Auckland UniServices Limited.</td>
</tr>
<tr>
<td></td>
<td>Evaluation of the Innovations Funding Pool</td>
<td>Prof V. Robinson &amp; Dr H. Timperley.</td>
</tr>
<tr>
<td>30 Apr 02</td>
<td>The Development of Literacy and Numeracy Instruments for Students in Year 5 and Year 7 in English and in Māori</td>
<td>Dr J. Clinton, Auckland Unitec.</td>
</tr>
<tr>
<td>30 Nov 02</td>
<td>Māori Education Research Literature Review - a comprehensive overview</td>
<td>Ministry of Education.</td>
</tr>
<tr>
<td>5 Dec 02</td>
<td>Evaluation of Whaia te iti Kahurangi</td>
<td>Dr C. Wylie &amp; M. Wilkie, New Zealand Council of Educational Research.</td>
</tr>
<tr>
<td>20 Dec 02</td>
<td>The Experiences of Māori students in the Classroom (Years 9 &amp;10)</td>
<td>Prof R. Bishop, M. Berryman, T. Glynn, E. McKinley, N. Devine &amp; C. Richardson, University of Waikato.</td>
</tr>
<tr>
<td>31 Jan 03</td>
<td>Evaluation of Te Pūtahitanga Mātauranga for Schools within the Far North Region</td>
<td>Dr M. Hohepa, Auckland UniServices Limited.</td>
</tr>
<tr>
<td>03 Mar 03</td>
<td>Progress in Reading Literacy Study (PIRLS)</td>
<td>Ministry of Education.</td>
</tr>
<tr>
<td>15 Mar 03</td>
<td>Evaluation of Te Poutama Tau</td>
<td>Ian Christensen, Massey University.</td>
</tr>
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</table>
### Publications, Research and Evaluation Reports (Continued)

<table>
<thead>
<tr>
<th>Date</th>
<th>Research in progress</th>
<th>Researchers</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 Apr 02</td>
<td>Evaluation of Innovations Funding Pool Round Three (Involving Tū Tangata, Cool Schools and Kiwi Can programmes)</td>
<td>BRC Marketing and Social Research.</td>
</tr>
<tr>
<td>29 Jun 03</td>
<td>Family Start - with Ministries of Social Policy and Health</td>
<td>Dr D. Thomas &amp; Dr Robyn Dixon. Auckland UniServices Ltd (Health, Social Development &amp; Ministry of Education)</td>
</tr>
<tr>
<td>30 Jun 03</td>
<td>An Evaluation of a Professional Development Programme for Teachers of Māori in Mainstream, and the provision of action research advice and support</td>
<td>Dr J. Higgins. Wellington College of Education.</td>
</tr>
<tr>
<td>30 Jun 04</td>
<td>Evaluation of Equity Funding</td>
<td>Arapera Royal Tangere, Te Kōhanga Reo National Trust. Linda Mitchell, New Zealand Council of Educational Research.</td>
</tr>
<tr>
<td>30 Sep 04</td>
<td>Evaluation of He Ara Tika</td>
<td>Prof R. Harker, Prof. A Durie &amp; Dr T. Johnston. Massey Univesity.</td>
</tr>
</tbody>
</table>

### Action Research Projects

<table>
<thead>
<tr>
<th>Date</th>
<th>Research in progress</th>
<th>Researchers</th>
</tr>
</thead>
<tbody>
<tr>
<td>28 Dec 02</td>
<td>A Kaupapa Māori approach to address teaching and learning in a local school</td>
<td>Prof A. Durie. Massey University.</td>
</tr>
<tr>
<td>20 Dec 02</td>
<td>The Experiences of Māori Students in the Classroom</td>
<td>Prof R. Bishop. University of Waikato.</td>
</tr>
<tr>
<td>30 Dec 02</td>
<td>Everyday Practices - effective teaching and learning of Māori Students</td>
<td>Prof L. Smith. International Research Institute for Māori and Indigenous Education.</td>
</tr>
</tbody>
</table>
APPENDIX 5 - Policy Initiatives and Programmes

A range of policies and programmes that support Māori education are grouped below, some policies and programmes relate to more than one area.

