Report of the Māori Medium Workforce Reference Group into strengthening the Māori Medium Education Workforce (2012)

Ministry of Education
Report of the
Māori Medium Workforce
Reference Group

To the Minister of Education

27 JULY 2012
Executive Summary

Māori medium education has grown in response to the desire to revitalise and regenerate te reo Māori. There are now almost 27,000 learners and around 2,000 teachers engaged in a wide range of Māori medium and bilingual programmes where learners are immersed in te reo Māori at a variety of levels. Ensuring an effective Māori medium teaching workforce is critical for supporting today’s and tomorrow’s students to succeed in education and beyond, and to have the pride and commitment to uphold tribal identity and integrity.

The Māori Medium Workforce Reference Group (the Group) has developed a vision for a quality Māori medium education workforce:

- Highly proficient in te reo Māori me ngā tikanga, and highly knowledgeable in Māori medium pedagogy and Māori medium education curriculum;
- With sufficient numbers of practitioners through early childhood to senior secondary school, ensuring delivery across the full range of Māori medium education settings;
- With sufficient coverage across all immersion levels, and with the range of knowledge and skills to move learners to the highest immersion level;
- Responsive to and engaged with iwi and te reo Māori speaker communities in their role as leaders of the revitalisation of te reo Māori, and with iwi and Māori education priorities and aspirations; and
- Where workforce growth is adequately planned for and supported by relevant, quality models of recruitment, initial teacher education, professional learning and development, retention, succession planning and active monitoring.

While Māori medium education makes a huge contribution to the revitalisation of te reo Māori and delivers some of New Zealand’s best educational outcomes for Māori learners, realising the vision will require persistent workforce capacity and capability issues to be addressed.

The Group recommends that the first step to achieving the vision must be a review of current definitions of Māori medium education, including immersion levels. The Group also recommends change in a number of other areas: involving whānau, iwi and Māori education organisations; promoting teaching as a profession and teacher recruitment; initial teacher education; supporting beginning teachers; professional learning and development; and building a strong evidence base to support Māori medium teaching and learning.

Involvement of whānau, hapū, iwi and Māori education organisations

Whānau, hapū, iwi and Māori communities are repositories of language, tikanga, mātauranga Māori and mātauranga-ā-iwi, and the centres of community language revitalisation. They are also the main sources of the Māori medium education workforce. Their involvement in growing and strengthening the workforce could be further encouraged, supported and appropriately resourced through genuine, cooperative engagement and partnership.

The Group recommends that the Ministry extends its engagement with whānau, hapū, iwi and Māori education organisations, to particularly focus on strengthening the Māori medium education workforce. It is expected that implementation of this report’s recommendations would enhance and build on, not supersede, the Ministry’s agreements with iwi and Māori education organisations.
Promotion and recruitment

Sufficient high calibre Māori medium teachers with suitable qualifications and expertise are needed. There are long standing shortages, including in some subject areas, some locations and some year levels. This will become more challenging as demand for Māori medium teachers is expected to increase from 2015.

Change is needed to: raise the status of te reo Māori; improve how the teaching profession is perceived; grow the pool of teacher candidates; increase pathways into teaching; and ensure that teacher education scholarships are appropriately targeted for the needs of Māori medium education.

Initial Teacher Education

The quality of initial teacher education is fundamental to developing capable Māori medium teachers who can deliver what learners need. The quality of Maori medium initial teacher education is variable, including the quality of language provision. There is also a limited evidence base on which to design the supports teacher trainees and new teachers need in Māori medium settings.

Substantial, system-wide changes are needed in Māori medium initial teacher education to ensure the pedagogy, skills and standards necessary for the development of effective teachers. The Group recommends as a priority that collaborative models of provision, including criteria for standards of delivery, are developed.

Beginning teachers

Retaining beginning teachers in Māori medium is a significant and pressing issue – only a fifth remain after three years. The Group recommends that a concerted effort is made to incorporate and reflect best practice in mentoring, support and professional learning and development programmes for Māori medium beginning teachers. Effective induction, mentoring and coaching for beginning teachers is essential for developing their capability as effective teachers, and for retaining them in the profession.

Professional learning and development

Professional learning and development that is appropriate and relevant to the diverse range of Māori medium education settings is essential for strengthening effective teaching. The Group suggests that dialogue continues with the sector to ensure that funding and resources are most effectively targeted to professional learning and development that positively impacts on raising Māori language development and lifting quality teaching and professional leadership.

Building a strong evidence base

The Group recommends that work is done on best practice guidelines and standards, as well as workforce planning, to support Māori medium teaching and learning. There are examples of excellent practice, and work on te reo Māori proficiency standards is underway, but best practice needs to be adopted across the sector. Furthermore, the evidence platform needs to be strengthened, to adequately plan for the right numbers of Māori medium teachers, the locations, immersion levels and year levels where they are needed, as well as the skills and competencies required.
Recommendations

The Group recommends changes across the education sector to invest in and grow the capacity and capability of the Māori medium education workforce. These changes will contribute to strengthening the quality of Māori medium teachers, addressing teacher shortages, raising the status of teaching, and improving supports to meet the needs of Māori medium education.

Building the capacity and capability of the Māori medium education workforce requires special strategies to capture the unique nature of this part of the education sector. Multiple pathways are needed to achieve the desired growth. Ensuring the long term strength and sustainability of the Māori medium education workforce will require a broad, integrated approach involving not just government agencies, but also iwi and Māori communities. It will require a mix of solutions including reviewing existing policies, developing new policy frameworks, introducing new initiatives, and undertaking targeted research and analysis.

Accordingly, the Group presents a package of recommendations as a coherent work programme. Recommendations are grouped to address key areas where change is required.

The Māori Medium Workforce Reference Group recommends that:

1. The Ministry of Education develops a work programme and provides resources to:

Overarching recommendations

a) Increase investment in the growth of Māori medium education, at all stages from early childhood to teacher education, and strengthen and promote Māori medium education as a highly desirable, viable option and choice.

b) Incorporate the Reference Group’s Vision and Objectives into the Ministry’s strategies for raising student achievement and quality teaching.

c) Develop policy to actively promote and strengthen the status of te reo Māori.

d) Review the current definitions of Māori medium education (including immersion levels) for early childhood and school settings. The purpose of the review is to establish an agreed definition with the Māori medium education sector to ensure learners’ optimal language development and success and growth in the speakers and users of te reo Māori to high levels of proficiency. The review should consider the Reference Group’s suggested definition in section 3.4.

Involvement of whānau, hapū, iwi and Māori education organisations

e) Acknowledge the role of whānau in the governance of Māori medium settings as a key ingredient to successful outcomes and high student achievement.

f) Effectively engage with iwi over ways of supporting them to contribute to strengthening the Māori medium education workforce, on their own terms and to meet their desired aspirations for te reo Māori.
g) Continue and deepen the engagement with iwi and Māori education organisations through cooperative partnerships.

**Promotion, recruitment and pre-initial teacher education**

h) Grow the pool of high calibre teacher candidates through:
   - Promulgation of case studies and guidelines on successful examples of community-based promotion and recruitment through kura, school, iwi and community networks.
   - Resourcing kura and schools to run programmes, in conjunction with initial teacher education providers, to identify high calibre teacher trainee applicants and to provide pre-initial teacher education training opportunities and accreditation for them.
   - Incentivising wharekura graduates with at least NCEA Te Rō Rangatira 3 to enrol in a Māori medium initial teacher education programme.

i) Define ‘disposition to teach’ for Māori medium so that the most suitable people can be identified and supported to train as teachers, including identification by kura and iwi.

j) Grow the numbers of early childhood and school students in high level immersion (level 1), as a means of increasing the pool of future Māori medium teachers. This will include provision of pertinent information to all parents and whānau about the success and benefits of Māori medium education to support parents’ and whānau choices about their children’s education.

**Initial Teacher Education**

k) Strengthen the quality of Māori medium initial teacher education by establishing effective, collaborative models of provision, including criteria for standards of delivery and coordinated professional development opportunities for teacher educators. This could be achieved through mechanisms such as developing a national network, a centre of excellence and better coordination of programmes. Consultation with the Māori medium initial teacher education sector, iwi and other key stakeholders will be required.

l) Raise the level of funding given by the Tertiary Education Commission for Māori medium initial teacher education to recognise the specialist skill and greater workload involved in the delivery of total immersion Māori language initial teacher education programmes.

m) Improve te reo Māori proficiency of undergraduate initial teacher education students that is appropriate for teaching by:
   - Enhancing and improving opportunities for one year Māori medium 'stepping stone' / foundation programmes to allow those with less than optimum te reo Māori to achieve language proficiency (te reo Māori me te marau), prior to entering, during or post initial teacher education.
   - Increasing the value of undergraduate te reo Māori Equivalent Full-time Student Funding (EFTS) to improve language proficiency.
   - Working with the New Zealand Teachers Council to ensure clear te reo Māori requirements for initial teacher education entry and
graduation, developing a proficiency framework, and defining Māori medium initial teacher education programmes.

n) Develop closer relationships between Māori medium student teachers and kura/schools, iwi, Māori education organisations and communities to support their language and pedagogical development by:
   • Engaging and supporting kura to develop their capability as 'kura hāpai' to mentor students.
   • Using technology and distance learning combined with wānanga so that Māori medium student teachers are able to remain based in their home and kura communities.
   • Requiring initial teacher education providers to engage with kura, wharekura and rumaki to increase the frequency of practicums and improve the quality of the practicum experience for trainees.
   • Kura/schools, iwi and community working with the initial teacher education provider to support and mentor student teachers.
   • Establishing a programme to allocate an expert mentor to each student teacher throughout their training and provisional registration.

o) Establish Māori medium initial teacher education programmes for specialist subject teachers, such as:
   • A programme to enable primary-qualified Māori medium teachers with a degree major in science, maths and other specialist subject areas to teach beyond year 10 in Māori medium.
   • A programme for secondary te reo Māori teachers to qualify in a specialist subject that they can teach in Māori medium.

p) Develop an appropriate post-graduate teaching qualification for Māori medium education that is responsive to and reflective of kaupapa Māori pedagogy, including consideration of:
   • the content of the qualification
   • delivery models, which are taught in te reo Māori
   • pathways to achieving the qualification, and
   • support for students to complete the qualification.

q) Consult with the Māori medium education sector over whether the post-graduate teaching qualification for Māori medium education should be linked to full teacher registration.

r) Improve funding supports to Māori medium student teachers, including reviewing current scholarships, student allowances and loans to align them with any new post-graduate qualifications requirements that are developed.

s) In the design and delivery of Māori medium initial teacher education, acknowledge and enable the specialist philosophical approach required by some parts of Māori society. These include iwi who seek teachers in their tribal districts to support their tribal aspirations. Another group are kura kaupapa Māori that adhere to Te Aho Matua.

t) Ensure all initial teacher education programmes include te reo Māori and tikanga Māori so that graduating teachers who teach in English medium education are aware of, are able to promote, and are positive towards te reo Māori, tikanga Māori and the Reference Group’s vision and goals.
**Māori medium beginning teachers**

u) Incorporate and reflect best practice in mentoring, support and professional learning and development programmes for Māori medium beginning teachers and their mentors.

**Professional learning and development**

v) Develop two Māori language sabbatical programmes; one targeted to Māori medium teachers to enable them to address identified language development needs. The other programme developed specifically for Māori medium principals to enable them to develop and strengthen leadership in Māori medium education.

w) Ensure that Māori medium professional learning and development is focused on ongoing language development, including:
   - Māori medium education, iwi and stakeholder involvement in decisions about the professional learning and development that is required.
   - Developing professional learning and development specifically for Māori medium that is delivered to teachers at a similar level of language proficiency and that includes methods to progressively shift learners to higher language proficiency.
   - Developing intensive language programmes specifically for teachers to achieve higher levels of proficiency.
   - Developing te reo Māori proficiency programmes specifically for support staff.

x) Enhance professional learning and development for kura and school leaders that is tailored to the needs of Māori medium education settings.

y) Develop mentoring programmes for Māori medium teachers that:
   - Are targeted to teachers in their first four years of teaching.
   - Include training and professional development of mentors specifically for Māori medium education.
   - Provide for adequate resourcing and infrastructure support to the initial teacher education provider and host school.

z) Increase options for releasing Māori medium teachers for professional learning and development, including provision for:
   - Resourcing needed to release teachers.
   - Ways of developing an appropriately skilled workforce to provide teacher relief.

aa) Ensure kura are able to develop school wide and school specific professional learning and development.

bb) Enable professional learning and development that is philosophically aligned to iwi or kura kaupapa Māori that adhere to Te Aho Matua.

**Recognition and reward**

cc) Recognise and reward excellent skills and practices of the Māori medium education workforce.
dd) Review the Māori Immersion Teacher Allowance (MITA), including the criteria for receiving MITA and strengthening its focus on language proficiency.

**Strong evidence base to support Māori medium teaching and learning**

ee) Develop a strong evidence base to support excellent teaching and continuous improvement in Māori medium, through:

- Developing and promulgating good practice examples of teaching and learning in Māori medium. This will include clear specification of what ‘learner achievement’ means in Māori medium.
- Developing and promulgating good practice examples for Māori medium initial teacher education, including developing professional standards for Māori medium teachers that include kaupapa Māori pedagogy.
- Developing Māori medium teacher graduate standards that include a definition of what ‘effective teacher’ means in Māori medium.
- Identifying and specifying teacher registration requirements that are unique to, and required by, Māori medium education.

ff) Establish a Māori medium education workforce plan that:

- Identifies sufficient numbers of practitioners with high language proficiency and appropriate qualifications needed for all stages of education from early childhood to year 13.
- Establishes a methodology for accurately assessing and planning for demand for Māori medium education.
- Establishes ongoing monitoring of Māori medium teacher supply to ensure it meets demand.
- Establishes a research programme to develop greater understanding of where and how Māori medium education workforce capability needs to be strengthened.

2. The findings of the following Ministry of Education reviews are taken into account in this work programme:

- The review of Resource Teacher Māori, focusing on the redesign of the service to support resourcing and the quality provision of teaching and learning of, and through, te reo Māori; and
- Regular Ministry of Education reviews of TeachNZ Scholarships to ensure they are appropriately targeted to attract and support Māori medium student teachers.

3. The Reference Group, or a similar group, works with the Ministry to support the implementation of this work programme, including reviewing progress within one year and recommending any changes required.
Suggestions for immediate action

Although the Group presents the recommendations as a coherent work programme, some critical actions must be started as soon as possible.

The Group recommends that the Ministry extends its engagement with iwi, and other key stakeholders such as Ngā Kura ā Iwi and Te Rūnanga Nui o ngā Kura Kaupapa Māori, to particularly focus on strengthening the Māori medium education workforce. It is expected that implementation of this report’s recommendations would enhance and build on the Ministry’s agreements with iwi and national Māori organisations. It is not intended that these recommendations would supersede arrangements already in place.

The current definitions of Māori medium education (including immersion levels) need urgent review. This work lays the foundations for implementing the other recommended actions. A new definition of Māori medium education is proposed in section 3.

Substantial system-wide changes are needed in Māori medium initial teacher education. This is the area where change is most needed, because Māori medium initial teacher education sets the pedagogy, skills and standards necessary for the development of effective teachers. Initial teacher education is a vital building block for Māori medium education. The extent of change required is reflected in the 10 action areas proposed. The Group recommends as a priority that collaborative models of provision, including criteria for standards of delivery, are developed.

The support and retention of Māori medium beginning teachers must be addressed urgently, as only a fifth stay after three years. This attrition rate is considerably higher than for the state teacher workforce as a whole. Better understanding of why such a high proportion of Māori medium beginning teachers leave is needed. The Māori medium teacher workforce is not being replenished and new talent is being lost from this sector. With moves to strengthen links between initial teacher education providers, beginning teachers and schools, it is particularly timely that a concerted effort is made to incorporate and reflect best practice in mentoring, support and professional learning and development programmes for Māori medium beginning teachers.

Some other actions should be able to be implemented quickly as they fit well with Ministry work underway or planned. These are:

- Reviewing the Māori Immersion Teacher Allowance (MITA), including the criteria for receiving MITA and strengthening its focus on language proficiency. This review will need to be consistent with the review of current definitions of Māori medium education.
- Defining ‘disposition to teach’ for Māori medium.
- Ensuring that Māori medium professional learning and development is focused on ongoing Māori language development.
- Increasing options for releasing Māori medium teachers for professional learning and development.
- Developing and promulgating good practice examples of teaching and learning in Māori medium education.
- Developing Māori medium teacher graduate standards.
- Identifying and specifying teacher registration requirements that are unique to, and required by, Māori medium education.
- Establishing a Māori medium education workforce plan.
- Promulgating a collaborative, inter-sectoral approach with Māori medium education participants as reflected by the make up of the Reference Group.
1. Introduction

The Māori Medium Workforce Reference Group (the Group) was established by the Minister of Education, Hon Hekia Parata, to provide expert and independent advice on strengthening the capacity and capability of the Māori medium education workforce. In particular, the Group was tasked with addressing ongoing shortages in the supply of high quality, highly trained teachers who are fluent in te reo Māori. Ensuring an effective Māori medium teaching workforce is critical for supporting today’s and tomorrow’s students to succeed in education and beyond, and to have the pride and commitment to uphold tribal identity and integrity.

