2006/07
Ngā Haeata Mātauranga

Ngā Haeata Mātauranga / Annual Report on Māori Education
NGĀ HAEATA MĀTAURANGA

ANNUAL REPORT ON MĀORI EDUCATION

2006/07
**He whakamārama**

The poutama represent progressive development in stages, aspirations, reaching for more, the quest to realise potential. Each branch of this poutama pattern represents the shifts we are seeking through presence, engagement and achievement. And the three pieces of work through which we will generate these shifts — 21st Century Learning, Realising Youth Potential and *Ka Hikitia — Managing for Success*.

Karaka (orange) represents optimism and potential moving towards taupe, which represents success, potential realised, strength and confidence.

Thank you to all the people whose photos and stories feature in this year’s report.
# CONTENTS

Message from the Minister of Education and Associate Minister of Education 6
Message from the Secretary for Education 8

## Chapter 1  Introduction  11
1.1 Report overview 12
1.2 Strategic links 12
1.3 Executive summary 13


## Chapter 2  Engaging whānau, hapū, iwi and the wider community  17
2.1 Introduction 18
2.2 Statistical highlights 18
2.3 Strategic focus 18
2.4 Learners 19
Case study no.1 20
2.5 Teachers 24
2.6 Working in partnership 26
Case study no.2 27
2.7 Education programmes 30
2.8 Working from the evidence 32
2.9 Statistics 33

## Chapter 3  Strengthening Māori language education  37
3.1 Introduction 38
3.2 Statistical highlights 38
3.3 Strategic focus 39
3.4 Learners 40
Case study no.3 41
3.5 Teachers 49
Chapter 6  Encouraging lifelong learning

6.1 Introduction 126
6.2 Statistical highlights 127
6.3 Strategic focus 127
6.4 Learners 128
   Case study no.9 131
6.5 Teachers 134
6.6 Working in partnership 136
6.7 Education programmes 137
6.8 Working from the evidence 139
   Case study no.10 140
6.9 Statistics 142

Appendices

Appendix one – Reference tables 150
Appendix two – Ka Hikitia – Managing for Success 164
Message from the Minister of Education and Associate Minister of Education

Tēnā koutou kātoa

Tēnā anō koutou e nohonoho mai nā, i tēnā pito, i tēnā pito, o tō tātou whenua ataahua. Tēnā hoki tātou i a rātou kua whetūrangitia. Haere, haere, haere atu rā. Tātou ngā uri o rātou mā tēnā tatou katoa.

Young Māori are a vibrant, colourful and dynamic group, full of potential and inherently capable. We know that some most certainly use their ability, add the cultural advantage they are blessed with and – with the appropriate support and assistance from the education system – design personal recipes for success. Manawa Wright and Hokowhitu Cook, the young learners featured in chapter three, and Rawiri Durie, the lifelong learner in the report’s final chapter, are excellent examples.

We also know that for each successful individual there are many who do not get what they need from the education system and who opt out or feel forced out of school far too early.

By international standards New Zealand does very well in education. The latest National Certificate of Educational Achievement (NCEA) data shows Māori students are showing significant improvements, with more now achieving qualifications (56 percent). Māori boys leaving school without a level one qualification is down from 53 percent in 2005 to 46 percent, continuing a trend of improvement. This is pleasing but more remains to be done.

While we have students who are at the top in some areas, there is far too big a gap between them and students who never really conquer the basics. Too many students in this latter category are Māori. They should not and need not be there. They are key to achieving the government’s goals for the whole of New Zealand. We cannot succeed without them – we will not succeed unless they do.

Māori success is New Zealand’s success. It is up to everyone within the education sector to help every student realise their potential. A strong economy and healthy society requires that all our citizens enjoy education success.

In many ways we find ourselves at a crossroads, where a range of factors – shown by the latest data included in this year’s Ngā Haeta Mātauranga report – are coming together and giving us the opportunity to push forward and step up the system’s performance for Māori.

Data included in Ngā Haeta Mātauranga show Māori families and whānau are getting involved in the education system in ways the evidence suggests are worthwhile – at home as key supporters of their children’s success, as members of school boards of trustees (boards), as teachers and principals, as participants in innovative education programmes, such as Te Kauhau, and, finally, through iwi-based initiatives.

Participation in early childhood education among Māori children remained strong in 2006, this year’s report shows.

Meanwhile, the latest Māori language education sector achievement data show promising pockets of success, with some students achieving NCEA qualifications at rates that surpass those of their English language sector peers.

In early 2008 we will publish Ka Hikitia – Managing for Success: The Māori Education Strategy 2008 – 2012 as a key step in our journey towards transforming the education sector, so that Māori are able to enjoy education success as Māori.

The strategy, released in draft for public consultation in August 2007, outlines how the Ministry of Education plans to build on work already under way – and the progress we made in 2006 – to lift the achievement of Māori students and help them reach their potential.

The strategy is part of the government’s plan to seize the opportunities around us. We must do so with urgency. The responsibility lies with all of us. It lies with the government and the Ministry of Education. It lies with schools, principals and teachers. It lies with whānau, hapū and iwi. And it lies with students.

The strategy is about taking action and understanding we are all responsible and accountable for achieving success.

Realising Māori potential does not ask for or require a special response but rather a professional response. It is the core business of the whole education system. All schools, all boards, all principals, all teachers, all students and their families and whānau; we all must step up. Ka Hikitia – Managing for Success is our call to action, our challenge to do more to realise the potential we know is there.
We will continue to gauge our success and track our progress towards improving the education system through important documents such as this – and others. It’s important we all keep abreast of the latest data and the latest evidence and use it to plan ahead and make the difference we all know is needed for young Māori.

Nā reira, huri noa i te motu, tēnā koutou kātoa.

Hon. Chris Carter
Minister of Education

Hon. Parekura Horomia
Associate Minister of Education
Message from the Secretary for Education

Tēnā koutou

For more than a decade Ngā Haeta Mātauranga – The Annual Report on Māori Education has acted as an important measure – a report card if you like – showing us how well the education system is performing.

It has enabled us to use the latest evidence, information and data to check our progress, to make decisions and to move forward.

Over the next five years, as Ka Hikitia – Managing for Success (the Māori Education Strategy) is implemented, we will continue to report on and monitor Māori education outcomes through reports such as this one and in new ways. Doing so will help us achieve an equitable system for all students and take an outcomes-focused approach to Māori education.

This year’s report, much like past reports, continues to show some important gains are being made across the education sector. The success stories are encouraging. However, the data and evidence reflected in the report’s chapters also remind us that more is needed – and fast – if we are to realise the potential of Māori and if New Zealand is to achieve the world-leading education system we need and want.

Addressing how we can realise the potential of Māori at a system-wide level is complex. There are no easy solutions and there is no one thing we can do to achieve the education system that best suits 21st century learners. It requires a range of varied responses and this is what Ka Hikitia – Managing for Success, due to be implemented next year, aims to provide.

The strategy’s levers reflect the range of initiatives shown by the latest evidence to improve the achievement of Māori students. For example, the levers reflect the things that have worked well in the Te Mana campaign, Te Hiringa i te Māhara, Te Kauhau, Te Kotahitanga and the partnerships forged between the Ministry of Education and iwi organisations.