**Early Childhood Education**

**Increasing Māori Participation in Early Childhood Education**

*Promoting participation programme* - working with iwi and community groups to identify and address local barriers to participation in early childhood education.

*Professional development for early childhood teachers* - teacher professional development including a focus on strengthening Māori culture and understanding in English-medium early childhood education.

*Recruitment of Māori early childhood teachers* - scholarships to encourage Māori to achieve the Diploma of Teaching (ECE) and enter early childhood teaching.

**Supporting Quality Early Childhood Education Services**

*Discretionary Grants Scheme* - grants to plan for and build new ECE centres or extend existing ones.

*Early Childhood Education Equity Funding* - an equity funding system for ECE to reduce educational disparities. Equity funding particularly focuses on low socio-economic and isolated communities, and services that are based on a language and culture other than English.

*Support for at-risk centres* - provision of budgetary and financial management support to community-based ECE centres.

*Te Kōhanga Reo National Trust Targeted Assistance Programme* - development assistance for kōhanga reo to enable them to meet licensing and chartering requirements.

*Te Kōhanga Reo National Trust: Whakapakari, Te Ara Tuatahi, Te Ara Tuarua* - training for kōhanga reo tutors.

*Te Whāriki* - early childhood curriculum.

*Te Whāriki* - Early Childhood Teacher Materials Development Programme, Māori-medium and Māori in mainstream - a series of videos giving an overview of Te Whāriki and guidance on its implementation.

**Parent Support and Development Programmes**

*Āwhina Mātua* - a programme run by Early Childhood Development which encourages families and children to participate in early childhood education.

*Family Start* - a Health, Education and Social Policy initiative to improve the life outcomes of children from families most at risk.

*Parents as First Teachers* - regular visits to families with children under three years of age, to assist the parents develop their child’s language, intellectual and social skills.

*Parent Mentoring Programme (Auckland Pilot)* - pilot programme with teachers and parents, providing mentoring to parents of new students to encourage participation and support of students’ learning.

*Strengthening Families* - better co-ordination between agencies and community groups in local areas with families and children potentially at-risk.

*Whānau Toko i te Ora* - a Māori parenting programme run by the Māori Women’s Welfare League.

**Better Teaching For Māori Students**

**Awards/Allowances**

*Teacher Study Awards (Māori designated)* - awards available to secondary and area school teachers that are specifically allocated to Māori. Māori may also apply for awards from the general pool.

*Māori-medium allowances* - see Kaupapa Mātauranga Māori section.

*Changes to the National Administration Guidelines (NAGs)* - the NAGs require schools to give priority to student achievement in literacy and numeracy, involve Māori communities in the process of planning and setting targets for their students, and report to students and their parents on the achievement of individual students.
Curriculum Stocktake - a review of the New Zealand Curriculum which will involve critique by international/indigenous experts, consultation with the sector and other key stakeholders, and data gathering from a sample of schools to gather hard and soft data about curriculum implementation. The Stocktake will include a range of strategies to obtain information about the effectiveness of the national curriculum in practice and a strategic direction for ongoing review and renewal.

National Assessment Strategy - the National Assessment Strategy provides a framework for assessment activities and development. Particular initiatives include the development of literacy and numeracy tools to enable teachers to assess literacy and numeracy skills against national standards and the development of exemplars to indicate standards of achievement.

Professional development

Enhancing mainstream teachers responsiveness to Māori - professional development opportunities to enhance teacher effectiveness in raising Māori achievement in mainstream settings (pilot).

Principal leadership and management - initiatives to develop leadership and management capabilities of principals, including initiatives to address issues facing Māori principals and principals of Māori-medium schools.

Professional development for Māori-medium teachers - see Kaupapa Mātauranga Māori section.

Te Hiringa i Te Mahara - initiatives to address workload pressures on Māori secondary teachers, including te reo Māori teachers.

School Improvement - proactive interventions to assist schools in the areas of student achievement, school performance and school/community relations. Many schools involved are low decile schools and specific initiatives have a focus on improving outcomes for Māori students.

Improving The Resources Available To Māori Learners

Financial assistance for Māori students

Māpihi Pounamu - financial assistance for Māori secondary students who face barriers to learning due to factors such as isolation or because their well-being and care is at-risk in the home.