Māori medium education has grown within the New Zealand education system in response to the Māori people’s desire to revitalise and regenerate their language. The growth in Māori language provision in education began in the same way as foreign language teaching took place – the book and audio-lingual approach. Te Kura o Ruatoki launched a bilingual programme in 1977, introducing total immersion to New Zealand schools which was then simulated in other parts of the country. After Te Kōhanga Reo embraced the total immersion method for earliest Māori learners in 1982, Te Kura o Hoani Waititi Marae provided the template for kura kaupapa Māori from 1985. There are now almost 27,000 learners engaged in a wide range of Māori medium and bilingual programmes where learners are immersed in te reo Māori at a variety of levels.1

Learning and teaching of te reo Māori as a minority language in an English language dominant society provides a unique set of circumstances that is yet to be fully understood and catered for by the wider New Zealand education system.

In Māori medium education, identity, language and culture are key enablers of Māori learners’ success. Language and cultural content, context, values and practice are applied to education provision. Māori medium education is notable for some excellent models of learning and some excellent outcomes for Māori learners. The focus of the Group is on articulating a vision of the education workforce that contributes to, and builds on, those excellent models to ensure learners’ success.

The Group has agreed on a vision for the future state of the Māori medium education workforce, what we as a country must do to achieve that vision, and how we will get there. In developing the vision and identifying ways forward, the Group has used a variety of information sources, including the knowledge and expertise of group members, research, and information from previous engagement with the sector.

One of the issues that the Group encountered in developing the vision is the way that Māori medium education and immersion levels in early childhood education and schooling are defined and used. Currently, the Ministry of Education defines Māori medium education according to different immersion levels of te reo Māori usage in teaching the curriculum.2 The term Māori medium education is used in different ways in different contexts. This contributes to inconsistency and confusion.

The Group considers that an immediate task is to review the definition of Māori medium education to ensure consistency and learners’ optimal language development. A new definition of Māori medium education is required, that covers all stages of Māori medium education, from early childhood to Māori medium initial teacher education. The new definition is presented in Section 3 below. It is based on sound pedagogical evidence for the conditions that produce high proficiency and

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1 Level 1: 81-100% curriculum instruction in te reo Māori; level 2: 51-80%; level 3: 31-50%; level 4a: 12-30%.
2 See footnote 1 above.
excellence in te reo Māori. The definition aims to achieve the goal of learners’ te reo Māori proficiency after at least nine years of total immersion (including immersion in early childhood programmes). The earlier that the learner enters immersion, the better.

The Group is mindful that its recommendations may have funding implications that will need to be carefully considered as part of implementing the work programme proposed. Some actions will be able to be incorporated into the work of the Ministry and should not require additional expenditure. Other actions, such as proposals for Māori medium initial teacher education, which recommend developing new models to strengthen quality provision, may require reprioritising or repositioning of funding to get better outcomes for Māori medium education. The Group believes that the proposed work programme will contribute to a more strategic and effective approach to investment in Māori medium education.

The report is structured as follows:

- Section 2 provides background and context to the Group’s deliberations.
- Section 3 describes the Group’s vision for the Māori medium education workforce.
- Section 4 summarises seven priority objectives and associated actions.
- Sections 5 to 11 explain each priority objective and the actions proposed to reach the vision.
2. Māori medium education and its workforce

Māori medium education includes a range of learning environments.

Kura Kaupapa Māori are established under section 155 of the Education Act 1989 with te reo Māori as the language of instruction. The English language is introduced after te reo Māori is confirmed as the learner's primary language. Te Aho Matua is the philosophical base for Kura Kaupapa Māori. Wharekura – secondary programmes – have both Māori language and English language as the languages of instruction. There are 72 Kura Kaupapa Māori and Wharekura (see Annex 4).

Kura a ā iwi are established under section 156 of the Education Act 1989 as special character schools. They include te reo Māori as the sole language of instruction or both Māori and English as well as a learning ethos, curriculum and focus on their iwi. Other kura delivering Māori medium education are also established under section 156. There are 17 kura established under section 156 (see Annex 4).

Some English medium schools have Māori language immersion classes at all or some levels of immersion. Each of these environments requires a specific type of Māori medium teacher, trained appropriately to work with the learners and their whānau. There are 76 schools with immersion and bilingual classes (see Annex 4).

Each of the Māori medium environments is founded on its own distinct philosophy, values and tikanga. They are a unique and powerful contributor to New Zealand’s social, cultural and economic life, making a huge contribution to the revitalisation of te reo Māori in our institutions and our communities, and delivering some of New Zealand’s best educational outcomes for Māori learners. For example, participation in Māori medium is exemplary; Māori learners in Māori immersion and bilingual schools have a lower rate of stand-downs, unjustified absences and truancy than Māori in English medium schools. NCEA achievement rates for students in Māori medium schools are high compared to students studying in English medium schools with similar decile levels. Furthermore, a higher proportion of Māori school leavers from Māori medium schools are qualified for direct entry to university, compared to Māori school leavers in English medium schools.4

Even so, considerable challenges face Māori medium education. Despite sustained efforts, the proportion of Māori speaking te reo Māori is declining, particularly in children aged under 10 years.5 Over the last decade, both the number and proportion of enrolments in Kōhanga Reo have declined.6 There is also significant variability in the quality of teaching and learning in kura and in teachers’ Māori language proficiency.7

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3 Te Aho Matua was inserted in s155 of the Education Act in 1999 and is a requirement in kura kaupapa Māori. A small number of kura kaupapa Māori established before then are not required to adhere to Te Aho Matua.
5 Waitangi Tribunal (2011).
6 From 11,021 (37% of all Māori students enrolled in early childhood education) in 2000, to 9,142 (22%) in 2011. (Source: Ministry of Education, Education Counts).
2.1 Students in Māori medium education

At July 2011, 26,994 students were enrolled in immersion levels 1-4a. The large majority of these students, 24,702, were Māori (see Table 1 below and Annex 4). There were 11,818 students at immersion level 1 and 4,729 students at immersion level 2, a total of 16,547.

Table 1: Numbers of Students involved in Māori Medium Education by Highest Immersion Level, 1 July 2011

<table>
<thead>
<tr>
<th>Immersion Level</th>
<th>All students</th>
<th>Māori students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1 (81-100%)</td>
<td>11,818</td>
<td>11,710</td>
</tr>
<tr>
<td>Level 2 (51-80%)</td>
<td>4,729</td>
<td>4,423</td>
</tr>
<tr>
<td>Level 3 (31-50%)</td>
<td>4,807</td>
<td>4,308</td>
</tr>
<tr>
<td>Level 4a (12-30%)</td>
<td>5,640</td>
<td>4,261</td>
</tr>
<tr>
<td>Total</td>
<td>26,994</td>
<td>24,702</td>
</tr>
</tbody>
</table>

Source: Ministry of Education, Education Counts

2.2 The workforce

Māori medium education faces persistent workforce capacity and capability issues.

The Ministry estimates\(^8\) there are 2,128 Māori medium teachers across immersion levels 1-4a. A total of 1,187 teachers teach in level 1 immersion, while 369 teachers teach in level 2 immersion. Looking at the type of setting, 1,511 Māori medium teachers teach in immersion and bilingual schools (across immersion levels 1-4a), and 617 teach in schools with rumaki units (across immersion levels 1-4a) (see Table 2 below, and Annex 4).

Table 2: Estimated Number of Māori Medium Teachers by Immersion Level and School Type

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4a</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(81-100%)</td>
<td>(51-80%)</td>
<td>(31-50%)</td>
<td>(12-30%)</td>
</tr>
<tr>
<td>Rumaki unit</td>
<td>224</td>
<td>220</td>
<td>89</td>
<td>84</td>
</tr>
<tr>
<td>Immersion or bilingual school</td>
<td>973</td>
<td>149</td>
<td>211</td>
<td>188</td>
</tr>
<tr>
<td>Total</td>
<td>1,187</td>
<td>369</td>
<td>300</td>
<td>272</td>
</tr>
</tbody>
</table>

Source: Ministry of Education

At the beginning of the 2012 school year, secondary school teacher vacancies in te reo Māori and Māori medium and bilingual education made up the third highest proportion of all secondary vacancies, at 12.9 percent. Many Māori medium education settings are small scale, rural and low decile; this means they are more likely to have a higher proportion of advertised and re-advertised vacancies. Almost all schools requiring teachers proficient in te Reo Māori had difficulties getting relief teachers – two thirds of primary and secondary schools requiring teachers proficient in te Reo Māori reported finding it “very difficult” to get relief teachers, and in addition, just over one quarter found it “somewhat difficult”.\(^9\)

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\(^8\) Payroll data does not identify the number of teachers in rumaki units or classes. Therefore the total number of Māori medium teachers across all Māori medium settings must be estimated. The estimate is based on average Māori medium teacher:student ratios and numbers of students in Māori medium. Because of how the estimate is calculated, it may over-estimate the actual number of teachers.

The undersupply of Māori medium teachers is likely to continue, simply on the basis of population growth. While the numbers of students in Māori medium education are forecast to go down slightly or remain stable until 2015, thereafter student numbers will gradually rise. Increases will be most noticeable in primary, particularly years 3-5. Currently there is a much reduced pool of Māori medium part-time teachers – when this pool is very low, it is even more difficult to respond to rising demand. This data portrays the numbers of students currently in Māori medium education and projections based on past data. The future survival of te reo Māori requires an increase of engagement in Māori medium education settings. This will require a marked increase in the Māori medium workforce.

Teaching in Māori medium education requires a unique and complex set of skills and dispositions. Multiple skills are demanded of teachers who must be fluent in te reo Māori, have curriculum content knowledge, understanding of language pedagogy, skills in learner assessment, and be able to effectively respond to the diverse learning and language needs of their students, most of whom are learners of Māori as an additional language.

Māori medium teachers are also required to uphold tikanga Māori, drawing from their own iwi background. This is in addition to curriculum content knowledge. The predominantly urban background of Māori medium teachers means that if they have not been closely connected to their own iwi as a source of confidence in tikanga Māori, their initial teacher education programmes need to fill this gap. However, providers are not funded for this; nor are their programmes able to easily accommodate the additional content and support to imbue a student teacher with the necessary confidence in tikanga Māori.

In addition to engagement with learners in te reo Māori, Māori medium teachers engage with parents, whānau, iwi and community as an essential component of Māori medium education. Current initial teacher education programmes are unlikely to have adequately prepared them to develop relationships and work closely with whānau, iwi and community.

During the course of their career, Māori medium teachers often need to be flexible enough to work in different Māori medium education settings, and with different age levels, even though they may not have been trained to do so.

In summary, Māori medium teacher supply issues include:

- A shortage of teachers with both high te reo Māori proficiency (in the curriculum as well as conversational language) and teaching qualifications. Most current teachers and trainee teachers are learners of te reo Māori as an additional language.
- Difficulties in filling vacancies for Māori medium and bilingual teachers at both primary and secondary levels, and in some regions.
- Undersupply of Māori medium specialist subject teachers at secondary level.
- Ongoing demand for teachers able to teach effectively in different Māori medium settings with different philosophies and curricula.
- Difficulties in retaining Māori medium teachers, especially beginning teachers.
- A shortage of teacher relievers proficient in te reo Māori and able to provide effective relief cover in Māori medium settings.
- Filling the gap of knowledge in the tikanga of the iwi where Māori medium teachers do not have that knowledge.

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10 Forecasts are by Ogilvy New Zealand and are based on the number of enrolments from Ministry of Education forecasts.
2.3 Opportunities

Although there are significant issues to be addressed, there are also significant opportunities. These include:

- Enhancing the status and value of te reo Māori through Māori medium education.
- Building on genuine partnerships with iwi, Māori organisations and Māori communities.
- Improving perceptions of the teaching profession and making Māori medium teaching a desired career.
- Growing the pool of potential teacher candidates.
- Supporting development of the Māori medium initial teacher education sector.
- Building on examples of good practice in mentoring Māori medium student teachers and beginning teachers.
- Building on the language proficiency of the Māori medium education workforce.
- Collecting and promulgating information on good teaching practice in Māori medium to support effective teaching and learning.
- Building on professional learning and development opportunities for Māori medium.
- Improving incentives to recognise and support teacher excellence in Māori medium.
- Developing a unique New Zealand indigenous education.
3. The Reference Group’s Vision

The Māori Medium Workforce Reference Group’s vision is about raising the capacity and quality of the Māori medium education workforce to ensure the best outcomes for learners, and where whānau, iwi and community have strong voices in determining student achievement and success.

The vision is for:

A quality Māori medium education workforce:

- Highly proficient in te reo Māori me ngā tikanga, and highly knowledgeable in Māori medium pedagogy and Māori medium education curriculum;
- With sufficient numbers of practitioners through early childhood to senior secondary school, ensuring delivery across the full range of Māori medium education settings;
- With sufficient coverage across all immersion levels, and with the range of knowledge and skills to move learners to the highest immersion level;
- Responsive to, and engaged with, iwi and te reo Māori speaker communities in their role as leaders of the revitalisation of te reo Māori, and with iwi and Māori education priorities and aspirations; and
- Where workforce growth is adequately planned for and supported by relevant, quality models of recruitment, initial teacher education, professional learning and development, retention, succession planning and active monitoring.

3.1 Experiencing the Vision

Learners, their parents and whānau will experience Māori medium education as the leading quality exemplar of 21st century education. Māori pedagogy as implemented in Māori medium education will be internationally regarded as a premium, future focused educational model.

This vision will enable children to progress and experience success through all their education, from early childhood to senior secondary school in Māori medium settings. Learners will be able to study at the highest immersion levels and gain the broadest range of educational experiences. They will achieve high proficiency in te reo Māori me ngā tikanga and English proficiency that will in turn support their achievement, their contribution to their whānau, iwi and communities, and expand their future choices. Māori medium education graduates will be exceptionally well prepared to work in a wide range of careers, contributing to Māori and iwi development and to New Zealand’s economy.

Underpinning this vision will be multiple recruitment, training and career pathways for those wishing to work in Māori medium education. Aspiring practitioners will be attracted to a Māori medium education career that is highly regarded and rewarded. They will include school leavers, those who have achieved success in other careers, second chance learners, language experts, and subject experts. They will enter teacher education through various pathways suited to their needs, with all achieving appropriate qualifications. These diverse and flexible pathways will directly respond to and focus on learners’ needs within Māori-led models of provision.
Māori medium teacher education will lead the education sector in promulgating and demonstrating the highest quality pedagogy, practice and student mentoring and support.

Practitioners in Māori medium education will be able to access professional learning and development when they need it, whether it is to strengthen their reo, their curriculum knowledge, subject expertise or enable them to take on management and leadership responsibilities.

The vision will support the development of highly effective Māori medium teachers. As well as showing professionalism, a strong motivation to teach and willingness to learn, she or he will:

- Have and maintain high language proficiency and have aroha for te reo Māori.
- Be confident in being Māori, spiritually and culturally, and be able to uphold tikanga Māori.
- Be an expert in ako (pedagogy).
- Be knowledgeable about mātauranga Māori (curriculum), assessment and evaluation.
- Be passionate about education and have aroha for children.
- Be able to engage in Pākeha contexts and teach students about bicultural and multicultural New Zealand.
- Be forward looking and confident in taking up new technologies.
- Have a global outlook.
- Be creative and resourceful.
- Be strongly connected to their whānau, hapū, iwi and community.
- Continue to develop and enhance their practice and professional knowledge.

3.2 Supporting the Vision

The vision must be supported by strong sector infrastructure and policy frameworks that show commitment and capacity to respond. The Māori medium education sector cannot achieve the vision on its own. The rest of the education sector also has a significant role in meeting the needs of and supporting Māori medium education.

A system-wide, integrated approach is needed to achieve the vision, encompassing promotion and recruitment, initial teacher education, beginning teaching, professional development, career pathways, and retention. Each of these dimensions has a role and influence on strengthening the capacity and capability of the Māori medium education workforce. Changes will be needed in all these areas to realise the vision. No single lever will be sufficient to achieve the desired uplift.

Whānau, iwi, and Māori communities also have important roles. They are the sources of the current and future Māori medium education workforce and have an important role in identifying and supporting current and future teachers. Whānau, hapū and iwi have key leadership roles in the revitalisation of te reo Māori, in developing education plans in their rohe, in promoting innovative education models, and in setting high expectations for Māori learners’ success. Accordingly, a key objective of the vision is to enhance the leadership and roles of whānau, iwi and community in uplifting the capacity and capability of the Māori medium education workforce.

The Ministry of Education is already engaged in formal agreements with iwi organisations, as well as with Māori stakeholder organisations including Te Rūnanga Nui o ngā Kura Kaupapa Māori and Ngā Kura ā Iwi. The Group applauds this and urges continued and increased engagement with these stakeholders in implementing the Māori medium workforce work programme.
3.3 Principles and values

The following principles and values inform the vision:

Te reo Māori me nga tikanga are intertwined. They are fundamental to Māori medium education.

Māori have the right to an education provided in their own language, and in a manner appropriate to their own cultural methods of teaching and learning.\textsuperscript{12}

Iwi, Māori and the state share a responsibility to nurture and sustain Māori language, culture and identity.

Whānau, hapū, iwi and Māori communities are essential partners along with the state in developing and supporting the Māori medium education workforce.

Iwi Māori are kaitiaki of te reo Māori and mātauranga-ā-iwi. They should be involved in all aspects of kura and schools, including influencing and supporting the curriculum and programmes that contribute to Māori learners’ success.