So, in many ways, the momentum has started and much of the work is under way. The challenge is to build on success and share what we know works more widely, more effectively and more quickly. We can do this through reports and information like this and through the Māori Education Strategy’s levers of professional learning and development; increasing student, whānau and iwi authority involvement in education; setting and resourcing priorities in Māori language education; strengthening inter-agency collaboration; and responsive and accountable professional leadership.

The Quality Teaching Research and Development project profiled in this year’s report shows how the ministry is working with the sector to bring together and build on the latest research evidence to develop new and innovative professional learning and development opportunities, specifically for the benefit of young Māori.

The strategy’s third lever is about achieving change through setting and resourcing priorities in Māori language education. Te Marautanga o Aotearoa, the new curriculum for the Māori language education sector, will set the direction for all students’ learning through the medium of te reo Māori at levels one and two. It will identify the competencies, knowledge, outcomes and values that all students must have to experience success in education.

The ministry is also focused on te reo in English language schools. Te reo Māori in the New Zealand Curriculum is our tool to ensure te reo Māori is visible, valued and used in classrooms throughout New Zealand. It provides guidelines for primary and secondary teachers, supported by online and multi-media materials, linked to the new te reo Māori curriculum guidelines and professional development opportunities around te reo Māori and second language teaching.

As mentioned, the fourth lever aims to bring about change through strengthening inter-agency collaboration, emphasising the shared responsibility we all have for achieving Māori success. The last lever emphasises the importance of responsive and accountable professional leadership and the Kiwi Leadership Framework is an important initiative that will help us achieve this.

As 2007 draws to an end, it is important we reflect on what the data and evidence tells us about what is working well for Māori learners and why. Next year is undoubtedly an important year for the Ministry of Education – as it is for the whole sector. It is
our year to really step up and make the difference for our country by significantly improving education outcomes for Māori. We will continue to build on current successes and work on the five levers included in *Ka Hikitia – Managing for Success*.

The success of New Zealand depends on Māori success and the success of Māori depends on their success as Māori. It means that Māori culture is recognised and validated and incorporated into the learning process. It means that personalising learning is happening and that the curriculum is relevant to Māori identity. We also must have an assessment system that helps foster success – so that success breeds success and mana builds mana. We must all step up to achieve Māori success and realise the potential of Māori youth.

I believe we will achieve this by maintaining a focus on *Ka Hikitia – Managing for Success* now and over the next five years.

*Ngā mihi nui ki a koutou katoa.*


Karen Sewell  
*Secretary for Education*
CHAPTER 1:
INTRODUCTION
INTRODUCTION

1.1 Report overview

Ngā Haeata Mātauranga – Annual Report on Māori Education, 2006/07 is the latest in the Ministry of Education’s series on Māori education. It provides an overview of the research evidence, data and key education policies and programmes relevant to Māori learners in the year ended June 2007.

The report is organised into seven chapters. Chapter two summarises the main programmes, initiatives, evidence and data in the report, providing readers with a quick overview of the report’s main highlights. Chapter three focuses on the central role whānau, hapū, iwi and the wider community play in the education sector. Chapter four looks at what is being done to strengthen Māori language education across all parts of the education sector, but focuses mainly on Māori medium settings in early childhood education and schooling.

The following chapter looks at learning in the early childhood education sector. It focuses on the research evidence, data, policies and programmes underpinned by the government’s strategic plan for early childhood education, Pathways to the Future: Ngā Huarahi Arataki, A Ten-Year Strategic Plan for Early Childhood Education.

Chapter six looks at progress towards raising the presence, engagement and achievement of Māori learners within the (English language education) school sector. Meanwhile, the final chapter, chapter seven, focuses on Māori learners’ involvement in lifelong learning.

Appendix one includes a range of statistical tables. Appendix two provides more information about Ka Hikitia – Managing for Success: The draft Māori Education Strategy 2008 – 2012 (Ka Hikitia – Managing for Success).

1.2 Strategic links


It is a broad-reaching strategy aiming to transform and change the education sector, ensuring Māori are able to enjoy education success as Māori.

It sets out specific priorities, outcomes and targets over the next five years to influence the thinking, policy, practice and services of the Ministry of Education by building on the latest research evidence and the ideas, hopes and aspirations of Māori throughout the country.

The strategy spans the entire education sector and includes a range of existing programmes and initiatives developed under the first Māori strategy launched in 1999. It will be finalised and implemented in 2008.

Ka Hikitia – Managing for Success features four main focus areas the evidence shows will have the most impact. They are:

■ Foundation Years
■ Young People Engaged in Learning
■ Māori Language Education
■ Organisational Success (the Ministry of Education).

The draft strategy is referred to and explored in each chapter within Ngā Haeata Mātauranga – Annual Report on Māori Education, 2006/07. See page 14 for a quick snapshot of the strategy. Readers can also refer to appendix two on page 164 to find out more about the strategy’s key elements or visit:

http://kahikitia.minedu.govt.nz

Ngā Haeata Mātauranga – Annual Report on Māori Education, 2006/07 also explores and draws from the ministry’s strategic plans for the early childhood, school and tertiary education sectors.

All strategies support the ministry’s overall aim of building a world-leading education system that equips all New Zealanders with the knowledge, skills and values to be successful citizens in the 21st century.

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1 Māori language education is an umbrella term for the early childhood education, school and tertiary contexts where Māori language, culture and values are the primary focus of teaching and learning. Other terms sometimes used to describe aspects of the sector include Māori medium education, total immersion, bilingual, kaupapa Māori education and so on. In this report, kōhanga reo, bilingual classes in English language schools, kura kaupapa Māori, short adult courses and wānanga are all considered part of the varied and eclectic Māori language education sector.
1.3 Executive summary

Ngā Haeata Mātauranga – Annual Report on Māori Education, 2006/07 provides an overview of the research evidence, data and key education policies and programmes relevant to Māori learners in the year ended June 2007. Noted below are some of the highlights from each of the report’s main chapters.

Engaging whānau, hapū, iwi and the wider community

- In 2006 the proportion of Māori candidates who put themselves forward for election as Boards of Trustees increased slightly to more than 19 percent of all candidates from 18.8 percent in 2004.
- Māori whānau are getting involved in the education system in ways the evidence suggests are worthwhile – as candidates in the 2007 school board elections, participants in innovative education programmes, such as Te Kauhua and at home as key supporters of their children’s success.

Refer to chapter two for more information.

Strengthening Māori language education

- More than a quarter of Māori children participating in early childhood education were enrolled in kōhanga reo. The number of Māori children enrolled in Māori language settings (that are not kōhanga reo), where more than 50 percent of teaching and learning took place in te reo Māori, has increased by 81 percent since 2000.
- In 2006 Year 11 candidates (students) attending Māori language schools achieved higher National Certificate of Educational Achievement (NCEA) attainment rates than their peers attending English language schools.
- Since 2000 there was a 10 percent increase in the number of Māori students enrolled in settings where teaching and learning took place in te reo Māori for more than 81 percent of the time. Over the same period there was a 26 percent increase in the number of enrolments in Māori immersion schools overall.
- In 2006 there were 21,331 enrolments in formal tertiary education courses in te reo Māori. While this is down from a peak of 41,283 in 2003, it is nearly double the number of enrolments in such courses in 2001.2

Refer to chapter three for more information.