School Boarding Bursaries - financial assistance with boarding fees for students who live away from home in order to receive their education.

Scholarships for secondary school students - Māori and Polynesian scholarships, Ngārimu VC and 28th (Māori) Battalion Memorial Scholarship Fund.

ICT

Computers in Homes - small pilot, providing computers and internet access to families in some low decile schools to encourage learning and development of new skills.

Digital Opportunities - projects in partnership with private sector providers focused on decades 1 to 4 schools with high proportions of Māori and Pasifika students. Projects include study support with equipment and increased bandwidth, and provision of laptops.

Kaupapa Ara Whakawhiti Mātauranga - this project aims to raise the achievement of Māori learners in Ngāti Porou East Coast Schools, Wharekura and Paerangi Māori Boarding Schools through the implementation of information and communications technology.

Professional Development Clusters (ICT) - the professional development of schools and clusters to increase their ICT capability. Over the three-year period of the contract, the professional development schools will have worked with 300 other schools. 28 new clusters were established in 2001.

Te Kete Ipurangi - an online resource centre for educators with information in Māori and English.
**Literacy and Numeracy**

*Adult Literacy programmes* - see Tertiary Education section.

*Books in Homes* - private community-based initiative to foster literacy and the love of books by students in low decile schools.

*Kimihia Rangahau* - an initiative to promote Māori-medium literacy ‘best practice’ in Māori-medium school settings.

**Literacy Strategy**

*Literacy leadership* - assisting primary principals to establish a literacy vision for their school, to evaluate current literacy programmes and develop new programmes.

*Transitions* - working group to look at ways to improve literacy and numeracy retention and achievement in the transition to secondary school.

*Principals Group* - fora to share best practice in improving teaching and learning in low decile schools.

*Feed the Mind Campaign* - to encourage and instruct parents and caregivers on ways to support children’s literacy and numeracy development.

*Literacy Materials* - additional English language instruction reading materials for Māori students in Years 7 to 10.

*Reading, Writing and Mathematics Proposals Pool* - funding to support innovative literacy and maths programmes in low decile schools.

*Resource Teachers of Literacy* - a total of 121 teachers to improve the availability of intensive, specialised literacy teaching for children in Years 1-8 most at-risk of failing to read and write.

**Programmes to support students**

*Alternative education* - opportunities for young people aged between 13 and 15 who are most at risk and who are already significantly alienated from mainstream schools.

*Gateway* - an initiative to test alternative approaches to providing work-based learning opportunities to school students.

*He Ara Tika, youth mentoring programme* - a mentoring programme focused on Māori secondary students which aims to increase student participation and achievement through the provision of one-to-one guidance and support.

*Innovations Pool* - supports innovative educational programmes in low decile schools such as Tū Tangata.

*Social Workers in Schools (SWIS)* - an inter-agency initiative operating in deciles 1-3 schools. The programme involves social workers working closely with schools, resource teachers, health and other professionals in the community to improve outcomes for children in home/school families.

*Study support centres* - for deciles 1-3 primary schools to encourage the development of good study habits. Includes many schools with predominantly Māori students.

*Suspensions reduction programme for Māori students* - working with schools where the suspension rates of Māori students are highest.

*Truancy Services* - working with students not attending school regularly or not enrolled in a school, and their parents, to improve student attendance.

**Special Education Services**

*Ongoing and Reviewable Resourcing Schemes (ORRS)* - ORRS provides targeted resources for assistance with very high or high needs students.

*Resource Teachers: Learning and Behaviour* - teachers assigned to clusters of schools to provide advice and assistance for students with behaviour and learning difficulties.
Specialist Education Services Document of Accountability - provision of early intervention, behaviour, inclusive and communication services for students with special needs including the 'a Te Māori mō te Māori' programme.

Special Education Grant (SEG) - a general allocation to schools for providing assistance for students with behaviour and learning difficulties.

Special Needs Transport - transport assistance for students with special education needs.

Schools resourcing
Māori language resourcing - schools receive extra funding for Māori students enrolled in Māori language programmes at four immersion levels.

Targeted Funding for Educational Achievement (TFEA) - supplementary resourcing for schools to overcome barriers to learning experienced by students in low socioeconomic communities.