Māori and iwi ways of thinking, doing and learning must be integrated across New Zealand’s education sector. Māori enjoying and achieving success as Māori is not just about academic results, but also about nurturing the whole child and providing for the diversity of learning needs.

The state’s role is to support iwi and Māori to revitalise and sustain te reo Māori, which is implemented through its Treaty of Waitangi obligations, and language and education strategies.

Māori medium education prepares learners to emerge from the New Zealand education system as bilingual, biliterate, bicultural and global citizens.

3.4 The definition of Māori medium immersion

The Group recommends as a priority:

Review the current definitions of Māori medium education (including immersion levels) for early childhood and school settings.

The first step to achieving the vision must be a review of current definitions of Māori medium education, including immersion levels. This is necessary to:

• increase commitment to high level Māori medium immersion;
• ensure learners’ optimal language development and success;
• grow the speakers and users of te reo Māori to high levels of proficiency; and
• support continuous improvement in teaching.

The Ministry of Education defines Māori medium immersion for different purposes, such as resource allocation, data collection, planning, policy development and monitoring. These definitions are not consistent. While different definitions may be necessary for different purposes, there needs to be consistency in how they are applied and any distinctions need to be well understood. An agreed definition of Māori medium will ensure consistency in how the concept is applied in policy and in how data is gathered for research and monitoring purposes.

\textsuperscript{12} United Nations Declaration on the Rights of Indigenous Peoples, Article 14.
The Group considers that the level of immersion necessary to ensure fluency in te reo Māori and learners' optimal language development should be reviewed. This will help to establish clear objectives for language outcomes and make it easier to monitor what is being delivered.

Current definitions of Māori medium immersion lead to confusion for parents and whānau seeking to understand different Māori immersion and bilingual schooling options. Providing clear and unambiguous definitions will help parents and whānau make informed choices about their children’s education.

The review should establish an agreed definition with the Māori medium education sector. This definition must cover all stages of Māori medium education, from early childhood to Māori medium initial teacher education.

The review should consider the following suggestions, which are based on sound pedagogical evidence for the conditions that produce high proficiency and excellence in te reo Māori. These conditions relate to both the level of immersion, and the length of time spent learning in immersion. The definition aims to achieve the goal of learners’ te reo Māori proficiency, ideally after at least nine years of immersion (including immersion in early childhood programmes). The earlier the child is enrolled in immersion, the better for achieving language proficiency.

The Group recommends a new definition as follows:

- Current level 1 immersion (81-100%) is split into:
  - Level 1a: 100% immersion from the earliest stage of a learner’s education.
  - Level 1b: 80% immersion from when English is introduced after a learner has a strong proficiency in te reo Māori and cognitive transfer of literacy and numeracy occurs naturally for the learner; or in late immersion programmes where English language is maintained for one fifth of the learner's programme.

- Current level 2 immersion (51-80%) becomes the new Level 2: any mixture of immersion in either te reo Māori or English as long as te reo Māori is used 50-79% of the learner's time.

The new level 2 programmes and those using less than 50% te reo Māori are to be encouraged to move to the new level 1a or 1b.

To encourage lower level immersion programmes to step up to higher level immersion (80-100%), programmes under 50% percent immersion should be funded for a maximum of five years, unless longer is merited, due to capacity issues within the region, and demonstrated iwi support for the programme to continue. This change would need to be phased in over a period of time to enable providers to prepare for it.

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13 See May, Hill, and Tiakiwai, (2004) and May and Hill (2005) for reviews of relevant literature. May and Hill (2005) comment that current immersion levels 3 and 4 do not meet the minimum threshold of 50% instruction in te reo Māori, which is regarded in the literature as the necessary condition for effective bilingual education. They also note that students should remain in immersion programmes for a minimum of six, and ideally eight years. See also: Brief of Evidence of Professor Steven May to the Waitangi Tribunal (Wai 2336). Thomas and Collier (2002) in their international review conclude that at least 4-7 years bilingual schooling is needed for high academic achievement. They strongly caution against placing students in immersion programmes for less than four years.
The Group is also mindful of the need to encourage wider awareness, use and revitalisation of te reo Māori through lower level immersion education, as these settings provide an important pathway to higher level immersion and widen parents’ and whānau choices in areas where there may be no other immersion provision. Late immersion (at the highest level of 80-100%) can also be part of the Māori medium spectrum, although this has not yet been fully embraced in New Zealand schools.

The Group acknowledges that any funding implications from changing the definition of Māori medium immersion levels will need to be considered.
4. Priority Objectives and Actions

The Group has identified seven priority objectives that support the vision.

These objectives recognise the importance of developing a system-wide, integrated approach that addresses promotion and recruitment, teacher quality and retention. The approach also enhances the roles of whānau, iwi, and community, and builds a strong evidence base to support the Māori medium education workforce.

The Group believes that these objectives align well with the Ministry’s strong strategic focus on *Tau Mai Te Reo, Ka Hikitia* and *Whakapumautia Papakōwhaitia, Tau ana Framework for conducting excellent education relationships between iwi and the Ministry of Education*.

4.1 Priority Objectives

The seven objectives are to:

- Enhance the leadership and roles of whānau, hapū, iwi, Māori education organisations and community in uplifting the capacity and capability of the Māori medium education workforce.
- Develop new promotion and recruitment initiatives that attract the best candidates to Māori medium education.
- Develop new models of Māori medium initial teacher education to strengthen quality provision and make it more responsive and relevant to Māori medium education.
- Develop new models to support beginning teachers in Māori medium education to become effective teachers.
- Establish new professional learning and development opportunities and career pathways that increase retention of excellent Māori medium teachers.
- Develop a strong evidence base to support excellent teaching and continuous improvement in Māori medium.
- Develop a strong evidence base to improve planning for a high quality Māori medium education workforce.

4.2 Key Actions

All actions are critical to achieving the vision.

Four actions relate to all the priority objectives. Those are:

- Increase investment in the growth of Māori medium education, from early childhood to teacher education, and strengthen and promote Māori medium education as a highly desirable, viable option and choice.
- Incorporate the Reference Group’s Vision and Objectives into the Ministry’s strategies for raising student achievement and quality teaching.
- Develop policy to actively promote and strengthen the status of te reo Māori.
Review the current definitions of Māori medium education (including immersion levels) for early childhood and school settings.

Other actions relate specifically or primarily to one priority objective. The priority objectives and actions are set out in the summary table below and discussed in detail in the following sections.
<table>
<thead>
<tr>
<th><strong>Priority Objective</strong></th>
<th><strong>Actions</strong></th>
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</table>
| Enhance the leadership and roles of whānau, hapū, iwi, Māori education organisations and community in uplifting the capacity and capability of the Māori medium education workforce | Acknowledge the role of whānau in the governance of Māori medium settings as a key ingredient to successful outcomes and high student achievement.  
Effectively engage with iwi over ways of supporting them to contribute to strengthening the Māori medium education workforce, on their own terms and to meet their desired aspirations for te reo Māori.  
Continue and deepen the engagement with iwi and Māori education organisations through cooperative partnerships. |

<table>
<thead>
<tr>
<th><strong>Develop new promotion and recruitment initiatives that attract the best candidates to Māori medium education</strong></th>
<th><strong>Actions</strong></th>
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</table>
| Grow the pool of high calibre teacher candidates through:  
- Promulgation of case studies and guidelines on successful examples of community-based promotion and recruitment through kura, school, iwi and community networks.  
- Resourcing kura and schools to run programmes, in conjunction with initial teacher education providers, to identify high calibre teacher trainee applicants and to provide pre-initial teacher education training opportunities and accreditation for them.  
- Incentivising graduates of wharekura with at least NCEA Te Reo Rangatira 3 to enrol in a Māori medium initial teacher education programme.  
Define 'disposition to teach' for Māori medium so that the most suitable people can be identified and supported to train as teachers, including identification by kura and iwi.  
Grow the numbers of early childhood and school students in high level immersion (level 1), as a means of increasing the pool of future Māori medium teachers. This will include provision of pertinent information to parents and whānau about the success and benefits of Māori medium education to support parents’ and whānau choices about their children’s education.  
Regularly review TeachNZ Scholarships to ensure they are appropriately targeted to attract and support Māori medium student teachers. |
| Develop new models of Māori medium initial teacher education to strengthen quality provision and make it more responsive and relevant to Māori medium education | Strengthen the quality of Māori medium initial teacher education by establishing effective, collaborative models of provision, including criteria for standards of delivery and coordinated professional development opportunities for teacher educators. This could be achieved through mechanisms such as developing a national network, a centre of excellence and better coordination of programmes. Consultation with the Māori medium initial teacher education sector, iwi and other key stakeholders will be required. Raise the level of funding given by the Tertiary Education Commission for Māori medium initial teacher education to recognise the specialist skill and greater workload involved in the delivery of total immersion Māori language initial teacher education programmes. Improve te reo Māori proficiency of undergraduate initial teacher education students that is appropriate for teaching by: • Enhancing and improving opportunities for one year Māori medium ‘stepping stone’ / foundation programmes to allow those with less than optimum te reo Māori, to achieve language proficiency (te reo Māori me te marau), prior to entering, during or post initial teacher education. • Increasing the value of undergraduate te reo Māori EFTS to improve language proficiency. • Working with the New Zealand Teachers Council to ensure clear te reo Māori requirements for initial teacher education entry and graduation, developing a proficiency framework, and defining Māori medium initial teacher education programmes. Develop closer relationships between Māori medium student teachers and kura/schools, iwi, Māori education organisations and communities to support their language and pedagogical development by: • Engaging and supporting kura to develop their capability as ‘kura hāpai’ to mentor students. • Using technology and distance learning combined with wānanga so that Māori medium student teachers are able to remain based in their home and kura communities. • Requiring initial teacher education providers to engage with kura, wharekura and rumaki to increase frequency of practicums and improve the quality of the practicum experience for trainees. • Kura/schools, iwi and community working with the initial teacher education provider to support and mentor student teachers. • Establishing a programme to allocate an expert mentor to each student teacher throughout their training and provisional registration. |
Establish Māori medium initial teacher education programmes for specialist subject teachers, such as:

- A programme to enable primary-qualified Māori medium teachers with a degree major in science, maths and other specialist subject areas to teach beyond year 10 in Māori medium.
- A programme for secondary te reo Māori teachers to qualify in a specialist subject that they can teach in Māori medium.

Develop an appropriate post-graduate teaching qualification for Māori medium education that is responsive to and reflective of kaupapa Māori pedagogy, including consideration of:

- the content of the qualification
- delivery models, which are taught in te reo Māori
- pathways to achieving the qualification, and
- support for students to complete the qualification.

Consult with the Māori medium education sector over whether the post-graduate teaching qualification for Māori medium education should be linked to full teacher registration.

Improve funding supports to Māori medium student teachers, including reviewing current scholarships, student allowances and loans to align them with any new post-graduate qualifications requirements that are developed.

In the design and delivery of Māori medium initial teacher education, acknowledge and enable the specialist philosophical approach required by some parts of Māori society. These include iwi who seek teachers in their tribal districts to support their tribal aspirations. Another group are kura kaupapa Māori that adhere to Te Aho Matua.

Ensure all initial teacher education programmes include te reo Māori and tikanga Māori so that graduating teachers who teach in English medium education are aware of and able to promote and be positive towards te reo Māori, tikanga Māori and the Reference Group's vision and goals.

<table>
<thead>
<tr>
<th>Develop new models to support beginning teachers in Māori medium education to become effective teachers</th>
<th>Incorporate and reflect best practice in mentoring, support and professional learning and development programmes for Māori medium beginning teachers and their mentors.</th>
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<tr>
<td>Establish new professional learning and development opportunities and career pathways that increase retention of excellent Māori medium teachers</td>
<td>Develop two Māori language sabbatical programmes. One targeted to Māori medium teachers to enable them to address identified language development needs. The other programme developed specifically for Māori medium principals and enable them to develop and strengthen leadership in</td>
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Māori medium education.

Ensure that Māori medium professional learning and development is focused on ongoing language development, including:
- Māori medium education, iwi and stakeholder involvement in decisions about the professional learning and development that is required.
- Developing professional learning and development specifically for Māori medium that is delivered to teachers at a similar level of language proficiency and that includes methods to progressively shift learners to higher language proficiency.
- Developing intensive language programmes specifically for teachers to achieve higher levels of proficiency.
- Developing te reo Māori proficiency programmes specifically for support staff.

Enhance professional learning and development for kura and school leaders that is tailored to the needs of Māori medium education settings.

Develop mentoring programmes for Māori medium teachers that:
- Are targeted to teachers in their first four years of teaching.
- Include training and professional development of mentors specifically for Māori medium education.
- Provide for adequate resourcing and infrastructure support to the initial teacher education provider and host school.

Increase options for releasing Māori medium teachers for professional learning and development, including provision for:
- Resourcing needed to release teachers.
- Ways of developing an appropriately skilled workforce to provide teacher relief.

Ensure kura are able to develop school wide and school specific professional learning and development.

Enable professional learning and development that is philosophically aligned to iwi or kura kaupapa Māori that adhere to Te Aho Matua.

Recognise and reward excellent skills and practices of the Māori medium education workforce.
<table>
<thead>
<tr>
<th>Develop a strong evidence base to support excellent teaching and continuous improvement in Māori medium</th>
<th>Review the Māori Immersion Teacher Allowance (MITA), including the criteria for receiving MITA and strengthening its focus on language proficiency.</th>
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<tr>
<td>Develop a strong evidence base to improve planning for a high quality Māori medium education workforce</td>
<td>Develop and promulgate good practice examples of teaching and learning in Māori medium. This will include clear specification of what 'learner achievement' means in Māori medium.</td>
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<td></td>
<td>Develop and promulgate good practice examples for Māori medium initial teacher education, including developing professional standards for Māori medium teachers that include kaupapa Māori pedagogy.</td>
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<td></td>
<td>Develop Māori medium teacher graduate standards that include a definition of what ‘effective teacher’ means in Māori medium.</td>
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<td></td>
<td>Identify and specify teacher registration requirements that are unique to and required by Māori medium education.</td>
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<td></td>
<td>Ensure that the work programme takes into account the findings of the Ministry of Education review of the Resource Teacher Service in Māori medium, focusing on the redesign of the service to support resourcing and the quality provision of teaching and learning of, and through, te reo Māori.</td>
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<td></td>
<td>Establish a Māori medium education workforce plan that:</td>
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<td></td>
<td>• Identifies sufficient numbers of practitioners with high language proficiency and appropriate qualifications needed for all stages of education from early childhood to year 13.</td>
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<td></td>
<td>• Establishes a methodology for accurately assessing and planning for demand for Māori medium education.</td>
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<td>• Establishes ongoing monitoring of Māori medium teacher supply to ensure it meets demand.</td>
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<td></td>
<td>• Establishes a research programme to develop greater understanding of where and how Māori medium education workforce capability needs to be strengthened.</td>
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5. Whānau, hapū, iwi, Māori education organisations and community

The objective is to:

Enhance the leadership and roles of whānau, hapū, iwi, Māori education organisations and community in uplifting the capacity and capability of the Māori medium education workforce.

Whānau engage intimately with the daily face of Māori medium education. Teachers collaborate with parents, kaumatua and other community supporters to weave the educational setting driven by te reo Māori and tikanga Māori. The role of whānau in running the Māori medium education setting ranges from full engagement with the Board of Trustees to consultation groups available for contact with the kura or rumaki. Māori medium settings cannot achieve their goals without the presence of whānau. Teachers alone do not design the learning environment for Māori medium learners.

Iwi and Māori communities are repositories of language, tikanga, mātauranga Māori and mātauranga-ā-iwi. They are the centres of community language revitalisation, with kura and schools as part of the language community. Iwi play pivotal roles in developing education strategies and provider models, as well as contributing to the development of marau-ā-kura.

Iwi and Māori communities are also the main sources of the Māori medium education workforce. It is from them that our future teachers will be drawn and those teachers will work alongside iwi and community leaders. Whānau, hapū, iwi and kura/schools are well placed to both recruit individuals for teacher training, and to support applicants and trainees. They are also key supporters of teachers.

Iwi and Māori communities play an important role in supporting Māori learners. Māori learners do well where Māori communities have some control over the provision of education and where provision is flexible and responsive to the needs of students and their whānau.

Iwi have agreed to take a leadership role in education that includes involvement in policy design and implementation, and resourcing decisions. Iwi knowledge and expertise are fundamental to achieving the Māori medium education workforce vision.

Other key stakeholders include the Iwi Chairs Forum, Te Rūnanganui o Ngā Kura Kaupapa Maori o Aotearoa, Ngā Kura ā Iwi, and Māori education organisations such as the Māori Education Trust. The Ministry of Education is already engaged with the key principal stakeholders. The Group encourages the continuation and deepening of the engagement along with iwi in a collaborative effort.

5.1 What are the issues?

The involvement of whānau, hapū, iwi and Māori communities in growing and strengthening the Māori medium education workforce could be further encouraged, supported and appropriately resourced through genuine, cooperative engagement and partnership.

The Ministry of Education has a strategy to guide relationships and agreements with iwi and national Māori organisations. Currently the Ministry has relationships with 57

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14 Iwi Chairs Forum (Mātauranga-a-Iwi) Presentation 5 February 2012.
Iwi and nine national Māori organisations. Some iwi are working towards developing their education strategies. Other iwi have education strategies and initiatives in place.