Building early learning foundations

- Ninety percent of Māori children starting school in 2006 participated in early childhood education, compared to 86 percent in 2002.
- Between 2004 and 2006, the proportion of Māori early childhood education teachers who were registered increased from 23 percent to 45 percent.

Refer to chapter four for more information.

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KA HIKITIA – MANAGING FOR SUCCESS:
The draft Māori Education Strategy 2008-2012

MĀORI ENJOYING EDUCATION SUCCESS AS MĀORI

Māori students working with others to find and follow successful learning and education pathways
Māori students’ cultural and distinctive contributions successfully realised through education

Realise Māori Potential, Cultural Advantage and Inherent Capability

Ako - reciprocal teaching and learning relationships

Culture Counts

OUR APPROACH

Productive partnerships produce positive results

PERSONALISING LEARNING

REALISING MĀORI YOUTH POTENTIAL

Foundation Years

Māori children are:
- participating in quality early childhood education
- making a successful transition into school
- building strong early literacy foundations.

Young People Engaged In Learning

Māori youth are:
- present, effectively engaged in learning and achieving
- strengthening literacy and numeracy competencies
- participating in decision-making for school improvement
- making informed choices about future education pathways.

Conditions to support this:
- effective information and communications campaigns to increase Māori participation in early childhood education
- more qualified Māori early childhood education teachers, high quality teaching and support for Te Kōhanga Reo National Trust
- strong transition practices between early childhood education and schools
- effective early literacy programmes and development of literacy assessment tools
- equitable access to reading intervention for at-risk students.

Conditions to support this:
- professional development that shows improved outcomes for Māori to improve teaching in Year 9 and Year 10
- support for, and increased accountability of, professional leaders to focus on outcomes for Māori
- cross-agency career services tailored for Māori students and their whānau
- improved communications and partnerships with whānau to strengthen student attendance and engagement.
Māori students successfully contributing to te ao Māori
Māori students successfully contributing to Aotearoa New Zealand and the world

Realise Māori Potential, Cultural Advantage and Inherent Capability

Professional learning and capability of educators
Responsible and accountable professional leadership
Government agencies working together

High quality Māori language education
Family, whānau and iwi engagement in education

Māori Language Education

Māori students are:
- able to access preferred Māori language education options
- strengthening proficiency, accuracy, and complexity in te reo Māori
- building knowledge of mātauranga Māori and competencies in tikanga Māori
- seeing the broad value of te reo Māori in society.

Conditions to support this:
- a framework for investment in Māori language education
- stronger processes for establishing kura and wharekura
- more teachers proficient and effectively teaching the curriculum in te reo Māori
- a greater range of teaching resources
- young Māori seeing te reo Māori recognised and valued in society
- evidence about mātauranga Māori is built further
- improved communications and partnerships with iwi and whānau.

Organisational Success

To realise Ka Hikitia – Managing for Success, the ministry will sharpen its focus on:

- Leadership and relationships across government and the education sector
- Confident people who work closely with Māori and build their capability to effectively deliver
- Accountability for outcomes, using evidence, and through performance management and business planning
- Using and acting on evidence about what works for Māori
Executive summary – continued

Ensuring success at school

- In 2006 60 percent of Māori students in Year 11 fulfilled the numeracy and literacy credits for National Certificate of Educational Achievement (NCEA), up from 52 percent in 2005.

- Between 2004 and 2006, an increasing number of Māori achieved NCEA levels one, two and three.

- The proportion of Year 11 Māori students to gain an NCEA level one or above was 43 percent in 2006, up from 36 percent in 2005 and 33 percent in 2004.

- The proportion of Year 12 Māori students to gain an NCEA level two or above was 48 percent in 2006, up from 43 percent in 2005 and 37 percent in 2004.

- The percentage of Māori school leavers with a university entrance qualification doubled between 2001 and 2006, from 7.4 percent to 14.8 percent. This compared with a 39 percent increase for all students.

- Although Māori students had the highest suspension rates, initiatives, such as the Student Engagement Initiative, helped to reduce the overall Māori suspension rate by 11 percent since 2001. This compared with a 4.9 percent reduction for all students.

- The proportion of Year 13 Māori students to gain an NCEA level three was 32 percent in 2006, up from 28 percent in 2005 and 25 percent in 2004.

Refer to chapter five for more information.

Encouraging lifelong learning

- Participation by Māori in formal tertiary education remained higher than for other populations, despite a 5.4 percent decline in 2006.

- In 2006/07 the percentage of Māori aged 15 years or older in formal tertiary study was 20.3 percent compared to 13.7 percent for all New Zealanders.

- The proportion of Māori students moving directly on to higher-level study the year after completing a level one to three certificate was 25 percent compared to 18 percent for all students.

- Wānanga and other universities had the highest qualification completion rate between 2002 and 2006, with 47 percent of all students completing qualifications over this period. The completion rate for all Māori was 47 percent compared to 44 percent for all students.

Refer to chapter six for more information.

To read more about the strategies, policies and programmes mentioned in this chapter, refer to:

- http://kahikitia.minedu.govt.nz
- www.minedu.govt.nz
- www.tki.org.nz

To read the latest Ministry of Education research evidence, statistics and data, go to:

- www.educationcounts.govt.nz
CHAPTER 2: ENGAGING WHĀNAU, HAPŪ, IWI AND THE WIDER COMMUNITY
ENGAGING WHĀNAU, HAPŪ, IWI AND THE WIDER COMMUNITY

2.1 Introduction

Educational research continues to show a child's education success is influenced by a wide range of experiences – those had at school, within the community and at home.

It shows that families, whānau and communities who are engaged in and support their children's learning dramatically shape children's aspirations and expectations. Findings also show that, regardless of their circumstances, all parents want to support their children's learning as much as they can.

One of the ministry's main strategic goals is to help increase the participation of family and community in the education system at all levels. This is as school board and advisory group members, as coaches and as parents equipped with enough knowledge about the education system to ask principals and teachers the right questions about their child's education and to clarify what they can do both individually and collectively to better support a child's journey through the education system.

This goal recognises that, with the right information and support from education and government agencies, whānau, hapū, iwi and the wider community will be in a better place to nurture and support children's learning and success. It recognises that, while effective teaching and excellent school leadership have been found by the latest research as two important keys to success, the wider school community also has an important role and an important contribution to make.

The Ministry of Education has a range of initiatives that aim, in part, to encourage Māori whānau, hapū, iwi and schools to build relationships and collaborate to enhance the cultural responsiveness of the school environment and to develop a culture of learning in homes. The iwi and Māori education partnerships shared by the Ministry of Education and various iwi, for example, recognise the wealth of knowledge and insight whānau, hapū and iwi bring to schools and to the education sector as a whole. The Whakaaaro Mātauranga programme is another important initiative that aims to encourage families and communities to get more involved in their children's education in different ways.

2.2 Statistical highlights

2006/07 figures show:

- The proportion of Māori candidates who put themselves forward for election as Boards of Trustees increased slightly to more than 19 percent of all candidates from 18.8 percent in 2004.
- Māori whānau are getting involved in the education system in ways the evidence suggests are worthwhile – as candidates in the 2007 school board elections, participants in innovative education programmes such as Te Kauhua and at home as key supporters of their children's success.