Lifting The Quality And Supporting The Growth Of Kaupapa Mātauranga Māori

Kōhanga Reo National Trust
Memorandum of Understanding - a Memorandum of Understanding between the Ministry of Education and Te Kōhanga Reo National Trust for the Trust to provide a range of administrative, advice and support services to kōhanga reo.

Review of the relationship between the Crown and Te Kōhanga Reo National Trust - a ministerial working group was established to review the relationship between the Crown and the Trust and report to Ministers of Education and Māori Affairs.

Kura Kaupapa Māori (KKM)
KKM establishment - funding available for the establishment of new kura based on the development of a business case.

KKM Transport - school transport assistance to provide access for students receiving education through a kura.

Management support for KKM - a contract for Te Rūnanga Nui o Ngā Kura Kaupapa Māori o Aotearoa to provide management support to kura.

Registration of KKM teachers - to assist kura kaupapa Māori teachers to gain registration. The Education Amendment Bill (No. 2) removes the exemption of kura kaupapa Māori teachers from registration.

Support staffing and operational allowances for attached/off-site kaupapa Māori classes - for schools that are accepted into the establishment process for approval as a kura kaupapa Māori and for the mentoring schools to which they are attached.

Wharekura curriculum delivery assistance - support for wharekura teachers to deliver the curriculum through ICT - see Kaupapa Ara Whakawhiti Mātauranga.

Māori-medium teachers
Bilingual teachers’ study awards - available for teachers who are Māori speakers to study bilingual and immersion education.

Māori Immersion Teacher Allowance (MITA) - allowances to teachers in immersion and bilingual programmes, based on their fluency in te reo Māori.

Professional development - support for Māori-medium teachers implementing Māori-medium curriculum statements.

Teacher supply - for Māori and Māori-medium teachers; initiatives include a communications campaign, TeachNZ scholarships and face-to-face recruitment programmes.

Whakapiki Reo - support to assist teachers to increase their competence, proficiency and confidence in te reo Māori.
Māori-medium teaching and learning materials
Community-based initiatives to support Māori language - development of Māori language teaching and learning materials at the local level, and enhancement of the language skills of parents so they can support their children’s learning in te reo Māori.

Māori-medium curriculum statements - Ngā Toi, Tikanga-ā-iwi, Hauora, Pāngarau, Pūtaiao, Te Reo Māori and Hāngarau.

Māori-medium teaching and learning materials - provides teaching and learning materials to support the teaching of the core curriculum in te reo Māori.

Resource Teachers of Māori (RTMs) - resource teachers support clusters of schools to deliver levels 1 and 2 Māori immersion programmes.

Wānanga - see Tertiary Education section.

Valuing the Role that Parents and the Community Can Play
School Community Iwi Liaison project (SCIL) - raising the achievement of Māori students through improving liaison with Māori parents and communities.

Whakaro Mātauranga - strategy to ensure Māori are fully informed about education. Includes a major media campaign and the establishment of pouwhakataki positions to liaise between schools, parents, whānau, communities and iwi.

Lifting Māori Participation and Achievement in Tertiary Education
Adult education
Adult Education and Community Learning - second-chance literacy and numeracy programmes and other community learning.

Adult Literacy Strategy - promotion of good literacy as essential for success in life and work and the basis for further learning through provision of adult literacy programmes. Includes the purchase of Māori adult literacy pilot programmes.

Funding for institutions
Capital for Wānanga - assistance for wānanga for purchase of buildings and equipment.

Financial assistance for Māori students - tertiary scholarships for Māori students.

NZQA:
- development and support for Māori PTEs and Wānanga - voluntary training opportunities for Māori providers as they prepare for educational audit
- development and support for qualifications for Māori - to assist the development of qualifications and unit standards for Māori
- provision of information and advice to Māori - provision of information and advice about the National Qualifications Framework to encourage uptake and promote participation in education and training.
- trials, training and resource development for Māori - includes the support of general education unit standards in the Māori field.

Tertiary Education Institutions improving responsiveness to Māori students - funding intended to increase the number of Māori enrolments in tertiary education and to improve the level of support for Māori students. Includes special supplementary grants (SSGs).