Iwi will determine the nature and pace of engagement with the Ministry; it is not something that can be imposed on iwi. Nevertheless, the Ministry needs to be ready to nurture and support engagement with iwi. Ongoing consultation with iwi about how and when they wish to engage will be essential.

The Group expects that implementation of this report’s recommendations would enhance and build on the Ministry’s agreements with iwi and national Māori organisations. It is not intended that these recommendations would supersede arrangements already in place.

5.2 Key Action

The Group recommends that the Ministry:

Acknowledge the role of whānau in the governance of Māori medium settings as a key ingredient to successful outcomes and high student achievement.

Effectively engage with iwi over ways of supporting them to contribute to strengthening the Māori medium education workforce, on their own terms and to meet their desired aspirations for te reo Māori.

Continue and deepen the engagement with iwi and Māori education organisations through cooperative partnerships.

Examples of cooperative partnerships could be through:

- Iwi development and delivery of Māori medium teacher recruitment programmes.
- Iwi and Māori education organisations becoming more closely engaged with Māori medium initial teacher education providers and kura/schools during teacher training and induction of beginning teachers.
- Programmes to involve iwi and community members with te reo Māori expertise in the classroom.
- Establishing a mechanism to allocate EFTS to iwi and Māori education organisations so that they can purchase Māori medium initial teacher education for their candidates through institutions of their choice.
6. Promotion and recruitment

The objective is to:

Develop new promotion and recruitment initiatives that attract the best candidates to Māori medium education.

It is crucial for the delivery of Māori medium education, across all stages from early childhood to secondary schooling, that there are sufficient teachers with suitable qualifications and expertise.

6.1 What are the issues?

Currently there is a shortage of Māori medium teachers, including shortages in some subject areas, some locations and some year levels. This shortage is long standing, and will become more challenging as demand for Māori medium teachers is expected to increase from 2015 and beyond, simply on the basis of growth in the Māori child population.\(^\text{15}\)

The Group has identified five areas where change is needed. These are to:

- Raise the status of te reo Māori.
- Improve how the profession is perceived and make Māori medium teaching a desired career.
- Grow the pool of prospective teacher candidates.
- Increase the number of, and innovate, the pathways into teaching.
- Ensure that teacher education scholarships are appropriately targeted for the needs of Māori medium education.

6.2 The status of te reo Māori

Although the Māori language has the status of an official language in New Zealand, its status could be further promoted and enhanced, and a greater emphasis given to encouraging its use in all aspects of life.

The place of te reo Māori in the daily life of all New Zealand schools needs to be actively raised and promoted. Over time, a positive attitude to te reo Māori by all New Zealand students and their teachers will be cultivated. This will assist Māori medium education settings to be embraced as that part of the education system charged with the special task of providing for New Zealand learners whose whānau, iwi and community desire them to be highly proficient in both te reo Māori and English.

If there is a low perception of the status and value of te reo Māori, this may lead to a lack of support for teachers in Māori medium education and a view that Māori medium teaching is not an attractive career choice. The Group considers that too few tamariki are engaged in Māori medium education and gave examples of young Māori ‘turning off’ te reo Māori.

\(^{15}\) Forecasts are by Ogilvy. They are based on the number of enrolments from Ministry of Education forecasts.
A positive shift in thinking about the teaching profession, both within the profession and in the community, is critical for developing a high quality Māori medium education workforce. This will involve promoting te reo Māori as dynamic, relevant, global and future focused.

Raising the status of te reo Māori needs to include promotion of the social, cognitive and educational benefits of bilingualism, which are well documented. These benefits include developing cognitive skills and mental agility, and enhancing career opportunities. In New Zealand there is growing acknowledgement of the necessity of building a bilingual population to maximise our potential in a competitive global environment.

Promoting the status of te reo Māori must happen throughout our society. Ways of raising and promoting the use, visibility and status of te reo Māori suggested by the Group are as follows:

- The public sector takes a stronger lead in recognising and rewarding public sector employees proficient in te reo Māori.
- A move towards public sector appointments having basic requirements for te reo Māori, including all state sector broadcasters.
- Greater use and visibility of te reo Māori in public sector services.
- An annual Māori medium education conference.
- Annual awards for excellence in Māori medium education.
- Greater support given to the development of whānau reo programmes.
- Incentives provided to private and not-for-profit sector employers that recognise and reward te reo Māori proficiency and use te reo Māori in their activities.

6.3 Improving promotion and recruitment

New and different ways are needed to attract and recruit suitable candidates who ‘have what it takes’ to become Māori medium teachers. Current ways of recruiting teachers do not appear to meet the needs of the Māori medium education sector.

Māori medium education faces particular promotion and recruitment challenges as there is significant demand for speakers fluent in te reo Māori, including in iwi and Māori development, the media, the arts, information and communications technology and the public service. Often those careers are perceived to be better paid or more glamorous than teaching. The Group also noted that teachers often denigrate their own profession. A new approach will require a shift in thinking among teachers about their own profession.

A greater role for parents, whānau and iwi in promoting teaching should be encouraged. Of particular importance are Māori medium education champions and role models in the community who can promote teaching as a desirable career. Those people may also act as mentors on the teaching journey through initial teacher education and the first years of teaching.

Overseas studies of indigenous teacher recruitment, as well as recruitment of Māori into New Zealand’s health professions, show that culturally relevant and responsive recruitment approaches are essential for successfully developing a quality workforce. These include mentoring and sponsoring potential trainees and proactively recruiting in communities through personal contacts and networks. Top performing education systems develop effective mechanisms for selecting people for teacher training. Typically they offer multiple pathways into teacher education (including for career

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changers), and include local schools and teacher education institutions working together to select and train teachers.\textsuperscript{18}

There are successful examples of community-based recruitment involving whānau, kura and iwi.\textsuperscript{19} These include identifying and mentoring school students with the appropriate qualities and te reo Māori proficiency as potential teacher candidates, as well as encouraging support staff, career changers and parents to become teachers. There are also examples of iwi who develop a relationship with a particular initial teacher education programme to grow their own teachers.\textsuperscript{20}

These successes need to be built on, through widely promulgated case studies and guidelines on successful examples of community-based promotion and recruitment through kura, school, iwi and community networks. Funding could also be made available for kura and schools to run programmes to identify high calibre teacher trainee applicants and to provide pre-training opportunities for them.

\textit{The disposition to teach}

The Group recommends that ‘disposition to teach’ is defined for Māori medium so that the most suitable people can be identified and supported to train as teachers. Not only is high proficiency in te reo Māori a key to being appropriately disposed to teach in Māori medium settings; also crucial are the spiritual, cultural and academic abilities of the Māori medium teacher, confidence with tikanga Māori and ability to engage with the parents, wider community and the local iwi.

Attributes especially important for Māori medium include:

- Having and maintaining high language proficiency, with aroha for te reo Māori.
- Confidence in being Māori, spiritually and culturally, as well as with tikanga Māori.
- Expertise in ako (pedagogy).
- Expertise in mātauranga Māori (curriculum), assessment and evaluation.
- Having a passion for education and aroha for children.
- Being able to engage in Pākeha contexts and teach students about bicultural and multicultural New Zealand.
- Be forward looking and confident in taking up new technologies.
- Have a global outlook.
- Being creative and resourceful.
- A strong connection to the community, iwi and hapū.
- A commitment to developing and enhancing their practice and professional knowledge.

6.4 Growing the pool

Greater efforts must be made to increase the numbers of Māori medium students, who are potentially tomorrow’s Māori medium teachers. Currently, the pool of Māori medium students is small. At July 2011, 16,133 (about 9 percent of Māori students) were in Māori medium immersion levels 1 and 2. Enrolments in Kōhanga Reo are declining, from 11,021 in 2000 (37 percent of Māori children in early childhood education), to 9,142 (22 percent) in 2011 (see Annex 4). Participation in Māori medium education declines at key transition points – from early childhood education to primary school, and from years 6-8 to secondary school. There is a further drop to senior secondary. Of the 1,709 students who started

\textsuperscript{18} McKinsey & Company (2007).
\textsuperscript{19} Pita, R. (2010a). note also that some iwi
\textsuperscript{20} For example, Whanganui iwi have developed their own teachers since the late 1980s through Te Rangakura, at te Wānanga o Raukawa.
school in 2000 in level 1 immersion, 1,108 (64 percent) remained in level 1 immersion by year 8 (2007). But only 338 (20 percent) remained in level 1 immersion by year 11 (2010).\(^{21}\)

May and Hill (2005) suggest that one reason for this decline may be due to parents’ misplaced assumptions that after a couple of years, sufficient Māori language has been acquired to be bilingual, and that English language proficiency may be undermined. However, May and Hill point out that a few years is insufficient time to acquire literacy in te reo Māori to the child’s age appropriate level. The child is also likely to struggle with learning in English because they have not acquired a sufficient bilingual threshold where they can transfer literacy skills from one language to another.

Active promotion of Māori medium education is needed to increase the numbers of early childhood and school students in high level immersion. Promotion must include evidence-based information on the benefits of bilingualism to correct widespread misunderstandings around immersion education and bilingualism.\(^{22}\) Parents and whānau should be made aware that ideally nine years of immersion are needed to achieve the goal of learners’ te reo Māori proficiency. This information should be widely promulgated to parents and whānau, including through both mainstream and Māori media. The key transition points at entry to primary school and transition to secondary school need special attention in promotion.

Active promotion of Māori medium education must be accompanied by enhancing the quality of teachers. Parents and whānau are discerning consumers with high expectations about their children’s education. Their decisions about their children’s schooling are strongly influenced by the quality of educational provision. Improving the delivery and performance of Māori medium schools would increase demand and support promotional activities.

Participation in Māori medium education by learners and their whānau, iwi and community requires a long-term sustained partnership between key stakeholders including the Ministry of Education and Government. It is in all parties’ best interests to retain and sustain the involvement of learners and their whānau. Early withdrawal of learners impacts negatively on them by delaying access to the full educational benefits that remaining in the system would give them. Maintaining involvement in a full Māori medium education pathway – from birth until 17 years – will give the learners, their whānau, iwi and community the full benefits of a bilingual, bicultural and global citizen.

With appropriate incentives, a wharekura graduate will move on to the Māori medium workforce assisting to grow, replenish, maintain and sustain teacher supply. The Group suggests that Wharekura students with Te Reo Rangatira NCEA 3 are targeted with incentives to encourage them to enter Māori medium initial teacher education programmes. For example, achievement standards could be developed that recognise and reward Māori medium senior students who teach, coach or assist younger students within their kura or school. Scholarships and initial teacher education programmes that enable student teachers to earn a salary while gaining their qualification are other suggestions.

\(^{21}\) Data analysis by Ogilvy based on Ministry of Education enrolment data.  
\(^{22}\) Brief of Evidence of Professor Steven May to the Waitangi Tribunal (Wai 2336).
6.5 Increasing the pathways into teaching

To grow the pool of best candidates for Māori medium teaching, the current variety of pathways into teacher education, such as those for career changers, should be widely promoted.

Barriers for accessing initial teacher education also need to be identified and addressed. These barriers include: lack of suitable programmes for Māori medium teaching, distance from an initial teacher education provider, costs of travel and tuition, family circumstances and insufficient entry requirements. Some of those barriers may be addressed through developing new pathways.

The Group recommends new pathways, including kura/school-based pre-initial teacher education programmes for prospective teachers to give them a realistic understanding of what is involved in a teaching career and to prepare them before they enrol in initial teacher education.

Pre-initial teacher education programmes would be conducted in kura/schools and would count towards practicum hours in the initial teacher education qualification. The programmes could include recognition of knowledge and skills through attestation by kura/schools.

These programmes could be targeted to support staff, senior secondary students and parents who show an interest in, and aptitude for, teaching. They could be used to lift te reo Māori proficiency, or focus on ako and mātauranga Māori. Options for funding, such as Secondary Tertiary Alignment Resource\(^\text{23}\) (STAR) funding would need to be investigated.

6.6 Targeting scholarships

Scholarships provide important incentives for encouraging high quality candidates into Māori medium teaching and for supporting Māori medium student teachers.

In recent years, TeachNZ has reviewed Māori medium and bilingual scholarships to improve their relevance and responsiveness to the needs of Māori medium teacher recruitment.

The Group recommends that these scholarships continue to be regularly reviewed and aligned with the needs of the Māori medium education sector, including consideration of whether there are sufficient scholarships and whether they are targeted to the areas of greatest demand for Māori medium teachers. For example, scholarships could be used to incentivise wharekura graduates to become teachers.

Scholarships could also be included in the bilateral arrangements with iwi groups as a basis for supporting their education strategies and initiatives.

Investment in Māori medium education will also be helped by improving retention of scholarship recipients in study and ensuring that fewer candidates withdraw prior to taking up their award.\(^\text{24}\)

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\(^{23}\) Additional funding for secondary schools to provide relevant and beneficial programmes in non-national curriculum courses for senior students. Secondary schools use STAR to give students a smooth transition from school to further education or employment. Schools can identify these students’ needs and tailor the programme to meet those needs.

\(^{24}\) Between 2005-2011, 11% of Māori medium or Te Reo Māori scholarship recipients did not complete their study and 16% withdrew prior to taking up their award (see Annex 4).
6.7 Key Actions

The Group recommends the following actions to contribute to this objective:

Develop policy to actively promote and strengthen the status of te reo Māori.

Grow the pool of high calibre teacher candidates through:

- Promulgation of case studies and guidelines on successful examples of community-based promotion and recruitment through kura, school, iwi and community networks.
- Resourcing kura and schools to run programmes, in conjunction with initial teacher education providers, to identify high calibre teacher trainee applicants and to provide pre-initial teacher education training opportunities and accreditation for them.
- Incentivising graduates of wharekura with at least NCEA Te Reo Rangatira 3 to enrol in a Māori medium initial teacher education programme.

Define ‘disposition to teach’ for Māori medium so that the most suitable people can be identified and supported to train as teachers, including identification by kura and iwi.

Grow the numbers of early childhood and school students in high level immersion (level 1), as a means of increasing the pool of future Māori medium teachers. This will include provision of pertinent information to parents and whānau about the success and benefits of Māori medium education to support parents’ and whānau choices about their children’s education.

Regularly review TeachNZ Scholarships to ensure they are appropriately targeted to attract and support Māori medium student teachers.
7. Initial teacher education

The objective is to:

Develop new models of Māori medium initial teacher education to strengthen quality provision and make it more responsive and relevant to Māori medium education.

Māori medium student teachers are the future Māori medium education workforce. The quality of initial teacher education and the support provided to those students during training and the first years of teaching are fundamental to developing capable Māori medium teachers who can deliver what learners need. The quality of initial teacher education provision also influences the retention of students and their achieving graduation.

Understanding the factors that influence retention in Maori medium initial teacher education, completion of qualifications, and progression from graduation to teaching is essential for building a system that ensures an effective Māori medium teaching workforce.

7.1 What are the issues?

In 2012, ten initial teacher education providers offer Māori medium teaching qualifications at diploma (levels 5-7) or above. These qualifications prepare candidates for teaching in early childhood education and primary school. No provider currently offers secondary teaching qualifications, although a new qualification through Te Whare Wānanga o Awanuiārangi, Graduate Diploma of Teaching (Secondary) – Te Pokaikura Kalako, is approved and is expected to be offered in 2013. No Māori medium initial teacher education provider offers a Masters of Teaching.

The quality of Maori medium initial teacher education is variable, including the quality of language provision and the nature of support provided to student teachers and beginning teachers. There is a limited evidence base on which to design the particular supports required in and unique to Māori medium settings.

The Group identified four areas where change is needed. These are to:

- Ensure that Māori medium teacher graduates have the skills and knowledge necessary to become effective teachers.
- Improve the quality of language provision in initial teacher education providers, including the quality of te reo Māori proficiency among graduate teachers.
- Address Māori medium programme and qualifications gaps.
- Improve the retention of students in Māori medium initial teacher education, completion of qualifications and the progression of graduates into Māori medium teaching.

To address these current shortcomings in quality provision and delivery, the Group recommends that collaborative models of Maori medium initial teacher education provision are developed (section 7.7).

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The Group also suggests that all initial teacher education programmes include te reo Māori and tikanga Māori so that graduating teachers who teach in English medium education are aware of, and able to, promote and be positive towards te reo Māori, tikanga Māori and the Group’s vision and goals (section 7.6).

7.2 Graduate knowledge and expertise

The learning required of a Māori medium teacher is more specialised and wider ranging than that required of an English medium teacher.27 Teacher trainees need to be adequately prepared for the complex requirements to teach successfully in Māori medium.28 This preparation equips Māori medium student teachers to teach in English medium as well, because they are bilingual.

The critical requirements of teachers in Māori medium settings are:
- Fluency in te reo Māori, particularly in the language of the curriculum, as well as conversational Māori.
- A proficiency level sufficient to reflect on one’s teaching practice, assess learner knowledge and be responsive to the diverse learning needs and interests of students.
- Knowledge of, and confidence with, local dialect and tikanga, particularly where these differ from the teacher’s own dialect and tikanga.
- Proficiency in kaupapa Māori pedagogy.
- Understanding of the diverse guiding principles and philosophies in different Māori medium settings.
- Proficiency in second language acquisition pedagogy.
- Curriculum content knowledge.
- Pedagogy and classroom management skills.