2.3 Strategic focus

Helping early childhood education services and schools more effectively engage with parents, families and whānau is one of the Ministry of Education’s top priorities. It is part of the increasing emphasis on personalising or tailoring learning to better reflect a child's life, knowledge, relationships and experience. Personalising learning is about seeing a child's whānau and community as valued partners in the education process, recognising educators, whānau and communities have a lot to learn from and teach one another.

It is also about helping children and young people to realise their potential, a cornerstone concept outlined in the Ministry of Education’s draft strategy, Ka Hikitia – Managing for Success: The draft Māori Education Strategy 2008 – 2012.

The draft strategy strongly emphasises the need for the education system to recognise a child's wider whānau and community.
context as a means to helping them succeed and enjoy success as Māori.

The draft strategy’s overarching strategic outcome, Māori enjoying success as Māori, relies on a system that enables Māori to live and succeed within the Māori world, wider New Zealand society – as well as on the global stage. It relies on a system where partnerships flourish among schools and communities and where whānau, hapū and iwi are engaged in the education system, playing a variety of important roles.

To read more about the strategies, policies and programmes mentioned in this chapter, refer to:
- [http://kahikitia.minedu.govt.nz](http://kahikitia.minedu.govt.nz)
- [www.minedu.govt.nz](http://www.minedu.govt.nz)
- [www.tki.org.nz](http://www.tki.org.nz)

To read the latest Ministry of Education research evidence, statistics and data, go to:
- [www.educationcounts.govt.nz](http://www.educationcounts.govt.nz)

### 2.4 Learners

Studies show that children do better in school when their parents set high but realistic expectations for them and have the skills and knowledge to support them. The research suggests placing importance on verbal interaction and encouraging children to think things through, express themselves, use new words and speak with precision are all important. Having high expectations of a child’s performance at school and providing guidance and support for engagement at school are noted as important too.

Legislation also recognises the important responsibility parents have in making sure their children attend school. This responsibility was reflected in the Ministry of Education’s updated truancy prosecution process, finalised in 2006/07, for children whose absence from school is unjustified, persistent and condoned by parents.

The ministry funds a range of programmes to boost family and community engagement in their children’s education. One programme is the ministry’s parent mentoring pilot scheme, helping parents to meet and build relationships with their children’s future primary school before enrolment. Another programme is the Home-School Partnership Programme, which supports literacy and numeracy development among young children.

Other areas of focus include:
- providing parenting support directly to families of young children
- increasing the quality of engagement between education providers and Māori whānau, hapū and iwi
- providing information on all aspects of education and careers to whānau
- working with other government agencies on cross-government programmes for families and children
- increasing Māori autonomy in education
- improving understanding of effective teaching and learning including home-school literacy programmes.

In 2006/07 the ministry ran a pilot whānau advisory group programme in several secondary schools with the aim of providing schools with an opportunity to develop a new way of working together. The following case study looks at how Newlands College, in Wellington, is progressing.

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CASE STUDY

SUPPORTING RANGATAHI WITH COMMON-SENSE SOLUTIONS

It’s seven o’clock on a mild autumn night in Wellington’s northern suburbs. School’s been over for hours and it’s dark outside. Yet, here at Newlands College, a minor flurry of activity erupts in the carpark as several cars arrive.

A small group gathers. Each member warmly embraces the other. “Kia ora, kei te pēhea koe?” says one. “Tino pai,” says another, gesturing everyone inside the college’s new student whare.

The scene described here depicts the first few moments of a typical whānau advisory group hui at Newlands College, a decile nine school with around 120 Māori students.

Every month the eight-member group (of three parents, two senior students and three school staff) gets together to figure out ways to improve Māori student achievement.

On this particular night, the meeting agenda starts with the topic: Māori student mentoring programme.

“We’re all learning together...”

Representatives from the Newlands College Wellington whānau advisory group.
WE'RE ALL LEARNING TOGETHER. IT'S BEEN LIKE A CLASS IN ITSELF, JUST PRESENTING AND EXPLAINING THE DATA. OUR JOB IS TO MAKE SURE THE DATA ENABLES THE GROUP TO BOTH ASK AND ANSWER QUESTIONS. BUT WE REALISE IT’S A STEEP LEARNING CURVE – FOR US AND OTHERS INVOLVED IN THIS PILOT."

It’s one of the group’s ideas for helping Year nine Māori students who are struggling. Members don’t know it yet, but their idea has hit a stumbling block.

Advisory group leader and deputy principal John Murdoch explains: “The senior management team really liked the mentoring programme, they just wanted it offered to all students. And to get any further we really needed their buy-in.”

That night the advisory group decides to stick to its guns and meet senior management face-to-face to discuss why.

Sure enough, the meeting with senior management resolves the issue. The advisory group will pilot the programme with Māori students outside school hours and possibly – depending on its success – roll it out to all students over time.

In many ways, says John, this minor hitch is a good example of what’s involved in much of the group’s work.

“You really have to be up for the challenges this work brings. Newlands College set up the advisory group because we wanted our parents to be represented at this school and we wanted them to lead us in finding the answers to better supporting our Māori students.

“We recognised we could do it the school’s way or we could take a broader view and involve parents. But it’s hard work. One issue often leads to another series of issues. It can be like peeling back the layers of an onion,” he says.

In 2006 Newlands College was one of a handful of secondary schools invited by the Ministry of Education to set up and trial a whānau advisory group for two years.

National data shows the education system is underperforming for many Māori students, particularly Māori boys.7

Meanwhile, research findings suggest getting parents involved in the education of their children is a good way to improve student achievement.8 Research also finds that Māori parents are in a better position to support their children when they themselves have access to good whānau support and when they have a good understanding of the education system.

In 2006, with the advisory group tentatively under way, Newland’s Education Review Office (ERO) report noted the advisory group’s potential to help lift the achievement of Māori learners. It also commended the school overall for improving its use and analysis of student achievement data, particularly for Māori in Years nine and 10.9

Craig Fransen, the college’s Māori dean and advisory group member, says Newlands’ whānau advisory group is progressing well on most fronts. “Our group has a good rapport among members. It also enjoys strong support from other whānau – we’re starting to see faces we haven’t seen at the college before, simply because they’ve heard about the advisory group and they’re keen to support our kaupapa.”

He says group members are quickly getting their heads around the education system too, using that knowledge to come up with sensible, common-sense solutions.

For example, the college’s Year nine student achievement data reveals a good spread of high, middle and low achieving students, who are Māori. With this in mind, the group’s mentoring scheme and homework club have been tailored for the core group of students identified as needing extra help.

Meanwhile, the advisory group’s broader goal of having 80 per cent of Māori Year eleven students pass their NCEA level one is based on a thorough understanding of where each student is at now and where he or she needs to be further down the track.

The challenge, says Craig, has been to present the data to the group in a way members find meaningful and useful.

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“We’re all learning together. It’s been like a class in itself, just presenting and explaining the data. Our job is to make sure the data enables the group to both ask and answer questions. But we realise it’s a steep learning curve – for us and others involved in this pilot.”

