**MĀORI LANGUAGE IN EDUCATION**

**Ngā Haeata Mātauranga** is a series of annual reports prepared by the Ministry of Education about progress in education for and with Māori.


What is Important for Māori Language in Education?

High-quality Māori-language providers are essential to meet local demand, contribute to realising community aspirations, and support the understanding and development of tikanga, mātauranga and te reo Māori.

Quality of teaching and leadership in kura Māori, wharekura and wider Māori-language settings is critical to ensuring education success, as in all education settings.

Māori-language teachers with a high level of capability in te reo Māori are important to ensure effective learning in and of the language, including the development of complex ideas and critical thinking. Revitalising te reo Māori also requires the use of fluent and complex language.

Using Māori language within all education settings affirms its value for children and young people from all cultural backgrounds. Both *Te Whāriki – Early Childhood Curriculum* and *The New Zealand Curriculum* emphasise the importance of the Māori language and culture for all learners.

Teachers need to know what works to teach effectively in any context. They therefore need strong evidence on which to base their teaching practice. This is a particular challenge in Māori-language education, and one that is slowly being addressed as New Zealand teachers and researchers take up opportunities to build the knowledge base.1

**Highlights**

**The size of the Māori-language education sector is increasing.**

- Since 1992, the **number of kura kaupapa Māori, designated character schools** (established under s156 of the Education Act) and **kura teina** has increased from 13 to **88** in 2009: 70 kura kaupapa Māori, three kura teina and 15 designated character schools (s156).

- In 2008, **kura establishment processes** were reviewed and a new process developed at the end of 2009 to ensure that new kura are more effective and more viable in the long term.

Language is the essence of culture. Through te reo Māori, Māori learners can affirm their identities and access te Ao Māori and Māori world views.

Language provides the vehicle for the development of new knowledge and different perspectives which can add a rich dimension to educational activities and outcomes.

To achieve 'Māori enjoying education success as Māori', learners must have access to high-quality Māori language in education.

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1. Full reference details can be found at www.educationcounts.govt.nz
Achievement in Māori-medium schools is higher than in other schools.

- In 2008, 84.4% of Māori-medium school candidates met both the literacy and numeracy requirements for the National Certificate of Educational Achievement (NCEA) Level 1 compared with 68.4% of Māori students at English-medium schools. This is up from 82.7% in 2007.
- Years 11–13 Māori-medium school students were more likely to gain a typical level or higher NCEA qualification than Māori students at English-medium schools.
- The number of school leavers from Māori-medium schools qualified to attend university is much higher than that of Māori students in English-medium schools.
- A number of research reports have been started or published in 2008/09 to provide information about effective teaching and learning for Māori students.

Resources to support the sector are increasing.

- Te Marautanga o Aotearoa was launched in October 2008 as the new curriculum for Māori-medium schools and settings. Professional support was provided in 2008/09 to help teachers develop and trial their marautanga a kura based on Te Marautanga o Aotearoa. This support will continue in 2010.
- Training was provided to clusters of kura in 2008/09 to strengthen governance and management capability, primarily for kura that are preparing for establishment or have recently been established.
- Te Aho Arataki Marau mō te Ako I Te Reo Māori – Kura Auraki/Curriculum Guidelines for Teaching and Learning Te Reo Māori in English-medium Schools was launched in March 2009 to support teachers in English-medium classrooms in teaching te reo Māori as an official language of Aotearoa New Zealand.
- Throughout 2009–2012 Te Whakapiki i te Reo is being provided to strengthen the language proficiency of teachers and teaching effectiveness in Māori-medium classrooms.
- In 2009, the Tū Rangatira Māori Leadership project was introduced to support the growth, strength and sustainability of Māori leadership within the Māori-medium sector.

Challenges

While there has been some progress, there are also some key challenges ahead:

The proportion of Māori students studying te reo Māori as a separate subject has decreased.

- In 2008, there were 12,969 Māori students learning te reo Māori as a separate subject for three or more hours per week. This is 7.8% of all Māori students compared with 8.1% in 2007.

The demand for Māori-language education outstrips the supply of schooling options and effective Māori-language teachers.

Case study: Increasing learning opportunities in kura kaupapa Māori

Professional isolation can be a problem for kura kaupapa and other Māori-immersion schools. LAMS, the ‘Learning Activities Management System’, enables teachers and school leaders to share knowledge, resources and teaching ideas on a daily basis. Available 24/7, the New Zealand LAMS is aimed at years 1–8 and designed specifically for Māori-immersion settings. It allows teachers to create lessons and monitor students’ progress online, and students to learn individually and collectively.

LAMS currently involves five geographically distant kura from the Whanganui, Ruapehu, Taranaki and Wellington regions.

Looking Ahead

Key priorities for 2010 will be to enhance teaching and learning through and of te reo Māori, with a focus on literacy and numeracy, and partnerships with whānau and iwi. Actions will include:

- developing, trialling and implementing Ngā Wāhaketa Māori – the Māori-medium National Standards to support the teaching and learning of literacy and numeracy within Te Marautanga o Aotearoa. In 2010, all Māori-medium schools will trial the standards with full implementation beginning from 2011.
- refocusing the Ministry’s investments during 2010–2012 on the implementation of Ngā Wāhaketa Māori – the Māori-medium National Standards.
- developing a set of policy principles to guide the direction for the provision and delivery of Māori Language in Education.
- developing a Professional Leaders Plan as part of the Kaupapa Māori Leadership project.

For more information go to www.educationcounts.govt.nz