In addition, Māori medium teachers are expected to meet high expectations held of them by whānau, hapū, iwi and the whole education community.

The Group suggests the following ways of improving relationships between student teachers and kura/schools to support their language and pedagogical development:
- Improving the quality of the practicum experience for trainees. This is expected not only to benefit language development, but also to help retain students so that they graduate. Key factors relating to dropping out of training are poor experience of practicums and lack of support.
- Kura/schools, iwi and community working with the initial teacher education provider to support and mentor student teachers.
- Establishing a programme to allocate an expert mentor to each student throughout their training and provisional registration. The expert mentor may be in addition to the kura/school based tutor. A register of available expert mentors may need to be established. Different ways of delivering mentoring may also need to be established (e.g. online as well as face-to-face).

7.3 Proficiency in te reo Māori

In Māori medium initial teacher education, te reo Māori must be embedded in all teaching and learning. Curriculum language and technical language for subject areas must meet the depth and complexity needed so that graduates are well equipped to teach curriculum and subjects, as well as converse in Māori. Teachers also require an understanding of iwi dialectal differences.

The Group noted that kura would like to see initial teacher education graduates with high quality and ‘fit for purpose’ te reo Māori. However, the proficiency of te reo Māori taught varies across initial teacher education providers.

Expectations of initial teacher education providers regarding students’ language proficiency on entry to programmes varies widely – as does the proficiency of students. Consequently, there needs to be further development of tools to measure progress in acquiring te reo Māori proficiency, from the start of training to graduating. These tools need to be used consistently across providers.

Several recommendations for Māori medium initial teacher education are specifically concerned with strengthening students’ proficiency of te reo Māori and acknowledge that proficiency may need to be raised to meet the level required to teach successfully in Māori medium. Opportunities must also be provided for those students entering initial teacher education with high levels of proficiency to ensure they are further extended.

Another area to be addressed urgently is the language proficiency and pedagogy of teacher educators. Often te reo Māori is not the first language of teacher educators. This means that providers must invest in professional learning and development for their teacher educators to ensure their te reo Māori is exemplary, and that they are excellent role models for teaching and learning in te reo Māori. The Group recommends that collaborative models of provision should include professional development opportunities for teacher educators.

7.4 Programme and qualifications gaps

There is considerable evidence on the current limitations of initial teacher education to deliver in flexible ways that optimise Māori-medium teacher trainees’ outcomes. A greater range and flexibility of programmes is needed to allow students with the required standard of language fluency to focus on gaining a teaching qualification. Pathways into teaching also need be expanded to reflect the varying language proficiencies and backgrounds of prospective teacher candidates.

Furthermore, some iwi are concerned that the current fragmented approach does not support the demand from iwi to train their people to be teachers with strengths in te reo Māori, tikanga and mātauranga-a-iwi. The Group would like to see funding made available to develop and support programmes that are supported by whānau, hapū and iwi.

Current gaps in Māori medium initial teacher education are restricting the supply of a suitably qualified workforce who can teach across year levels, at the highest immersion levels and in the curriculum areas needed. Lack of a suitably qualified workforce:

- constrains children’s ability to progress through their education in Māori medium from early childhood to senior secondary school;
- reduces the choice of students and their whānau;
- impacts on the language development and proficiency of students, including their ability to become fully bilingual; and
- hampers the ability of students to enter higher education and employment where te reo Māori is required, such as in Māori medium teaching.

To address gaps in programmes and qualifications, there needs to be development of:

- Programmes for teaching at secondary/wharekura levels.
- Masters level programmes.
- Pathways to strengthen te reo Māori proficiency.
- Foundation study programmes for teacher candidates with potential who have no tertiary study experience.
- Programmes tailored to fit the range of kura requirements.

The Group supports and encourages a move to a post-graduate teacher education qualification for Māori medium. This qualification would fill a significant gap in current Māori medium teacher education qualifications. It would enable students to increase their preparedness for teaching by broadening and deepening their study, improving curriculum knowledge, supporting leadership development and providing the opportunity for specialisation. In particular, the qualification would enable a greater focus on attaining high language proficiency. The research component of a post-graduate qualification is important for enriching the knowledge and practice base of Māori medium education.

The introduction of a post-graduate teaching qualification must happen over a reasonable time period that enables the sector to incorporate these changes. The pool of skilled and experienced teacher educators to cover the additional requirements of a post-graduate qualification will need to be grown, and pathways to higher level study developed.

The move to a post-graduate teaching qualification may act as a disincentive to prospective teachers, at least initially. This will need to be addressed by developing supports and incentives for student teachers. TeachNZ scholarships will need to be aligned with new qualifications requirements, including provision of a scholarship over a longer timeframe. Student allowances and loans will also need to be aligned with new qualifications requirements.

At this stage, the Group does not advocate that a post-graduate qualification becomes the minimum entry qualification for Māori medium teaching. Instead, the Group recommends that the move to a post-graduate Māori medium teaching qualification, and the point at which it should be required (e.g. as the entry qualification for a provisionally registered teacher, or alternatively as a component of full teacher registration), should be discussed with the Māori medium education sector and interested stakeholders.

In Table 3, the Group presents an example of flexible pathways that could be developed for Māori medium initial teacher education. Some of these pathways already exist, such as foundation programmes, but they may need further expansion or re-alignment to enable smooth progression through teacher training.
<table>
<thead>
<tr>
<th>Table 3: Māori Medium Initial Teacher Education Pathways</th>
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<tbody>
<tr>
<td><strong>Foundation</strong></td>
</tr>
<tr>
<td>Level of te reo Māori on entry to initial teacher education is Te Reo Rangatira NCEA 3</td>
</tr>
<tr>
<td>One year Foundation for students who do not meet entry criteria, either academic, disposition or reo fluency</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>First Undergraduate Degree</th>
<th>Degree Undergraduate Degree</th>
<th>Post Qualification</th>
<th>Graduate Qualification</th>
<th>Provisional registration</th>
<th>Fully Registered Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-registration undergraduate i.e. BA, BED, BSC Qualification. No practicums</td>
<td>Wharekura (Secondary) Teacher Training</td>
<td>Full time initial teacher education - post grad teaching qualification part 1</td>
<td></td>
<td>Provisional registration - post grad teaching qualification part 2</td>
<td>Full registration granted after 2 years provisional registration and demonstration of competency to be a teacher</td>
</tr>
<tr>
<td>Registration Undergraduate Degree i.e. B Ed (Teach) Practicums (Multiple pathways possibilities e.g. in school)</td>
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<tr>
<td>Teach First Option</td>
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<tr>
<td>Explicit te reo Māori standards on exit</td>
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*Training completed in partnerships with schools and mentors*

<table>
<thead>
<tr>
<th>Specially funded Foundation EFTS</th>
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<tbody>
<tr>
<td>Specially funded Māori-Medium CAT I EFTS</td>
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<tr>
<td>Teach NZ Scholarships</td>
</tr>
<tr>
<td>If teachers receive payment for training - explicit bonding to level 1 immersion</td>
</tr>
</tbody>
</table>

*5 years financial assistance, e.g. scholarship; student allowance*

Professional Mentor training and funding
7.5 Retaining Māori medium students and graduates

The numbers of students enrolled in and completing Māori medium initial teacher education annually are modest (see Annex 4). The latest 2011 enrolment data show that 619 students were enrolled in Māori medium initial teacher education (school qualifications). This was 7 percent of all initial teacher education enrolments for school qualifications. The latest 2010 completions data show that 102 students graduated from Māori medium initial teacher education (school qualifications). Given those small numbers, it is crucial for growing and refreshing the pool of Māori medium teachers that those graduates go on to teach in Māori medium.

There is a view that Māori medium initial teacher education graduates are less likely than other initial teacher education graduates to enter the teaching profession. More research is needed to establish whether this is the case, and if so, why. Research is also needed to better understand why Māori medium student teachers do not complete their programmes.

The Ministry of Education has commissioned exploratory research with a small number of student teachers and recent graduates (including Māori medium) to better understand attrition. The project found that there was no one single reason for the loss of the Māori medium participants from teaching. Instead, there was a mix of ‘push’ and ‘pull’ factors, including the attraction of other career options, as well as issues relating to initial teacher education programme design and delivery. Some students had experienced disappointing practicums and lack of support. Others lacked confidence in their own Māori language proficiency, which reduced their confidence in becoming a teacher. Family responsibilities and the costs of study are also factors in students deciding to leave. The Ministry is commissioning further research on strengthening the preparation, capability and retention of Māori medium teacher trainees, to start in September 2012.

Those who leave before graduation, or who graduate but do not enter the teaching profession, may be seen as a lost investment, however some may not be suitable for teaching. Ways of making better judgements about the suitability of teacher candidates (e.g. through assessment of disposition to teach – see section 6.3), and of better preparing prospective teachers for the realities of teaching could improve graduation rates.

The Group recommends that kura/schools, iwi and communities become more involved in mentoring Māori medium student teachers. One suggestion is for student teachers to be based in a kura hāpai to observe the practice of teaching while studying to be a practitioner. Whānau members and graduates of the kura could enrol in an initial teacher education programme and remain in the bosom of their whānau.

These kura hāpai would need the capability to effectively mentor and support student teachers. Clear expectations about the activities and performance of kura hāpai will need to be developed. Ideally, high performing kura that have effective mentoring programmes, or that can develop them, should be kura hāpai. There should also be the ability to recruit new kura hāpai, or retire others as their situations change.

Kura hāpai will need to engage closely with the initial teacher education provider, and providers will need to be resourced to support kura hāpai to effectively support and mentor the students.

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30 Note that the amount of te reo Māori used in these programmes varies. Ministry of Education commissioned research on strengthening the preparation, capability and retention of Māori medium teacher trainees will clarify the number of initial teacher education programmes that engage with their students only in te reo Māori.
7.6 Initial teacher education and responsiveness to Māori students

It is vitally important that te reo Māori and tikanga Māori are included in all initial teacher education programmes, including all English medium initial teacher education.

This enables all teachers to help Māori students achieve educationally as Māori. A stronger focus on lifting all teacher trainees’ competencies in te reo Māori and tikanga Māori would also contribute to raising the status of te reo Māori.

English medium trained teachers with some competency in te reo Māori and tikanga Māori are a potential pool for recruiting into the Māori medium teacher workforce. As demand for Māori medium teachers is expected to rise from 2015 and beyond (firstly in primary), there will be more pressure to fill positions. English medium teachers with some of the required competencies may be interested in switching to Māori medium if they are offered appropriate professional development.

7.7 Priority Action

To strengthen the quality of Māori medium initial teacher education provision and support for students, the Group recommends that the highest priority action is to:

Establish effective, collaborative models of provision, including criteria for standards of delivery and coordinated professional development opportunities for teacher educators.

Effective collaboration and coordination of Māori medium initial teacher education provision would significantly benefit students, through access to the best teacher educators, no matter where they live or where the provider is located. This approach may also enhance mentoring and support for student teachers and beginning teachers through establishing a national group of mentors to support students across the country.

A greater focus on collaboration, coordination and sharing of resources will help address limitations in current institutional capacity and capability. To increase flexibility of delivery and to expand the range of programmes and qualifications, providers need a critical mass of skilled teacher educators. The relatively early stage of development of the Māori medium initial teacher education sector and small size of some providers, combined with the additional requirements for both specialised and wide ranging learning for Māori medium teacher education, suggest that providers may need to work together to develop and sustain high quality programmes.

Providers may also need to coordinate efforts to ensure that their teacher educators have knowledge of, and can effectively teach, the most up to date pedagogy pertaining to Māori medium, language acquisition, curriculum and subject specialities. Enabling ongoing professional learning and development for teacher educators will be an essential pre-requisite for delivering and sustaining high quality Māori medium initial teacher education.

The Group recommends that mechanisms for increasing collaboration and coordination be developed, such as a national network of teacher educators, a centre of excellence and better coordination of programmes. This is likely to involve creative use of information and communications technologies. Consultation with the Māori medium initial teacher education sector, iwi and other key stakeholders will be required to design the most appropriate collaborative models.

31 Demand is forecast to increase, based on Maori child population increases (see Ogilvy footnote 10), without any concerted promotion of Māori medium education.
Funding will need to be considered. At present, the level of funding for Māori medium initial teacher education is the same per EFTS as for English medium initial teacher education. This funding model does not acknowledge the additional extra language resources and the wider range of expertise needed to deliver Māori medium programmes. One example of current limitations on teaching and learning resources is that there is no library of resources in te reo Māori to support Māori medium student teachers. The Group considers that if additional funding is allocated to Māori medium programmes, then requirements on Māori medium initial teacher education providers to increase collaboration and share resources would be appropriate.

7.8 Other key actions

Other actions that contribute to and support the development of collaborative models of initial teacher education provision are:

Raise the level of funding given by the Tertiary Education Commission for Māori medium initial teacher education to recognise the specialist skill and greater workload involved in the delivery of total immersion Māori language initial teacher education programmes.

Improve te reo Māori proficiency of undergraduate students that is appropriate for teaching by:

- Enhancing and improving opportunities for one year Māori medium 'stepping stone' / foundation programmes to allow those with less than optimum te reo Māori, to achieve language proficiency (te reo Māori me te marau) prior to entering, during or post initial teacher education.
- Increasing the value of undergraduate te reo Māori EFTS to improve language proficiency.
- Working with the New Zealand Teachers Council to ensure clear te reo Māori requirements for initial teacher education entry and graduation, developing a proficiency framework, and defining Māori medium programmes.

Develop closer relationships between Māori medium student teachers and kura/schools, iwi, Māori education organisations and communities to support their language and pedagogical development by:

- Engaging and supporting kura to develop their capability as 'kura hāpai' to mentor students.
- Using technology and distance learning combined with wānanga so that Māori medium student teachers are able to remain based in their home and kura communities.
- Requiring initial teacher education providers to engage with kura, wharekura and rumaki to increase frequency of practicums and improve the quality of the practicum experience for trainees.
- Kura/schools, iwi and community working with the initial teacher education provider to support and mentor student teachers.
- Establishing a programme to allocate an expert mentor to each student throughout their training and provisional registration.

Establish Māori medium initial teacher education programmes for specialist subject teachers, such as:

- A programme to enable primary-qualified Māori medium teachers with a degree major in science, maths and other specialist subject areas to teach beyond year 10 in Māori medium.
- A programme for secondary te reo Māori teachers to qualify in a specialist subject that they can teach in Māori medium.
Develop an appropriate post-graduate teaching qualification for Māori medium education that is responsive to and reflective of kaupapa Māori pedagogy, including consideration of:

- the content of the qualification
- delivery models, which are taught in te reo Māori
- pathways to achieving the qualification, and
- support for students to complete the qualification.

Consult with the Māori medium education sector over whether the post-graduate teaching qualification for Māori medium education should be linked to full teacher registration.

Improve funding supports to Māori medium student teachers, including reviewing current scholarships, student allowances and loans to align them with any new post-graduate qualifications requirements that are developed.

In the design and delivery of Māori medium initial teacher education, acknowledge and enable the specialist philosophical approach required by some parts of Māori society. These include iwi who seek teachers in their tribal districts to support their tribal aspirations. Another group are kura kaupapa Māori that adhere to Te Aho Matua.

The Group also recommends for the whole initial teacher education sector, that:

All initial teacher education programmes include te reo Māori and tikanga Māori so that graduating teachers who teach in English medium education are aware of and able to promote and be positive towards te reo Māori, tikanga Māori and the Reference Group’s vision and goals.
The objective is to:

Develop new models to support beginning teachers in Māori medium education to become effective teachers.

Beginning teachers are teachers who have graduated from initial teacher education, hold provisional teacher registration and are working towards their full registration. They need help and support to achieve this goal. Effective induction, mentoring and coaching for beginning teachers is essential to developing their capability as effective teachers, and for retaining them in the profession.

Induction, mentoring and coaching are critical areas where initial teacher education providers, kura/schools and communities can improve their support for Māori medium beginning teachers.

8.1 What are the issues?

Recent Ministry of Education commissioned analysis confirms that retaining beginning teachers in Māori medium is a significant and pressing issue. Over the period 2000-2012, 79 percent of beginning teachers who started teaching with a Māori Immersion Teacher Allowance (MITA) left Māori medium after three years or less.32 This is considerably higher than for the state teacher workforce as a whole over a similar period, where around one third of beginning teachers left the workforce after three years teaching.33 Beginning teachers with a MITA are also more likely to leave Māori medium than teachers who have been teaching in English medium before receiving MITA.

The Group notes that, in general, Māori medium settings are enveloped in a range of pressures that impact on the whole setting. The beginning teacher may face overwhelming issues such as: initial teacher education poorly preparing them; their reo Māori proficiency being challenged by the proficiency of the students; the wide range of te reo Māori proficiency of learners challenging the ability to provide an appropriate curriculum; too little time spent with a guiding senior teacher; lack of effective feedback; and lack of relievers when staff are ill, which affects non-contact time for all staff.

Both research evidence and informed experience from the sector indicate that, to retain Māori medium beginning teachers, we must understand why there is such a high rate of attrition from the service, and ensure that beginning teachers have the support and professional development they need.

Best practice examples34 where high achievement for Māori medium learners is consistent show that strong stable leadership, partnered with high engagement with whānau in governance, gives beginning teachers a better environment to apprentice within. Beginning teachers are nurtured and highly supported. Invariably the environment is organised using additional resources supplied by the community to achieve this high level of support.