John and Craig agree it’s early days for their group and there’s still a lot to be done before their at-risk Māori students are achieving at the levels they’d like. Still, looking back over the past year or so, the pair say the whānau advisory group has achieved a huge amount.

They’ve surveyed Māori students for their thoughts and ideas about the school, fast-tracked the building of a student wharenui and introduced whānau-led te reo Māori and tikanga lessons for staff. Now they are in the throes of setting up the student mentoring programme and homework club.

In the future Craig would like to see the group help the college build up its ability to lead and be comfortable expressing its Māori culture. He’d also like whānau advisory group members to work alongside teachers, giving them tips on how to develop good relationships with Māori kids.

Helping parents better support their kids’ education is another goal.

Craig reckons it’s not too early to see the huge potential the whānau advisory group has for the school’s Māori students.

“It’s different to other ways I’ve worked with and interacted with whānau – through kapa haka or on the sports field. And therein lies the power of the group, I think. The group gives us a new, more structured way of working with whānau. At the same time it gives whānau the recognition they need and deserve.”

It’s different to other ways I’ve worked with and interacted with whānau – through kapa haka or on the sports field. And therein lies the power of the group...}
Parents As First Teachers, Family Start, Whānau Toko i Te Ora and the Home Instruction Programme for Preschool Youngsters are all programmes that help whānau to participate in early childhood education.

Meanwhile, Te Atawhaingia Te Pā Harakeke is a programme that helps Māori and iwi social services work effectively with whānau in their own communities. The programme offers parenting education and advice about working with children who have witnessed family violence. Participants are selected on the basis they have credibility within their local Māori community and an existing track record of successful service delivery. The programme has two strands, including the Hākuitanga/Hākorotanga Māori (parenting programme) and He Taonga Te Mokopuna (a programme focused on children’s development, learning and safety).

In 2003 a review found that Te Atawhaingia Te Pā Harakeke had a significant positive impact on communities, improving people’s ability to provide effective programmes for families involved in domestic violence. Since 2003 the programme has successfully delivered training, mentoring and support to 144 provider groups (and 301 individual team members) and has established strong relationships with 18 marae nationally.

**Decision-making**

In 2006/07 whānau participated in school decision-making, governance and advocacy through the Parent Teacher Association, school councils, committees and other parent organisations – all valuable ways for whānau and the community to ensure their interests and the interests of their children are taken into account.

**Parenting**

In 2006/07 parents (as the first teachers of their children) took part in programmes to develop their understanding of child and adolescent development and what children need at home to learn and develop.

**Supporting learning at home**

Families in 2006/07 accessed a range of good-quality, easy to read information about the education system through the Team-Up website and pouwhakataki (Māori liaison officers) to better understand different ways to support the education of their children.

**Volunteering**

Getting involved as early childhood education service or school volunteers on a casual basis is another way whānau are involved in their children’s education and are building relationships.

**Working with community groups and services**

Whānau were involved in a range of community services focused on education and supporting children’s learning.

In 2006/07 the fifth annual Māori education summit, the Hui Taumata Mātauranga, hosted by Ngāti Tūwharetoa in Taupō, continued to provide an invaluable forum for community-wide discussion of Māori education issues.

The central hui theme was Tōku Pā Harakeke – Tōku Pā Kurakura: The Family – The Education Cornerstone. The four main sub-topics discussed were:

- identifying key whānau capabilities and capacities that contribute to high achievement for Māori learners
- identifying best practice for successful whānau/education partnerships
- exploring the coherence of whānau policies across the government sector
- exploring the whānau strategies of tribal authorities and other Māori organisations and agencies.

The hui also featured a rangatahi focus group, a group that made an important contribution to hui discussion overall. The focus group – by video – contributed ideas about how to encourage rangatahi to learn, and reflected on the influence whānau have on rangatahi education.

Keynote speaker Professor Mason Durie talked about whānau, education and Māori potential, noting the important link between Māori potential and relationships involving:

- Māori and the Crown
- iwi and the state
- whānau themselves

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11 A full copy of Professor Durie’s address is available online at: [http://temata.massey.ac.nz/publications.htm](http://temata.massey.ac.nz/publications.htm)
Discussion analysis identified several major hui themes, including:

- relationships need to be honest and positive to encourage meaningful communication and facilitate access to best practice
- whānau continue to experience situations where their contribution is not valued, undervalued or devalued
- partnerships need to be equal and inclusive of difference
- education is a pathway to the future and needs to be culturally appropriate to be effective
- involvement is empowerment.

Participants also said the hui provided an important way to:

- network
- build relationships
- renew motivation
- inspire and strengthen whānau and whānau leadership in education.

Whakaaro Mātauranga is another ministry initiative offering information to Māori parents and whānau. The programme features a nationwide media campaign called Te Mana, which aims to inspire Māori to get the most from learning. Its original tagline was: Ki Te Taumata, Get There with Learning. But, in 2007, the message was updated to: To Honour the Past, We must Prepare for the Future, Make the Most out of School.

Pouwhakataki (Māori liaison officers) are part of Whakaaro Mātauranga and work directly with whānau and the wider community. In 2005 the programme’s baseline funding was increased and, by the following year, more pouwhakataki were employed to work among Māori communities, bringing the total to 25 in 2007. Pouwhakataki use a face-to-face approach to support Māori to participate in education at all levels. They promote Te Mana messages within their communities at a range of venues including hui, expos, conferences, kapa haka and speech competitions.

In 2006/07 pouwhakataki played a lead role in setting up and trialling a new professional development package called Te Mana Kōrero – Relationships for Learning, alongside independent training providers. The Te Mana Kōrero professional development package gives principals, trustees and teachers ideas and tips about building relationships with whānau, with the overall aim of improving Māori achievement. The programme was developed by the ministry’s Te Tere Auraki team and draws on the research evidence showing what is working well for Māori students in other professional development programmes, such as Te Kotahitanga and Te Kauhua.

Also, in 2007, a new strategy called Te Mana Whānau was developed. The strategy focuses specifically on whānau, ensuring they have the information they need to understand and participate in the education sector and recognise the learning that goes on at home. The strategy will be implemented by pouwhakataki and involves the development of printed and online information, as well as pouwhakataki-run initiatives and workshops that will aim to get whānau more involved in education.

2.5 Teachers

The Ministry of Education has developed a range of professional development programmes to encourage teachers to develop relationships with whānau.

Te Mana Kōrero – Relationships for Learning, mentioned previously, is one. Te Kauhua is another. Te Kauhua started in 2001. Over the past six years, there have been three phases of Te Kauhua, with more than 30 schools and 350 teachers, principals and communities participating. The most recent phase, which continued in 2006/07, saw lead school facilitators and principals mentor new cluster schools as they began the programme. Te Kauhua typically involves whānau, iwi, classroom teachers, principals, students, pouwhakataki, resource teachers: Māori, a project director, a facilitator of whānau engagement, ministry staff and others. Overall, Te Kauhua aims to:

- support transitions for Māori students and their whānau to keep students present and engaged at school
- strengthen school to school relationships
- challenge and support teachers to reject deficit attribution theorising and to develop a commitment to, and knowledge

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12 Refer to chapter five for more information about Te Kotahitanga and Te Kauhua.
of facilitating positive change in Māori educational achievement outcomes

- support teachers to create culturally appropriate and responsive contexts for learning in their classrooms
- improve Māori student engagement with their learning
- involve Māori parents and whānau in decision making that informs teaching and learning
- ensure teachers make evidence based decisions with a focus on Māori students by applying action research methodology.