Training (Skill NZ administered)
Modern Apprenticeships - assistance for young people, particularly those aged between 16 and 21 years, to take up and complete an apprenticeship. The programme is required to have particular regard to the needs of Māori.
Skill Enhancement - a vocational programme for Māori (and Pasifika) youth from 16 to 21-years with low qualifications.

Youth Training - education and training experiences provided to young, low-qualified school leavers.

**Strengthening the Role and Increasing the Involvement and Authority of Māori in Education**

**Hui Taumata Mātauranga** - a process to build a co-operative relationship between Māori and the Government which aims to improve Māori educational outcomes.

**Partnerships with iwi and Māori** - partnerships to improve educational achievement outcomes for Māori learners between the Ministry, iwi and other Māori groups. These include:

- *Kiwa Education Partnership* - a partnership between 45 Gisborne schools, Te Rūnanga o Ngāti Porou, Te Rūnanga o Tūranganui-a-Kiwa, the Gisborne District Council and the Ministry of Education to improve education outcomes for students.

- *Ngāi Tahu development of a formal partnership* - a partnership between the Ministry of Education and Ngāi Tahu to improve education outcomes for Ngai Tahu whanui.

- *Ngāi Tōhoe* - a partnership between the Tōhoe Education Authority and the Ministry of Education to raise the quality of governance, management and curriculum delivery, student assessment, staffing and Tūhoeatanga in the schools.

- *Te Pūtahitanga Mātauranga, Te Tai Tokerau* - partnership between Te Reo o te Tai Tokerau and the Ministry of Education to increase the participation, achievement and quality of education for Māori in Tai Tokerau.

- *Tūwharetoa* - a partnership between the Tūwharetoa Māori Trust Board and the Minister of Education to strengthen education outcomes for all learners within the rohe of Tūwharetoa.

- *Whāia te iti Kahurangi: Strengthening Education in Ngāti Porou and East Coast communities* - to raise student achievement and expectations. Involves 19 schools that identify with Ngāti Porou.

- *Hauraki Iwi Education Partnership* - a partnership with the Hauraki Māori Trust Board aimed at supporting their education plan to raise the education achievement of Māori in Hauraki.

**Support for Boards of Trustees** - three initiatives that provide support for Boards of Trustees:

- *In-depth Training and Support* - aims to assist boards of trustees to develop the knowledge and skills that will enable them to undertake their governance roles and responsibilities more effectively.

- *NZSTA Core Contract* - to provide industrial and personnel support and advisory services for trustees of school boards.

- *New Board Training* - a national training programme to help newly elected trustees become familiar with their roles and responsibilities.
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Readers’ Survey

We want to make this Annual Report on Māori Education as informative, interesting and useful as possible. To help us review and improve Ngā Haeata Mātauranga, please take a few minutes to answer the questions below.

1. Which parts of Ngā Haeata Mātauranga did you find useful?
   Please tick yes or no.
   - Data and tables  Yes ☐ No ☐
   - Case studies  Yes ☐ No ☐
   - Information on policies and programmes  Yes ☐ No ☐
   - Information on early childhood education  Yes ☐ No ☐
   - Information on kaupapa mātauranga Māori  Yes ☐ No ☐
   - Information on tertiary education  Yes ☐ No ☐
   - Information on iwi partnerships  Yes ☐ No ☐
   - Information on parent, whānau and community-based initiatives  Yes ☐ No ☐
   - Information on what schools are doing  Yes ☐ No ☐
   - List of research and evaluation publications  Yes ☐ No ☐
   - Other (describe)  Yes ☐ No ☐

2. What do you like about Ngā Haeata Mātauranga?

3. What can we do better?

4. What other topics or issues would you like to see included in Ngā Haeata Mātauranga?

5. How would you rate the overall content of Ngā Haeata Mātauranga?
   - Excellent ☐
   - Very good ☐
   - Fair ☐
   - Poor ☐

6. Has anyone else read this copy of Ngā Haeata Mātauranga?
   - Yes ☐
   - No ☐

7. Please add further comments here for example about legibility, design, length and ease of finding information.

Thanks for your help. Now fold over this page, secure it and send off to The Ministry of Education by 31 March 2003 – no stamp required!
Group Manager Māori

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