It is particularly important that supports respond to what is required in and unique to Māori medium settings. Induction and support for beginning teachers within a Māori

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32 Analysis of Ministry of Education payroll data by Ogilvy, June 2012. Data comprises teachers who received MITA at any time between 2000-2012. MITA is received by teachers in Māori immersion levels 1-3. Receipt of MITA is the only way that Māori medium teachers can be identified in payroll data.
33 Analysis conducted for the Ministry of Education by Ogilvy, based on payroll data 1999-2011.
34 For example, Takao, N., Grennell, D., McKegg, K., Wehipehana N. (2010).
A key component of successful induction and mentoring is the successful integration of beginning teachers into their professional community. The Group considers that this is often not achieved well. Beginning teachers need to be exposed to good practice and what is expected of them must be made clear. Beginning teachers also need to have positive experiences that enable them to develop the skills and knowledge required to become effective practitioners.

One constraint is a shortage of mentors and coaches with appropriate training, skills and experience to support Māori medium beginning teachers. Time to enable beginning teachers to engage with their most experienced on-site colleagues will help resolve this problem. Schools receive funding to release beginning teachers for 20 percent of a week or the equivalent of one day. Senior staff may be granted extra pay through the allocation of management units or allowances. Schools are not funded to release senior staff to supervise beginning teachers. High achieving kura that successfully nurture beginning teachers organise their timetables and expend their operational grant to allocate time to supervising beginning teachers. This impacts negatively on the kura budget.

Another issue identified by kura and rumaki is the difficulty in releasing beginning teachers, as well as their kura/school-based mentors, for professional development and support.

Ways of supporting beginning teachers need to be tailored to the needs of both the teachers and their teaching environments. There are a range of Māori medium settings, including kura, rumaki and schools in rural and isolated areas. For example, wharekura beginning teachers who are the sole specialist teacher for a particular subject will need support tailored to them. The varying language levels of beginning teachers also need to be considered in the type of support provided.

The recent introduction of Te Hāpai Ō Induction and Mentoring in Māori medium settings is a good example of practical guidance. This resource extends the evidence base on which to design and implement induction, mentoring and professional learning and development appropriate for Māori medium beginning teachers. This resource can be built on.

8.2 Priority Action

The Group recommends that all mentoring, support and professional learning and development programmes for Māori medium beginning teachers and their mentors incorporate and reflect best practice teaching from within a Māori cultural framework through te reo Māori.

This would require existing programmes to be reviewed to ensure they incorporate best practice, and for new programmes to be designed to include best practice.

Ways that best practice could be included in support and professional learning and development programmes for Māori medium beginning teachers include:
- Providing good practice examples of teaching and learning in Māori medium.
- Making available teacher exchanges for beginning teachers so that they experience a greater range of expertise.
- Establishing a robust appraisal system for beginning teachers that links with good training experiences.
- Using Te Hāpai Ō Induction and Mentoring in Māori medium settings.

• Establishing a seamless, individualised coaching and mentoring plan for each student teacher starting from the first year of training and continuing to the first two years of teaching.
• Developing and using trained support staff with appropriate language, mentoring and classroom skills to help beginning teachers.
• Ensuring iwi, Te Aho Matua and other philosophies and pedagogies are embraced and catered for.
• Reviewing funding of kura to ensure senior experienced teachers who can act as mentors for beginning teachers are able to spend non-contact time with them.

The Group also suggests that there may be value in making training for mentors compulsory, and that this should be investigated.
9. Professional development, career pathways and retention

The objective is to:

Establish new professional learning and development opportunities and career pathways that increase retention of excellent Māori medium teachers.

Providing professional learning and development that is appropriate and relevant to Māori medium education is essential for strengthening effective teaching. By strengthening teaching, professional learning and development helps raise student engagement and achievement.

Professional learning and development that is appropriate and relevant to Māori medium education is also a key strategy for expanding career opportunities and for retaining teachers.

9.1 Key issues

Professional learning and development needs to be appropriate, relevant and tailored to the different types of Māori medium education settings, including Kōhanga Reo, Māori medium early childhood education settings, kura aligned to iwi, kura kaupapa Māori that adhere to Te Aho Matua, and rumaki reo in English medium schools.

Professional learning and development should align with the range of philosophies of iwi, and/or kura kaupapa Māori that adhere to Te Aho Matua. The Group advocates an inclusive approach so that different philosophies underpinning Māori medium education can be accommodated.

The Group suggests that dialogue continues with the Māori medium education sector to ensure that funding and resources are most effectively targeted to professional learning and development that positively impacts on raising Māori language development and lifting quality teaching and professional leadership.

The key issues are to:

- Ensure that professional learning and development is focused on Māori language development.
- Tailor professional leadership programmes for Māori medium education.
- Build a pool of suitably qualified relievers to ensure that teachers are able to be released for professional learning and development.

With regard to career development and retention, the Group highlights the need to:

- Improve retention of effective Māori medium teachers.
- Develop innovative ways to encourage teachers to return to Māori medium.
9.2 Māori language development

Making available ongoing language development for teachers is crucial for the viability and sustainability of Māori medium education. Teachers must be more fluent than their students, so that they can stretch their students and enhance development of all aspects of their reo. For this to be achieved, teachers need ongoing support to upskill their own language development.

Professional learning and development must be appropriately targeted and delivered to meet whole-school language needs, as well as the language development needs of individual teachers. The Group notes that often, teachers with different levels of language proficiency participate in professional learning and development together, and this can make it less effective. Opportunities for teachers at the same level of proficiency to participate together need to be provided. This also needs to be balanced with opportunities for speakers at a lower level of proficiency to engage with more fluent speakers to develop their language ability.

Te reo Māori proficiency of support staff should also be addressed. For example, there is no specific professional development for Kaiarahi i te Reo in their role as language experts supporting teachers and students. Kaiawhina also need to be supported in their language development. Whānau members who volunteer at kura and have the passion and disposition to teach should be able to further their learning in te reo Māori so that they can enter a Māori medium initial teacher education programme.

The Group recommends the development of two Māori language sabbatical programmes, one for teachers and one for principals. These programmes would enable teachers and principals to address identified needs in one or more areas of their own language development and language leadership. The programmes would be aimed at improving language skills, acquiring and consolidating terminology relating to subject-specific, curriculum and assessment knowledge, and improving pedagogical skills and knowledge in Māori medium teaching.

9.3 Professional Leadership

Effective leadership in Māori medium education is essential for building sector capability, providing high quality teaching and learning programmes, and ensuring continued improvement.

The Group recommends that professional learning and development for kura and school leaders is tailored to the needs of Māori medium education settings.

The Group also suggests that there may be value in making professional learning and development for aspiring and new principals compulsory, and that this should be investigated.

9.4 Reliever workforce

There is very little information about the current Māori medium reliever workforce pool, their qualifications, distribution, availability and te reo Māori proficiency. Kura often struggle to find qualified relievers locally so that their teachers and principals can be released for professional development.

Relievers are an important part of the education workforce that need to be grown and supported. There is opportunity to build on successful iwi and kura initiatives to develop a pool of teacher relievers, such as the initiative developed by Te Wharekura o Rakaumangamanga. To expand the pool of short term relievers (less than three

weeks), the Group suggests that a certificate programme similar to the teacher aide programme be developed to train relievers.

9.5 Retaining teachers

There are long standing difficulties in retaining suitably qualified Māori medium teachers. Over 2000-2012, 62 percent of teachers who received a MITA stopped receiving the allowance, indicating they were no longer teaching in Māori medium immersion level 1-3. Of those who left, three quarters left after receiving MITA for less than three years. One half of former MITA recipients remained in teaching 37 – most likely in English medium, although they could have been in immersion level 4a, or teaching part-time in Māori medium.

One significant issue for Māori medium is how to establish career development opportunities and pathways that take account of the isolation and small size of many Māori medium settings. Māori medium teachers may move out of Māori medium settings, or out of teaching altogether, for career advancement.

Other reasons for loss of Māori medium teachers include high community expectations of teachers, demanding workloads, and inadequate induction and supports for beginning teachers.

To help retain teachers, the Group recommends a stronger focus on mentoring for Māori medium teachers, particularly in their first four years of teaching. As noted in section 8 above, retaining Māori medium beginning teachers is critical for the sustainability of Māori medium education. Therefore, the Group recommends training and professional development of mentors specifically for Māori medium education. Adequate resourcing and infrastructure support will be needed for the initial teacher education provider and host schools.

To achieve greater retention of quality Māori medium teachers, the Group recommends developing options for recognising and rewarding excellent skills and practices in Māori medium education. One suggestion is for the establishment of annual Māori medium teacher, support staff and educational leadership awards.

The Group also recommends that the MITA is reviewed and re-designed to focus on rewarding and retaining teachers with a high standard of te reo Māori, no matter whether they are full time or part time. In particular:

- Receipt of MITA should be tied to a high standard of language proficiency.
- MITA should be aligned with the Group’s recommended new definition of Māori medium levels 1a, 1b and 2, rather than teaching in immersion levels 1-3 as currently.
- Review the criteria for receiving MITA. Currently the primary teachers, area school teachers and secondary school teachers collective agreements have slightly different criteria applying to receipt of the MITA; for example around whether the teacher is full time or part time.

37 Analysis of Ministry of education payroll data by Ogilvy, June 2012. Data includes teachers who received MITA at any time between 2000-2012. MITA is received by teachers in Māori immersion levels 1-3. Receipt of MITA is the only way that Māori medium teachers can be identified in payroll data.
9.6 Returning to Māori medium teaching

Many people expect to have more than one career during their working life. It is therefore no surprise that teachers leave the teaching workforce, or that young people considering teaching as a career will also want to have a change of career.

While this poses a retention problem, it may also benefit Māori medium education if former teachers, with their broadened experience and expertise gained from another career, can be attracted back.

Recent Ministry of Education commissioned analysis of retention of Māori medium teachers shows that, over the period 2000-2012, 18 percent of teachers receiving MITA left and then returned to Māori medium. Most of these returned within three years, suggesting that efforts should be made to attract teachers back within that timeframe. Currently, there are 388 teachers receiving MITA who have returned to Māori medium; this is 28 percent of current Māori medium teachers.38

The pool of former Māori medium teachers, including those currently teaching in English medium, is a potential source of teachers. Some may need support to re-train, which would require programmes to be developed.

9.7 Key Actions

The Group recommends the following actions to contribute to this objective:

Develop two Māori language sabbatical programmes. One would be targeted to Māori medium teachers to enable them to address identified language development needs. The other programme would be developed specifically for Māori medium principals and enable them to develop and strengthen leadership in Māori medium education.

Ensure that Māori medium professional learning and development is focused on ongoing language development, including:

- Māori medium education, iwi and stakeholder involvement in decisions about the professional learning and development that is required.
- Developing professional learning and development specifically for Māori medium that is delivered to teachers at a similar level of language proficiency and that includes methods to progressively shift learners to higher language proficiency.
- Developing intensive language programmes specifically for teachers to achieve higher levels of proficiency.
- Developing te reo Māori proficiency programmes specifically for support staff.

Enhance professional learning and development for kura and school leaders that is tailored to the needs of Māori medium education settings.

Develop mentoring programmes for Māori medium teachers that:

- Are targeted to teachers in their first four years of teaching.
- Include training and professional development of mentors specifically for Māori medium education.
- Provide for adequate resourcing and infrastructure support to the initial teacher education provider and host school.

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38 Analysis of Ministry payroll data by Ogilvy, June 2012. Data includes teachers who received MITA at any time between 2000-2012. MITA is received by teachers in Māori immersion levels 1-3. Receipt of MITA is the only way that Māori medium teachers can be identified in payroll data.
Increase options for releasing Māori medium teachers for professional learning and development, including provision for:

- Resourcing needed to release teachers.
- Ways of developing an appropriately skilled workforce to provide teacher relief.

Ensure kura are able to develop school wide and school specific professional learning and development.

Enable professional learning and development that is philosophically aligned to iwi or kura kaupapa Māori that adhere to Te Aho Matua.

Recognise and reward excellent skills and practices of the Māori medium education workforce.

Review the Māori Immersion Teacher Allowance (MITA), including the criteria for receiving MITA and strengthening its focus on language proficiency.
10. Excellent teaching and continuous improvement in Māori medium

The objective is to:

Develop a strong evidence base to support excellent teaching and continuous improvement in Māori medium.

Evidence-based definitions, guides and standards support effective teaching and learning. They help grow the capability and skills of practitioners in Māori medium education, by specifying excellent practice, the nature and range of skills required, achievement standards, and performance and competency expectations.

Promulgating agreed definitions, standards and good practice can have numerous benefits, including bringing together useful information based on and tested in Māori medium environments, providing up to date information to help kura/schools identify skills that need to be developed, and supporting innovation.

10.1 What are the issues?

There is a lack of consistent, agreed sector wide standards and models of good practice to ensure that quality Māori medium teaching is defined, recognised and sustained. In particular, the Group identified considerable variation in agreement about te reo Māori proficiency and in assessment of proficiency.39

There are examples of excellent practice and work on standards is underway (e.g. te reo Māori proficiency), but information needs to be disseminated and modelled across the sector. Developing standards and guides will require systematic gathering and assessment of information, including from research and professional consensus about excellent practice.

The Group has identified three areas where guidelines and standards are needed:

- Good practice examples of teaching and learning in Māori medium education, including initial teacher education.
- Māori medium teacher graduate standards.
- Māori medium teacher registration requirements.

10.2 Good practice examples of teaching and learning

The Group considers that the Māori medium education sector should be provided with practical information about good practices in Māori medium teaching and learning. Specific examples, collation of learnings, and systematic evidence of what works and why in Māori medium education would help to develop and improve teaching practice grounded in the world view and environment of Māori medium education.

Particular areas of need are for information and educational rationale about how and where to use two languages of instruction, and at what year level to introduce English into the curriculum. Furthermore, there is a limited platform of literature that presents evidence for best practice in professional learning and development that leads to improved student outcomes in Māori medium.40

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39 Some work is going on. For example, the New Zealand Teachers Council and its Māori medium advisory group are working on establishment of Te Reo Māori proficiency framework for initial teacher education.
Good practice information needs to be relevant to the range of Māori medium education settings. Some good practice information will be equally applicable across different settings and year levels, however there may need to be guidance that is specific to a particular setting and learning environment, such as early childhood, kura, wharekura or a rumaki unit in an English medium school.

Good practice examples should also be developed for Māori medium initial teacher education. This would include examples of courses that demonstrate specialisation and the right sort of preparation for training teachers.

Another area where good practice information could be expanded, is on effective mentoring, not only for beginning teachers, but also for different curriculum and subject areas, and for language proficiency. As noted in section 8 above, Te Hāpai Ō Induction and Mentoring in Māori medium settings contributes to the evidence base and could be built on.

10.3 Māori medium teacher graduate standards

The Group considers that Māori medium teacher graduate standards need to be developed. These standards should focus on:
- Very high language proficiency.
- Appropriate pedagogical knowledge.
- Tikanga knowledge.
- Spiritual and cultural knowledge.
- Ability to teach at all year levels and immersion levels.
- Ability to teach in non-Māori immersion settings.

10.4 Māori medium teacher registration requirements

The Group suggests that teacher registration requirements that are unique to, and required by, Māori medium education need to be specified. This will require consideration of the competencies needed to achieve registration as a Māori medium teacher, and whether there are different or additional requirements to the standard teacher registration requirements.

10.5 Key actions

Key actions that contribute to this objective are:

- Develop and promulgate good practice examples of teaching and learning in Māori medium. This will include clear specification of what ‘learner achievement’ means in Māori medium.

- Develop and promulgate good practice examples for Māori medium initial teacher education, including developing professional standards for Māori medium teachers that include kaupapa Māori pedagogy.

- Develop Māori medium teacher graduate standards that include a definition of what ‘effective teacher’ means in Māori medium.

- Identify and specify teacher registration requirements that are unique to and required by Māori medium education.
11. Improve planning for the Māori medium education workforce

The objective is to:

Develop a strong evidence base to improve planning for a high quality Māori medium education workforce.

Proactive planning is needed to build capacity and capability of the Māori medium education sector. Ensuring the availability of Māori medium education that is responsive to the needs of diverse learners, as well as to different iwi and localities, depends on evidence-based planning involving systematic analysis of workforce supply and demand.

11.1 Key issues

Current data and information limitations make it difficult to accurately plan for and monitor Māori medium education workforce supply and demand. The evidence platform needs to be strengthened, in order to adequately plan for the right numbers of teachers needed, the locations, immersion levels and year levels where they are needed, as well as the skills and competencies required.

The Group identified a range of data and analysis needed to support planning for the Māori medium education workforce. Planning will need to draw on:

- Māori population trends.
- Māori medium student trends and demographic data including regional distribution and information on the language proficiency of students.
- Data on Māori medium teacher trends and demographics, qualifications, language proficiency, retention and loss. For example, the exact number of teachers in Māori medium education is not known.41
- Māori medium initial teacher data on trends in enrolment, completions and progression to teaching.
- Information on barriers to entering Māori medium teaching. Some barriers have been identified, such as financial barriers and distance from tertiary education institutions, but more work is needed to understand the nature of barriers and how they can be overcome.
- Information on demand for Māori medium education. An important part of planning for supply is to understand the nature and extent of demand, the type of Māori medium education preferred, constraints on demand and whether there is likely to be growth in demand.
- Forecasts of workforce supply and demand trends.