Te Kauhua has become a pivotal professional learning initiative for the Ministry of Education, providing the sector with an important evidence base from which to develop policies that aim to increase Māori participation and achievement. For example, the action research based, multiple case study approach adopted by the Te Kauhua project, has provided the ministry with a better understanding about the importance of providing opportunities for teachers and principals (and all Te Kauhua participants) to monitor the effectiveness of the professional development activities.

Te Kauhua has also provided insight about the importance of continuous improvement through planning, implementing, evaluating and reflecting on the effectiveness of new pedagogical and interactional methodologies. Te Kauhua focuses on teacher, student and whānau experiences, and in doing so, has offered an example of an effective and inclusive practice-based approach to professional learning that has enhanced Māori student achievement outcomes.

Most importantly, data gathered from the project suggest that Māori students will achieve when teachers align their practice in response to student achievement data and professional learning that generates critical reflection. Across the participating schools, there has been evidence of enhanced teacher expectations, attitudes, skills, knowledge and practice and a fostering of the development of professional learning communities. The data have also shown improved academic and social outcomes for Māori students as a result of teacher professional learning. There has also been a high degree of consistency in the way teachers involved in the project feel about their collective professional development experiences and ongoing needs, in terms of building leadership capability.

Key outcomes of the Te Kauhua project revealed in the school data centre upon five key factors including: strengthened principal leadership, enhanced teacher efficacy, improved school practices, improved academic and social outcomes for Māori students, enhanced whānau-school relationships and evidence of structural and systemic change to support sustainable practices.

Te Kauhua, over the past five years, has sought to recast the notion of productive school-whānau partnerships and explore understandings about the family as co-producers and collaborators in teaching and learning practice. In doing so, the programme has made an important contribution to the body of knowledge around this work and approaches that see families become key players in working towards improved academic and social outcomes for Māori learners.

For example, Te Kauhua has built on the evidence showing that the integration of high-quality teaching and learning and families and schools working together as nested entities, is the biggest system lever for maximising Māori student learning outcomes and indeed, all students’ achievement outcomes.

It has also affirmed the research showing that effective teaching and family-school partnerships are the biggest system levers on improving student learning outcomes. Where families and communities work together with schools and teachers, the conditions for enhanced student learning outcomes are optimised. Te Kauhua argues that whānau can enrich the professional learning experiences for teachers and leaders as they seek to modify their teaching/leadership practices. It also argues that the productive partnership approach maximises opportunities to improve academic, social and cultural outcomes for Māori learners.

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Other key findings from Te Kauhua stem from the project’s three key theoretical concepts that underpin that the Te Kauhua professional learning model, which are:

- culture counts
- productive partnerships
- ako.

The programme has found improving educators’ cultural knowledge is an important part of improving pedagogical practice. It has found sound pedagogy includes the better integration and understanding of cultural identity into teaching practice. It found effective pedagogical practice is grounded in cultural understandings that permeate teachers’ attitudes, knowledges and practices.

The programme provides participants with the opportunity to explore the term ‘ako’, the Māori principle for teaching and learning. Ako acknowledges that one can be both a teacher and learner. Ako positions the teacher as both a teacher and learner. In the Te Kauhua context, the teacher can be a principal, classroom teacher, student, parent or other involved party. The notion of ako, necessitates a repositioning of the power relations inherent in traditional understandings of classroom teachers as ‘the teacher’. Ako understands that the teacher does not have to be the fount of all knowledge. Instead, s/he will ideally be able to create contexts for learning where students can enter the learning conversation and co-construct the learning outcomes.

### 2.6 Working in partnership

In 2000 the National Administration Guidelines (school administration requirements) required schools to plan to improve the achievement of Māori students, to carry out a process of self-review and to report to the community on this self-review and on Māori student achievement.

Many schools have responded to this requirement by taking the opportunity to work in partnership with their Māori communities, tapping into existing education relationships, such as the Ministry of Education’s iwi and Māori education partnerships.

The partnerships were established to improve the education achievement of Māori students affiliated with particular iwi and hapū and/or located within a particular rohe. Generally, each partnership is governed by a memorandum of understanding that commits both parties to working together and establishes the roles and responsibilities for achieving a set of agreed education objectives.

Objectives are tailored to suit the individual needs and aspirations of iwi, reflecting their particular geographical, demographic, social, educational and economic characteristics.

In 2006/07 the ministry had nine formal education partnerships with iwi and iwi-based organisations across the country. It also had relationships with more than 20 other organisations, all in various stages of development. In 2006/07 the partnerships led to:

- the development of a research, review, monitoring and evaluation strategy
- development of cultural standards for schools
- whānau and school engagement programmes
- early childhood, school and tertiary sector programmes.

The following case study looks at how whānau can be involved in and influence the education system as school trustees.
CASE STUDY

TRUSTEESHIP: A SPECIAL OPPORTUNITY FOR WHĀNAU

LONG-SERVING school trustee Lorraine Kerr remembers her first board meeting like it was yesterday.

In fact, it’s been more than 18 years since that chilly Taupō evening in 1989. And a fair bit has changed since then. Now in her 50s, Lorraine (Ngāti Tūwharetoa and Ngāti Awa) has served on three school boards. Last year she became the country’s first Māori woman president of the New Zealand School Trustees Association (NZSTA) – an umbrella organisation for almost 2,500 school boards.

“It’s hard to believe where I am now when I think back to that first-ever hui. I was a 34-year-old mother of three who didn’t really know what I was going to contribute as a board member.

“But I did recognise it was a special opportunity – that I was being given the chance to have a say in my children’s education,” says Lorraine, looking back. Lorraine had read the government’s newly-published Picot report, a hefty document describing the major education reforms known as Tomorrow’s Schools.

A central tenet of Tomorrow’s Schools was the set up of boards as a way of bringing schools and communities closer together and introducing self-management among schools.

Now is the time to really make a difference.”
CASE STUDY

Research published in 2007\(^\text{14}\) suggests boards are in good health and have made solid progress towards achieving those primary goals. It also notes boards’ priorities and ways of working have changed markedly since their inception. For example, improving student achievement, particularly Māori student achievement, has become more important to secondary schools in the three years since 2003.

Lorraine says these research findings accurately reflect her personal journey as a trustee. And she’s not particularly surprised that boards have taken nearly two decades to get to grips with school governance and leadership.

She explains: “Things at the start were very unclear for us. In that first year my board met once a week for four hours at a time. We developed far too many policies – 300 over a two-year period! The paperwork was mind-boggling. And very few of our decisions were based on data. We simply didn’t know where to go or how to access it.”

Today, however, board members are much clearer about their roles and what they need to bring to them. Being a passionate parent, for example, doesn’t immediately qualify someone for the role, says Lorraine.

“It’s not enough. Things are different now. We know exactly how complex board responsibilities are. They range from legal and employment responsibilities through to administrative and community responsibilities. We are accountable for everything from student achievement to the careful use and distribution of millions of dollars.”


Having a good blend of skills and knowledge on a school board is crucial, she says.