The Group also identified that research is needed to develop greater understanding of where and how Māori medium education capability needs to be strengthened.

Research gaps identified include:

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41 Ministry of Education payroll data does not identify the number of teachers in rumaki classes in English medium schools. Therefore the total number of Māori medium teachers across all Māori medium settings must be estimated, based on average Māori medium teacher:student ratios and numbers of students in Māori medium. Because of how the estimate is calculated, it may over-estimate the actual number of teachers. Another way of estimating the number of Māori medium teachers is to use the MITA count in payroll data. This is also an approximation of the number of teachers in Māori medium.
• Information on what students in Māori medium initial teacher education need to:
  o Develop as effective Māori medium teachers
  o Successfully graduate.

• Effective ways of helping Māori medium initial teacher education students and teachers to develop their language proficiency.

• Identification and development of effective Māori language assessment tools.

• Developing a better understanding of Māori literacy in Māori medium education.

• What constitutes quality delivery and performance in Māori medium education?

11.2 Key Action

Establish a Māori medium education workforce plan that:
• Identifies sufficient numbers of practitioners with high language proficiency and appropriate qualifications needed for all stages of education from early childhood to year 13.
• Establishes a methodology for accurately assessing and planning for demand for Māori medium education.
• Establishes ongoing monitoring of Māori medium teacher supply to ensure it meets demand.
• Establishes a research programme to develop greater understanding of where and how Māori medium education workforce capability needs to be strengthened.

The Group considers that the Māori medium education sector should be closely involved in leading the development of Māori medium education workforce planning. Bringing together the Group has provided a significant opportunity for building on continued engagement and collaboration across the sector.
Annex 1:
Terms of Reference for the Māori Medium Workforce Reference Group

Purpose of the Reference Group

Māori medium education is a unique and powerful contributor to New Zealand’s social, cultural and economic life. It makes a huge contribution to the revitalisation of te reo Māori in our institutions and our communities, and it delivers some of New Zealand’s best educational outcomes for Māori learners.

Māori medium education is founded on its own distinct philosophy, values and tikanga. It makes high demands of its teachers, who must be fluent in te reo Māori, highly skilled in pedagogy and in subject matter expertise, and be able to deliver excellent education to children who start school at very different stages of language proficiency.

To ensure a strong, sustainable and highly skilled Māori medium schooling workforce for today and for future generations, the Government has established a reference group to explore how to build the workforce’s capacity and capability.

The reference group will define a vision for the future state of the Māori medium schooling workforce, identify what must be done to achieve that vision, and set out how to get there. The Minister of Education, Hon Hekia Parata, is particularly keen to see the reference group test out new and innovative approaches.

The ultimate goal is to ensure every Māori medium learner gets the best possible education, by ensuring an excellent supply of high quality, highly trained teachers fluent in te reo Māori.

Membership of the Reference Group

Reference group members have been selected for their ability to use their experience, insights, expertise and viewpoints to develop solutions and recommendations for the Minister of Education.

The reference group includes:

- Representatives of iwi who are interested in, or have experience in Māori medium schooling workforce issues.
- Teachers, school and kura leaders with knowledge and experience in Māori medium education and a particular interest in workforce issues. These include kura, wharekura, and rumaki.
- The organisations representing kura: Te Rūnanganui o Ngā Kura Kaupapa Māori o Aotearoa and Ngā Kura ā Iwi o Aotearoa.
- Māori medium and bilingual initial education providers.
- Academics knowledgeable about Māori medium education, Māori medium teacher education and second language pedagogy.

Dr Wayne Ngata (Group Manager, Te Reo Māori Schooling) will chair the reference group.
Role and responsibilities of the Reference Group

The role of the reference group is to provide advice and guidance based on their knowledge and expertise in Māori medium education. A key role is to offer critical, constructive feedback on the work undertaken. Their input is essential to the quality of the report to the Minister.

The reference group will be invited to:

1. Provide advice on issues facing the current and future Māori medium education workforce, with a particular focus on teachers in the schooling sector.

2. Provide advice on strengthening the Māori medium schooling workforce that considers how to:
   - Improve outcomes for learners in Māori medium settings.
   - Effectively promote Māori medium teaching and recruit people into those settings.
   - Increase the number of quality Māori teachers proficient in te reo Māori.
   - Increase effective teaching and learning of and through te reo Māori.
   - Recognise and accommodate the characteristics and issues specific to the Māori medium schooling workforce.

3. Provide feedback on the Ministry’s work on raising the status and quality of teaching, including implications for the Māori medium schooling workforce.

4. Provide advice about solutions and implementation approaches.

The final report to the Minister will represent the views of the reference group.

Role and responsibilities of the Ministry

The Ministry will:

- Host and facilitate the reference group meetings.
- Prepare background papers and information for the reference group.
- Provide timely notes and feedback to reference group members after meetings.
- Develop a report for the Minister of Education that incorporates the thinking and perspectives of the reference group.

Scope

The focus is on the schooling sector and on the teaching workforce. Since there are linkages across Māori medium education, it may also be relevant to look at the extent to which solutions and options identified for the Māori medium schooling workforce have implications for Māori medium early childhood settings, as well as for support staff.

The scope will cover the range of Māori medium schooling settings including kura and wharekura, as well as rumaki (immersion classes/units) in English medium schools.

The prime focus will be on Māori medium education at immersion level 1 (te reo Māori used 81-100 percent of the time) and immersion level 2 (te reo Māori used 51-80 percent of the time). Research evidence suggests that immersion levels 1 and 2 are potentially the most effective for achieving te reo Māori proficiency. Lower level immersion (levels 3-4a) may also be included, where relevant to consideration of strengthening the Māori medium schooling workforce.

Meetings of the Reference Group

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It is expected that the reference group will meet three times during March – May 2012, to develop options and solutions for strengthening the Māori medium schooling workforce.

The proposed meeting dates are:

- [to be confirmed once membership is confirmed]

Meetings will be run as workshops where members are provided with material prior to the meeting for their consideration. Issues, options and recommendations will be workshopped. Drafts of the report will be thoroughly debated and critiqued through meetings and ‘round robin’ processes outside of meetings.

An agenda and any relevant documents will be provided in advance of the meetings.

The meetings are expected to be up to four hours duration. A meeting fee of $800 per meeting will be paid to those not employed in the state sector, in recognition that the time commitment including travel time will be up to one day. The travel expenses of those who come from outside Wellington will be paid. The school of any teacher on the reference group will receive a release.

Reference Group output

The reference group report to the Minister of Education will:

- Set out a vision for the Māori medium schooling workforce
- Identify the key issues facing the current and future Māori medium education workforce, with a particular focus on teachers in the schooling sector.
- Provide advice about solutions and implementation approaches to strengthen the Māori medium schooling workforce.

Background

The Education Workforce Advisory Group (WAG) provided advice to Government on how to raise the overall quality of teaching across the school system. Their recommendations were focused on issues facing the teaching profession and were developed in the context of English medium and mainstream schooling, with minimal input from, consideration of or knowledge of the Māori medium sector, and without acknowledgement of assumptions and perspectives fundamental to Māori medium.

WAG suggested that further work be undertaken and independent advice sought regarding the implications of lifting the standards and capability of teachers in Māori medium settings. This reference group has been established to provide that expert and independent advice. The findings and recommendations of the reference group will contribute to the Ministry’s work on raising the status and quality of teaching to implement Government’s response to the WAG recommendations.

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43 *A Vision for the Teaching Profession* Education Workforce Advisory Group report to the Minister of Education April 2010.
Annex 2: Reference Group Members

The members of the Group are:

- Uenuku Fairhall, Principal, Te Kura o Te Koutu, Rotorua.
- Dr Catherine Love, Board member, Port Nicholson Settlement Trust.
- John Maihi, kaumatua and Chair of Te Puna Mātauranga o Whanganui.
- Cath Rau, Kia Ata Mai Educational Trust.
- Paul Royal, Principal of Te Kura Kaupapa Māori o Bernard Fergusson.
- Chris Selwyn, Tumuaki Rumaki, Western Springs College, Auckland.
- Arihia Stirling, Principal, Te Kura Māori o Ngā Tapuwae, Māngere, Auckland.
- Lynne-Harata Aika, School of Māori and Indigenous Studies, University of Canterbury.
- Tony Trinick, School of Māori Education, University of Auckland.
- Toni Waho, Tumuaki of Te Rūnanganui o Ngā Kura Kaupapa Māori.
- Hurae White, Deputy Principal, Nawton Primary School, Hamilton.
Annex 3: References


Iwi Chairs Forum (Mātauranga-a-Iwi) Presentation 5 February 2012.


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Murphy, H., McKinley, S. and Bright, N. (2008) *Whakamanahia Te Reo Māori Research Project He Tirohanga Hōtaka Phase 1 Wellington, New Zealand Teachers Council.*

New Zealand Teachers Council *Te Hāpai Ō Induction and Mentoring in Māori medium settings*


Pita, R. (2010b) *Teacher Relief Initiative Te Wharekura o Rakaumanga.*


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### Number and Percent of Learners Participating in Māori Medium*

#### Schooling by Territorial Authority (TA), July 2011

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*Māori language immersion levels 1 and 2*
# Number and Percent of Learners Participating in Kōhanga by Territorial Authority (TA), July 2011

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<td>Dunedin City</td>
<td>65</td>
<td>4,872</td>
<td>1.33%</td>
<td></td>
</tr>
<tr>
<td>Clutha District</td>
<td>-</td>
<td>739</td>
<td>0.00%</td>
<td></td>
</tr>
<tr>
<td>Southland District</td>
<td>-</td>
<td>896</td>
<td>0.00%</td>
<td></td>
</tr>
<tr>
<td>Gore District</td>
<td>42</td>
<td>501</td>
<td>8.38%</td>
<td></td>
</tr>
<tr>
<td>Invercargill City</td>
<td>80</td>
<td>2,495</td>
<td>3.21%</td>
<td></td>
</tr>
<tr>
<td>Correspondence School</td>
<td>-</td>
<td>560</td>
<td>0.00%</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9,631</strong></td>
<td><strong>194,101</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In 2011:
- Of the total number of Māori students in ECE (40,941) there were 9,142 (22%) enrolled in Te Kohanga Reo.
- Of the total number of Māori students in ECE (30,134), there were 11,021 (37%) enrolled in Te Kohanga Reo.

Between 2000 and 2011, enrolments in Te Kohanga Reo have declined while enrolments in other ECE settings have increased.

Māori language (licensed services)
- Māori language was used as the language of communication for at least 12% of teaching contact time in 1,182 licensed services.
- Māori was used as the language of communication for 81-100% of teaching contact time in 472 licensed services.
- Of these, 403 were kōhanga reo and 9 were Māori immersion services. This was a decrease of three services from July 2009.
- In addition, 710 services provided Māori as the language of communication for 12.8% of teaching contact time.
- Of these services, 69 were kindergartens, 61 were playcentres, 554 were education and care and six were casual education and care. This is an increase of 76 services (12.0%) from July 2009.
Māori Medium Students in Schooling and Number of Schools Involved in Māori Medium Education

A Snapshot of Māori Students in Schooling in 2011

<table>
<thead>
<tr>
<th>Number of Students in Schooling by Ethnicity (2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Māori</td>
</tr>
<tr>
<td>171,796</td>
</tr>
<tr>
<td>Pacific Islands</td>
</tr>
<tr>
<td>74,848</td>
</tr>
<tr>
<td>European/Pākehā</td>
</tr>
<tr>
<td>415,700</td>
</tr>
<tr>
<td>Asian</td>
</tr>
<tr>
<td>72,335</td>
</tr>
<tr>
<td>Other</td>
</tr>
<tr>
<td>18,130</td>
</tr>
<tr>
<td>Foreign Fee Paying</td>
</tr>
<tr>
<td>9,890</td>
</tr>
<tr>
<td>Total</td>
</tr>
<tr>
<td>762,060</td>
</tr>
</tbody>
</table>

Proportion of Students in Schooling by Ethnicity (2011)

- Māori: 22%
- Pacific Islands: 5%
- European/Pākehā: 5%
- Asian: 10%
- Other: 2%
- Foreign Fee Paying: 1%

Number of Māori Schooling Students in MM (level 1-4a) education (2011)

<table>
<thead>
<tr>
<th>Māori students in MM education</th>
</tr>
</thead>
<tbody>
<tr>
<td>24,702</td>
</tr>
<tr>
<td>Māori students in other education settings</td>
</tr>
<tr>
<td>147,094</td>
</tr>
<tr>
<td>Total Māori students (Schooling)</td>
</tr>
<tr>
<td>171,796</td>
</tr>
</tbody>
</table>

Number of Māori Students in Schooling compared with Others from 2000 to 2011

The overall number of Māori students participating in Schooling has been steadily increasing since 2003.

In 2011:
- 171,796 Māori students in Schooling
- 23 percent of the Schooling population were Māori.

In 2002:
- 146,013 Māori students in Schooling
- 20 percent of the Schooling student population were Māori.

Of the 171,796 Māori students in Schooling in 2011, 14 percent (24,702) were involved in MM education.
A SNAPSHOT OF MĀORI STUDENTS IN SCHOOLING BY YEAR AND IMMERSION LEVEL IN 2011

Number of Students (Māori and Non-Māori) Involved in Māori medium Education by Highest Level of Learning and Year of Schooling as at 1 July 2011

<table>
<thead>
<tr>
<th>% of Curriculum Instruction Undertaken in Māori</th>
<th>Ethnicity</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
<th>Year 13</th>
<th>Year 14</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1: 81-100%</td>
<td>Māori</td>
<td>1,497</td>
<td>1,364</td>
<td>1,228</td>
<td>1,189</td>
<td>1,184</td>
<td>1,086</td>
<td>1,089</td>
<td>1,054</td>
<td>607</td>
<td>590</td>
<td>339</td>
<td>279</td>
<td>188</td>
<td>7</td>
<td>11,710</td>
</tr>
<tr>
<td></td>
<td>Non-Māori</td>
<td>20</td>
<td>9</td>
<td>18</td>
<td>12</td>
<td>7</td>
<td>8</td>
<td>11</td>
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<td>6</td>
<td>6</td>
<td>1</td>
<td>1</td>
<td></td>
<td>108</td>
<td></td>
</tr>
<tr>
<td>Level 2: 51-80%</td>
<td>Māori</td>
<td>356</td>
<td>376</td>
<td>366</td>
<td>462</td>
<td>450</td>
<td>5200</td>
<td>739</td>
<td>604</td>
<td>119</td>
<td>106</td>
<td>143</td>
<td>77</td>
<td>61</td>
<td></td>
<td>4,423</td>
</tr>
<tr>
<td></td>
<td>Non-Māori</td>
<td>37</td>
<td>26</td>
<td>32</td>
<td>32</td>
<td>25</td>
<td>52</td>
<td>51</td>
<td>8</td>
<td>4</td>
<td>6</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>306</td>
</tr>
<tr>
<td>Level 3: 31-50%</td>
<td>Māori</td>
<td>344</td>
<td>303</td>
<td>476</td>
<td>485</td>
<td>470</td>
<td>486</td>
<td>416</td>
<td>337</td>
<td>182</td>
<td>205</td>
<td>194</td>
<td>176</td>
<td>153</td>
<td>1</td>
<td>4,308</td>
</tr>
<tr>
<td></td>
<td>Non-Māori</td>
<td>63</td>
<td>46</td>
<td>55</td>
<td>54</td>
<td>57</td>
<td>57</td>
<td>81</td>
<td>49</td>
<td>3</td>
<td>4</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td></td>
<td>499</td>
</tr>
<tr>
<td>Level 4(a): 12-30%</td>
<td>Māori</td>
<td>371</td>
<td>279</td>
<td>312</td>
<td>260</td>
<td>282</td>
<td>294</td>
<td>474</td>
<td>366</td>
<td>377</td>
<td>395</td>
<td>350</td>
<td>256</td>
<td>172</td>
<td>3</td>
<td>4,261</td>
</tr>
<tr>
<td></td>
<td>Non-Māori</td>
<td>110</td>
<td>92</td>
<td>123</td>
<td>125</td>
<td>138</td>
<td>145</td>
<td>213</td>
<td>196</td>
<td>81</td>
<td>27</td>
<td>77</td>
<td>35</td>
<td>22</td>
<td></td>
<td>1,379</td>
</tr>
<tr>
<td>TOTAL</td>
<td>Māori</td>
<td>2,568</td>
<td>2,404</td>
<td>2,504</td>
<td>2,404</td>
<td>2,426</td>
<td>2,306</td>
<td>2,713</td>
<td>2,361</td>
<td>1,265</td>
<td>1,305</td>
<td>1,026</td>
<td>850</td>
<td>574</td>
<td>11</td>
<td>24,702</td>
</tr>
<tr>
<td></td>
<td>Non-Māori</td>
<td>230</td>
<td>173</td>
<td>230</td>
<td>224</td>
<td>234</td>
<td>235</td>
<td>357</td>
<td>302</td>
<td>101</td>
<td>41</td>
<td>85</td>
<td>42</td>
<td>29</td>
<td></td>
<td>2,252</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>2,798</td>
<td>2,577</td>
<td>2,623</td>
<td>2,628</td>
<td>2,660</td>
<td>2,621</td>
<td>3,075</td>
<td>2,683</td>
<td>1,366</td>
<td>1,346</td>
<td>1,111</td>
<td>872</td>
<td>603</td>
<td>11</td>
<td>26,994</td>
</tr>
</tbody>
</table>

Note: Students are counted at their highest level of Māori-medium Education.