“Boards need an ability to analyse, understand and tackle complex problems in simple, common-sense ways. Of course, many whānau are ideal for the role.”

So, yes, Lorraine is heartened by the gradual increase of Māori school trustees over the past few years. The 2007 elections results\(^\text{15}\) show 16.4 percent of the country’s parent representatives are Māori.

She’s excited about the skills and knowledge they’ll bring to board tables and hopeful they’ll have the courage to ask the hard questions about students who are struggling.

“These are exciting yet daunting times for trustees in many ways. I believe many boards are in an excellent position to help turn around some of this country’s bleakest statistics. We are better informed about excellent governance. Now is the time to really make a difference.”

She says boards only need to look at the latest research to see the system is underperforming for Māori learners. A 2006 Education Review Office report, for example, says most schools need to improve the achievement of their Māori learners. And it recommends boards play a key role in helping schools become more responsive to Māori learners.\(^\text{16}\)

“Not one of us can look away – 80 percent of Māori learners attend mainstream schools. No trustee can refute this picture. It’s a fact,” she says.

Lorraine concedes there are no easy answers to the thorny issue of underachievement and acknowledges that many Māori


learners are doing extremely well and, in many areas, New Zealand schools are among the world’s top performers.

Each school board has to find the things that will work best for their staff and students, she says.

An effective board will seek outside expertise and delve into the education sector’s growing research and knowledge base when they’re struggling to find answers. Analysing school data is another good approach.

“At my school, for example, we track how our Year 10 Māori boys are doing throughout the year and compare our results with similar schools in the country to better understand our progress and pick up things that aren’t working.”

Students might not be achieving because the board hasn’t allocated resources appropriately, she says. That’s where spending more on whole-school professional development might be the answer.

Feeling concern for all children within a school is vital to being an effective school trustee.

“That’s probably my key piece of advice for mums and dads interested in trusteeship. I’d say that this is a wonderful and important role for whānau. But it’s one that will challenge you to understand and make a contribution to the big picture.

“Your job is about doing what you can to ensure the success and wellbeing of all the tamariki at your school – it’s our responsibility to make sure no student is left behind.”

In July 2007 the government announced a stocktake of New Zealand’s school governance system. The aim is to identify ways to better support boards, ensuring they can focus on improving student achievement. To read the minister’s announcement introducing the stocktake, go to:

- www.beehive.govt.nz
2.7 Education programmes

<table>
<thead>
<tr>
<th>Programme</th>
<th>Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents as First Teachers</td>
<td>The programme provides practical support and guidance to whānau with young children before birth to when a child is three years old.</td>
<td>Parents as First Teachers reaches approximately 7,000 families per year. In 2006 approx. 35 percent of families were Māori.</td>
</tr>
<tr>
<td>Parent mentoring initiative</td>
<td>The project aims to strengthen relationships among whānau, teachers and the wider community and clarify responsibilities and accountabilities.</td>
<td>Approximately 600 families are involved in the initiative in any one year.</td>
</tr>
<tr>
<td>Te Kauhua</td>
<td>Te Kauhua is a professional development programme that aims to improve teaching practice, the social and academic outcomes of Māori students and the level and quality of interaction among whānau and schools.</td>
<td>In six years, during three phases of Te Kauhua, more than 30 schools and more than 350 teachers, principals and communities have participated in the programme. In 2005, 2,600 whānau were involved. In 2006 the project’s third phase got under way.</td>
</tr>
<tr>
<td>Memorandum of Agreement with Te Köhanga Reo National Trust</td>
<td>The memorandum is a tripartite agreement to strengthen the relationship shared by Te Köhanga Reo National Trust, the Ministry of Education and Te Punī Kōkiri for the benefit of Köhanga mokopuna and whānau.</td>
<td>The agreement continued throughout 2006/07, with a particular focus on recent policy changes, such as the introduction of free early childhood education from March 2007.</td>
</tr>
<tr>
<td>Management contract with Te Rūnanga Nui o Ngā Kura Kaupapa Māori</td>
<td>The Te Rūnanga Nui o Ngā Kura Kaupapa Māori o Aotearoa contract to provide management support to Kura Kaupapa Māori was established under section 155 of the Education Act 1989.</td>
<td>The organisation continued delivering leadership and governance support to kura throughout 2006/07.</td>
</tr>
<tr>
<td>School support initiatives</td>
<td>School support initiatives involve schools and their communities working together in partnership to raise school performance and student achievement. Many participating schools have a high proportion of Māori students.</td>
<td>Seventeen schooling improvement initiatives ran in 2006/07, involving 323 schools and 78,267 students, of whom 41 percent were Māori.</td>
</tr>
<tr>
<td>Board training and support</td>
<td>Board training and support contracted by the ministry includes whole board training and support, board member mentoring, cluster training/support and new trustee training.</td>
<td>In 2007, 16.4 percent of board members were Māori.</td>
</tr>
<tr>
<td>Atawhainga te Pā Harakeke</td>
<td>Atawhainga te Pā Harakeke is a programme for social agency providers working with whānau. The programme is delivered by the Ministry of Education through a support and training team called Te Kömako.</td>
<td>Since 2003 Te Kömako has provided training, mentoring and support to 144 provider groups (and 301 individual team members) and has established strong relationships with 18 marae nationally.</td>
</tr>
</tbody>
</table>
### Te Mana
Te Mana is an information programme aiming to raise expectations of Māori participation and achievement in education.

Te Mana continued to inspire Māori to achieve in 2006/07 through a nationwide advertising campaign, including television and radio advertising. The campaign’s three focus areas are rangatahi and whānau engagement, information resources for pouwhakataki and continuing to integrate the programme across the ministry.

### Pouwhakataki
Pouwhakataki are Māori education community liaison officers who work with whānau, hapū, iwi and the wider community to build strong links and to promote the importance of education.

There were 25 pouwhakataki operating throughout the country in 2007, focusing on engaging with whānau about the importance of rangatahi staying in school, and teaching and learning in secondary school.

### Hui Taumata Mātauranga
The annual Māori educational summit hosted by Ngāti Tūwharetoa. The Hui Taumata Mātauranga provides a way for government and Māori to work together and respond to educational issues.

In 2006 the hui focused on whānau and attracted about 300 people. A regional hui was also held in Palmerston North in 2006.

### Whānau Toko I Te Ora
The national parenting programme for Māori whānau is delivered by Te Ropu Wahine Māori Toko I Te Ora (Māori Women’s Welfare League) at eight sites. Its services are child-centred and whānau-focused, with an emphasis on the first five years and whānau with high needs.

Whānau Toko I Te Ora reaches around 126 families.

### Family Start
Family Start provides intensive, home-based support services for families with high needs (at risk of poor outcomes) to ensure that their children have the best possible start in life. Family Start providers also deliver the Ahuru Mowai: Born to Learn curriculum, which is the education component of the programme.

In 2005/06 the programme reached 5,398 families, approximately 55 percent were Māori.

### Home Interaction Programme for Parents and Youngsters
The home-based two-year educational programme for children aged four and five fosters parental education skills. It emphasises parents and children spending regular time together to develop their relationship and do literacy and numeracy activities.

In 2006/07, 1,110 families participated in the programme, 44.3 percent were Māori.