In 2011:
- 11,618 students at immersion level 1
- 4,759 students at immersion level 2
- Levels 1 + 2 = 16,387
- Trend data over the decade 2001-2010 show that participation in Māori medium education declines at key transition points — from early childhood education to primary school, and from years 7/8 to secondary school. There is a further drop to senior secondary.
  - For each year over the period 2001-2010, between 47 percent to 66 percent of students in Māori medium early childhood education moved on to level 1 immersion in year 1 primary school.
  - Over the years 2006-2010, about two thirds of Māori medium early childhood education students went on to level 1 immersion, year 1 primary.
  - As level 1 immersion students progress through primary school, around 30 percent leave level 1 by year 8.
  - There are more losses with the transition to secondary at year 9.
  - Of the original cohort of year 1 students in 2000, only 20 percent remain in level 1 Immersion by year 11.
  - But at the same time, new students enter lower levels of immersion, especially at level 2 in primary, and levels 2-4 at intermediate.
### A Snapshot of Māori Students in Schooling by Year and Setting in 2011

#### Number of Students (Māori and Non-Māori) Involved in Māori medium Education by Form of Education and Year of Schooling as at 1 July 2011

<table>
<thead>
<tr>
<th>Form of Learning</th>
<th>Ethnicity</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
<th>Year 13</th>
<th>Year 14</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Māori</td>
<td>870</td>
<td>724</td>
<td>679</td>
<td>654</td>
<td>654</td>
<td>608</td>
<td>654</td>
<td>608</td>
<td>511</td>
<td>379</td>
<td>405</td>
<td>301</td>
<td>243</td>
<td>182</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Non-Māori</td>
<td>3</td>
<td>5</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>18</td>
</tr>
<tr>
<td>Immersion School</td>
<td>Māori</td>
<td>775</td>
<td>713</td>
<td>683</td>
<td>715</td>
<td>712</td>
<td>722</td>
<td>667</td>
<td>522</td>
<td>173</td>
<td>176</td>
<td>146</td>
<td>146</td>
<td>106</td>
<td>6,275</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Non-Māori</td>
<td>134</td>
<td>103</td>
<td>117</td>
<td>122</td>
<td>121</td>
<td>112</td>
<td>80</td>
<td>60</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>959</td>
</tr>
<tr>
<td>Immersion Classes</td>
<td>Māori</td>
<td>357</td>
<td>459</td>
<td>337</td>
<td>340</td>
<td>329</td>
<td>274</td>
<td>279</td>
<td>305</td>
<td>187</td>
<td>137</td>
<td>32</td>
<td>29</td>
<td>1</td>
<td>3,043</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Non-Māori</td>
<td>12</td>
<td>1</td>
<td>17</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>7</td>
<td>5</td>
<td>9</td>
<td>6</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Bilingual Classes</td>
<td>Māori</td>
<td>535</td>
<td>538</td>
<td>680</td>
<td>715</td>
<td>734</td>
<td>782</td>
<td>1,115</td>
<td>943</td>
<td>575</td>
<td>587</td>
<td>548</td>
<td>412</td>
<td>280</td>
<td>4</td>
<td>8,450</td>
</tr>
<tr>
<td></td>
<td>Non-Māori</td>
<td>81</td>
<td>84</td>
<td>164</td>
<td>91</td>
<td>107</td>
<td>117</td>
<td>267</td>
<td>237</td>
<td>38</td>
<td>84</td>
<td>41</td>
<td>65</td>
<td>26</td>
<td>1,340</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>Māori</td>
<td>2,563</td>
<td>2,494</td>
<td>2,364</td>
<td>2,454</td>
<td>2,428</td>
<td>2,506</td>
<td>2,715</td>
<td>2,381</td>
<td>1,265</td>
<td>1,305</td>
<td>1,203</td>
<td>830</td>
<td>574</td>
<td>11</td>
<td>24,702</td>
</tr>
<tr>
<td></td>
<td>Non-Māori</td>
<td>230</td>
<td>173</td>
<td>239</td>
<td>324</td>
<td>234</td>
<td>235</td>
<td>327</td>
<td>302</td>
<td>101</td>
<td>41</td>
<td>85</td>
<td>42</td>
<td>20</td>
<td>2,392</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>2,793</td>
<td>2,667</td>
<td>2,603</td>
<td>2,629</td>
<td>2,660</td>
<td>2,832</td>
<td>3,027</td>
<td>2,683</td>
<td>1,386</td>
<td>1,246</td>
<td>1,111</td>
<td>872</td>
<td>603</td>
<td>11</td>
<td>26,044</td>
</tr>
</tbody>
</table>

**Definitions:**
1. **Immersion School** - All students are involved in Māori-medium Education for 20.25 to 25 hours per week.
2. **Bilingual School** - All students are involved in Māori-medium Education for 3 to 25 hours per week.
3. **School with Immersion Classes** - Some students are involved in Māori-medium Education for 20.25 to 25 hours per week.
4. **School with Bilingual Classes** - Some students are involved in Māori-medium Education for 3 to 20 hours per week.

The reference group's main focus is on Māori medium education at immersion levels 1 and 2. A range of settings deliver immersion levels 1 and 2 across primary and secondary schooling:

- **Kura Kaupapa Māori Te Aho Matua** – established under section 135 of the Education Act 1989 as a kura supported by Te Rūnanga o Ngā Kura Kaupapa Māori o Aotearoa, with the learning programmes based on Te Aho Matua Māori philosophies (sometimes called Te Aho Matua Kura). These kura are for students years 1-8 or years 1-8.
- **Kura Kaupapa Māori Te Aho Matua Whakawhukura** – established under section 135 of the Education Act 1989 as a kura supported by Te Rūnanga o Ngā Kura Kaupapa Māori o Aotearoa, with the learning programmes based on Te Aho Matua Māori philosophies (sometimes called Te Aho Matua Kura). These kura are for students years 1-13.
- **Kura 3 iwā** – established under section 135 of the Education Act, as a special character school delivering Māori medium education and aligned to a particular iwi. These kura are for students years 1-13.
- **Kura 3 iwā Whakawhukura** – established under section 135 of the Education Act, as a special character school delivering Māori medium education and aligned to a particular iwi. These kura are for students years 1-13.
- **Kura Māori** – established under section 135 of the Education Act, as a special character school delivering Māori medium education. These are total immersion schools that are neither Te Aho Matua POE Māori affiliated.
- **Rumahī** – immersion classes/units in English medium schools.
A SNAP SHOT OF MĀORI STUDENTS IN SCHOOLING BY REGION AND IMMERSION LEVEL IN 2011

Number of Students (Māori and Non-Māori) Involved in Māori medium Education by Regional Council and Highest Level of Learning as at 1 July 2011

<table>
<thead>
<tr>
<th>Region and Level of Learning</th>
<th>Level 1: 81-100% Māori</th>
<th>Level 2: 51-80% Māori</th>
<th>Level 3: 31-50% Māori</th>
<th>Level 4(a): 12-30% Māori</th>
<th>TOTAL Māori</th>
<th>TOTAL Non Māori</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northland Region</td>
<td>1,140</td>
<td>7</td>
<td>20</td>
<td>37</td>
<td>730</td>
<td>74</td>
</tr>
<tr>
<td>Auckland Region</td>
<td>2,049</td>
<td>47</td>
<td>892</td>
<td>67</td>
<td>1,126</td>
<td>164</td>
</tr>
<tr>
<td>Waikato Region</td>
<td>2,232</td>
<td>10</td>
<td>395</td>
<td>19</td>
<td>331</td>
<td>21</td>
</tr>
<tr>
<td>Bay of Plenty Region</td>
<td>2,545</td>
<td>7</td>
<td>903</td>
<td>50</td>
<td>684</td>
<td>55</td>
</tr>
<tr>
<td>Gisborne Region</td>
<td>730</td>
<td>5</td>
<td>137</td>
<td>4</td>
<td>370</td>
<td>19</td>
</tr>
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<td>3</td>
<td>540</td>
<td>15</td>
<td>335</td>
<td>5</td>
</tr>
<tr>
<td>Taranaki Region</td>
<td>730</td>
<td>3</td>
<td>540</td>
<td>15</td>
<td>335</td>
<td>5</td>
</tr>
<tr>
<td>Manawatu-Wanganui Region</td>
<td>712</td>
<td>8</td>
<td>404</td>
<td>27</td>
<td>393</td>
<td>58</td>
</tr>
<tr>
<td>Wellington Region</td>
<td>1,065</td>
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<td>198</td>
<td>7</td>
<td>138</td>
<td>17</td>
</tr>
<tr>
<td>West Coast Region</td>
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<td>2</td>
<td>60</td>
<td>21</td>
<td>182</td>
<td>21</td>
</tr>
<tr>
<td>Canterbury Region</td>
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<td>5</td>
<td>170</td>
<td>25</td>
<td>89</td>
<td>03</td>
</tr>
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<td>Otago Region</td>
<td>7</td>
<td>1</td>
<td>18</td>
<td>4</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>Southland Region</td>
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<td>33</td>
<td>9</td>
<td>48</td>
<td>11</td>
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</tr>
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<td>Marlborough Region</td>
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<td></td>
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<td></td>
<td>12</td>
</tr>
<tr>
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<td>106</td>
<td>4,423</td>
<td>208</td>
<td>4,200</td>
<td>469</td>
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</tbody>
</table>

Overall, the majority of Māori students involved in Māori medium education reside in the North Island.

In total, the Bay of Plenty region has the highest number of Māori students participating in Māori medium education at all levels (5,454 in total) followed by the Auckland region (4,610 in total).

The Marlborough region had the smallest number of Māori students involved in Māori medium education with only 12.
### Number of Schools Involved in Māori Medium Education in 2011

<table>
<thead>
<tr>
<th>School Sector</th>
<th>Immersion School</th>
<th>Bilingual School</th>
<th>Immersion Classes</th>
<th>Immersion &amp; Bilingual Classes</th>
<th>Bilingual Classes</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>45</td>
<td>67</td>
<td>37</td>
<td>28</td>
<td>89</td>
<td>206</td>
</tr>
<tr>
<td>Secondary</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>6</td>
<td>41</td>
<td>54</td>
</tr>
<tr>
<td>Composite</td>
<td>37</td>
<td>9</td>
<td>3</td>
<td>10</td>
<td>6</td>
<td>65</td>
</tr>
<tr>
<td>Special</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>85</strong></td>
<td><strong>79</strong></td>
<td><strong>41</strong></td>
<td><strong>44</strong></td>
<td><strong>138</strong></td>
<td><strong>387</strong></td>
</tr>
</tbody>
</table>

Definitions: 1) Immersion School - All students are involved in Māori-medium Education for 20.25 to 25 hours per week. 2) Bilingual School - All students are involved in Māori-medium Education for 3 to 25 hours per week. 3) School with Immersion Class/es - Some students are involved in Māori-medium Education for 20.25 to 25 hours per week. 4) School with Bilingual Class/es - Some students are involved in Māori-medium Education for 3 to 20 hours per week. 5) Special School - A school providing specialist education or support for students with specific physical, behaviour, sensory or learning support needs.
**Teachers Involved in Māori Medium Schooling**

**A Snapshot of the Māori Teaching Working in 2011**

<table>
<thead>
<tr>
<th>Number of Teachers (Headcount) by Ethnicity, as at April 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Māori</td>
</tr>
<tr>
<td>Pasifika</td>
</tr>
<tr>
<td>Asian</td>
</tr>
<tr>
<td>European/Pakeha</td>
</tr>
<tr>
<td>Other</td>
</tr>
<tr>
<td>Unknown/no response</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

In 2011:
- 5,090 teachers in schooling identified as Māori, comprising 10 percent of the total teaching workforce.
- Of the 5,090 Māori teachers in schooling, 42 percent (2,128) were involved in Māori medium education.

<table>
<thead>
<tr>
<th>Estimated Number of Māori teachers in MM education and in general schooling, as at April 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maori medium education Schooling</td>
</tr>
<tr>
<td>General Schooling</td>
</tr>
<tr>
<td><strong>Total NZ Māori teachers</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Estimated Number of Māori Medium Teachers by Immersion Level and School Type (2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1 (81-100%)</td>
</tr>
<tr>
<td>---------------------</td>
</tr>
<tr>
<td>Immersion or bilingual school</td>
</tr>
<tr>
<td>Rumaki unit</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

**Proportion of Teachers (Headcount) by Ethnicity (April 2011)**

- Māori: 79%
- Pasifika: 3%
- Asian: 6%
- European/Pakeha: 10%
- Other: 3%
- Unknown/no response: 3%

**Proportion of Māori teachers in MM education (estimated) and general schooling (April 2011)**

- Maori medium education Schooling: 42%
- General Schooling: 55%
- Unknown/no response: 3%
ENROLMENT AND COMPLETION RATES FOR MĀORI MEDIUM AND OTHER INITIAL TEACHER EDUCATION (ITE) TRAINING IN SCHOOLING

<table>
<thead>
<tr>
<th>Enrolments in ITE Schooling for MM students compared with other students (2006-2011)</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
<td>4,364</td>
<td>6,695</td>
<td>7,048</td>
<td>7,927</td>
<td>8,082</td>
<td>8,438</td>
</tr>
<tr>
<td>MM</td>
<td>2,300</td>
<td>662</td>
<td>632</td>
<td>725</td>
<td>660</td>
<td>610</td>
</tr>
<tr>
<td>Total</td>
<td>6,673</td>
<td>7,357</td>
<td>7,680</td>
<td>8,652</td>
<td>9,542</td>
<td>9,047</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Completions in ITE Schooling for MM students compared with other students (2006-2010)</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
<td>1,943</td>
<td>2,198</td>
<td>2,266</td>
<td>2,529</td>
<td>2,456</td>
</tr>
<tr>
<td>MM</td>
<td>215</td>
<td>214</td>
<td>170</td>
<td>185</td>
<td>102</td>
</tr>
<tr>
<td>Total</td>
<td>2,158</td>
<td>2,412</td>
<td>2,450</td>
<td>2,715</td>
<td>2,550</td>
</tr>
</tbody>
</table>
MĀORI MEDIUM AND TE REO MĀORI TEACH NZ SCHOLARSHIPS AND STUDY AWARDS

Scholarships
From 2005 to 2012, the number of available Māori medium/bilingual scholarships rose from 165 to 240 (see chart a). A review was completed in 2011 resulting in more scholarships being available, more focusing and strengthening merit criteria, and the introduction of selection panels.

In 2012, new categories were introduced to improve the uptake of Ta Reo Māori scholarships. Tipu Whakarongo Te Reo Māori are for people wanting to teach Te Reo Māori as a subject in secondary schools, while Te Waka Whakatae are for those wanting to teach a core subject subject in Ta Reo Māori in Wharekura.
- School Leaver and Undergraduate (Second Year) Tipu Whakarongo Te Reo Māori me Te Waka Whakatae scholarships.
- Graduate (Second Year) Tipu Whakarongo Te Reo Māori me Te Waka Whakatae scholarships.
- Career Changer Tipu Whakarongo Te Reo Māori me Te Waka Whakatae scholarships.

In addition, the following scholarships continue to be offered to those with proficiency in Te Reo Māori who wish to teach in ECEs and primary schools:
- Early Childhood Education Māori Language scholarships for people who are proficient in Te Reo Māori, and have knowledge, understanding and experience of working with Māori communities who want to teach in the early childhood sector.
- School Leaver and Undergraduate, and Career Changer (Preschool) Māori Medium scholarships for people who are either proficient or fluent in Te Reo Māori who wish to work as a primary school teacher in Māori or immersion classes.

Between 2005 and 2011, 1,056 people applied for a scholarship; almost two thirds (64% or 1,039) were awarded a scholarship. Of these recipients who received a scholarship (see chart b), 378 (36%) are still in study, and 377 (37%) are teaching (either in their training period, or have commenced teaching). Residual scholarships were introduced in 2005, requiring the recipient to teach for at least 5 years. Of those who completed their programme, 311 (111%) have completed their programme.

The number of students enrolling in MM ITE for teaching with Toaoh NZ scholarships has increased since 2007. In 2011, 46% (533) of all students (728) in Māori Medium scholarships recipients compared to 35% (117) in 2007 (see chart c).

Study Awards
Māori medium and Bilingual study awards support the professional development of teachers and principals.

The main study awards are:
- Māori medium Bilingual Education Study Award: aimed at increasing the supply of quality teachers and encourage teachers to increase their proficiency and skills in Te Reo, Tikanga Māori and their skills as Māori medium teachers.
- Trusts and scholarships for postgraduate study.
- Whakapiri I Te Reo Awards are available to strengthen the language capability and teaching skills of Māori medium teachers.
- Some other awards include places for teachers of Te Reo Māori or Māori immersion, or consider applications for a Māori qualification or project.

There has been an increase in both applications and approvals for 2011 and 2012, but the target of 42 awards is yet to be reached (see chart d).

Currently, these providers offer study award programmes including University of Canterbury, Te Wānanga o Raukawa and University of Waikato.