### Community-based Language Initiatives
The initiatives promote learning iwi-specific language and culture and help revitalise te reo Māori through encouraging different generations to hand down language knowledge.

The initiatives have focused on whānau, marae language planning and increasing the use of the Māori language.
Iwi partnerships | Partnerships between the Ministry of Education/Crown and iwi/Māori-based organisations to improve the educational achievement of Māori children and people connected with a particular iwi, hapū or organisation located within a particular iwi rohe. | The ministry has nine formalised education partnerships with iwi and iwi-based organisations around the country and more than 20 others in various stages of development. 

Special education partnerships | Partnerships involving families and communities who support children and young people with special education needs. | In 2006/07 the partnerships aimed to improve outcomes for all children receiving special education services and involved the development of service standards, teacher resources, professional development programmes and support for parents.

### 2.8 Working from the evidence

The ministry’s Best Evidence Synthesis research series aims to strengthen the education evidence base and identify the best practices and approaches people working in education can use to achieve the best possible outcomes for students.

To date five research reports have been completed in the series, including one looking at the complex influence of community and family on children’s achievement. The report notes that while ethnicity and culture are linked to children’s achievement, families with high levels of educational expectations tend to have the most positive effect on their children’s achievement.

The growing interest in family and community influence on a child’s education stems from evidence showing parents have an important influence on their children’s lives. However, the evidence gathered to date also suggests the causal relationship between children being engaged and involved in school and increased student achievement is not clear cut. As a result, the ministry is continuing to collect evidence analysing the relationship between a child’s family and home life and his or her achievement.

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2.9 Statistics

The table below draws from 2006 census data and shows 14.6 percent (or more than one in seven) of New Zealanders identified as Māori, representing the second largest ethnic group and an overall percentage increase of 6.6 percent since 2001. European New Zealanders were the largest ethnic group at 67.6 percent of the population.

Table one: Ethnic groups in New Zealand

<table>
<thead>
<tr>
<th>Ethnic group</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Māori</td>
<td>565,329</td>
<td>14.6</td>
</tr>
<tr>
<td>European</td>
<td>2,609,592</td>
<td>67.6</td>
</tr>
<tr>
<td>Pasifika</td>
<td>265,974</td>
<td>6.9</td>
</tr>
<tr>
<td>Asian</td>
<td>354,552</td>
<td>9.2</td>
</tr>
<tr>
<td>Middle Eastern, Latin American and African</td>
<td>34,743</td>
<td>0.9</td>
</tr>
<tr>
<td>New Zealander</td>
<td>429,429</td>
<td>11.1</td>
</tr>
<tr>
<td>Other Ethnicity</td>
<td>4,491</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Note: People could choose to belong to more than one ethnic group, which means the percentages featured above do not add up to 100.

This table shows the median age of Māori in 2006 was 22.7, up from 21.9 in 2001. Meanwhile, in 2006, the median age for the total population was 35.9.

Table two: Age distribution (Māori and total population), 2006

<table>
<thead>
<tr>
<th></th>
<th>Median age (half are younger, and half older, than this age)</th>
<th>% of aged over 65</th>
<th>% aged under 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Māori</td>
<td>22.7</td>
<td>4.1</td>
<td>35.4</td>
</tr>
<tr>
<td>Total population</td>
<td>35.9</td>
<td>12.3</td>
<td>21.5</td>
</tr>
</tbody>
</table>
In 2006 census figures show the largest iwi was Ngā Puhi with 122,211 people affiliated to the tribe. Ngāti Porou and Ngāti Kahungunu were the second and third largest iwi respectively. A total of 102,366 Māori did not know their iwi affiliation – down 8.4 percent since 2001.

Table three: Ten largest iwi, 2006

<table>
<thead>
<tr>
<th>2006 Census</th>
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</thead>
<tbody>
<tr>
<td>Ngā Puhi</td>
</tr>
<tr>
<td>Ngāti Porou</td>
</tr>
<tr>
<td>Ngāti Kahungunu</td>
</tr>
<tr>
<td>Ngāi Tahu/Kāi Tahu</td>
</tr>
<tr>
<td>Te Arawa</td>
</tr>
<tr>
<td>Ngāti Tūwharetoa</td>
</tr>
<tr>
<td>Ngāti Maniapoto</td>
</tr>
<tr>
<td>Waikato</td>
</tr>
<tr>
<td>Tūhoe</td>
</tr>
<tr>
<td>Ngāti Awa</td>
</tr>
</tbody>
</table>

Note:
(2) Te Arawa includes Ngāti Pikiao, Ngāti Rangiteaorere, Ngāti Rangitāhiri, Ngāti Rangiwewehi, Tapuika, Tārhuiwhai, Tāhouangi, Uenuku-Kōpako, Waitaha, Ngāti Whakaue, Ngāti Tahu-Ngāti Whaa, and Te Arawa waka/confederation.

Table four: Females with more than one child (Māori and non-Māori), 2006

<table>
<thead>
<tr>
<th>Age of Female</th>
<th>Females with one or more Māori child</th>
<th>%</th>
<th>Total number of females with one or more child</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-24 years</td>
<td>5,640</td>
<td>45.3</td>
<td>12,462</td>
</tr>
<tr>
<td>25-34 years</td>
<td>26,322</td>
<td>25.6</td>
<td>102,873</td>
</tr>
<tr>
<td>35-44 years</td>
<td>31,308</td>
<td>18.1</td>
<td>173,280</td>
</tr>
<tr>
<td>45 years and over</td>
<td>16,309</td>
<td>14</td>
<td>117,819</td>
</tr>
<tr>
<td>Total</td>
<td>79,776</td>
<td>19.6</td>
<td>406,434</td>
</tr>
</tbody>
</table>
Excludes The Correspondence School and the Chatham Islands.
Excludes those with unknown ethnicity.
Where there are fewer than three Māori board members numbers have been suppressed for privacy reasons.

Table five shows overall Māori accounted for 16.4 percent of all elected parent board representatives in 2007. It also shows between 2004 and 2007 the proportion of Māori candidates increased, while the proportion of elected representatives decreased.

**Table five: Board of Trustee candidate and representative ethnicity, 2004 and 2007**

<table>
<thead>
<tr>
<th>Ethnic group</th>
<th>2004</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidates</td>
<td>Elected parent reps</td>
<td>Candidates</td>
</tr>
<tr>
<td>Māori</td>
<td>18.8%</td>
<td>17.6%</td>
</tr>
<tr>
<td>NZ European/Pākehā</td>
<td>74.1%</td>
<td>76.1%</td>
</tr>
<tr>
<td>European (not an ethnic category in 2004)</td>
<td>10.7%</td>
<td>10.5%</td>
</tr>
<tr>
<td>Pasifika</td>
<td>5.0%</td>
<td>3.8%</td>
</tr>
<tr>
<td>Asian</td>
<td>1.5%</td>
<td>0.8%</td>
</tr>
<tr>
<td>Other</td>
<td>0.6%</td>
<td>1.7%</td>
</tr>
</tbody>
</table>

*Note: People who did not state their ethnicity were not included in the table statistics.*
The following table shows, on the face of it, the proportion of Māori board representatives did not match the proportion of Māori students in 2007. However, the results should be interpreted with care because of different ways ethnicity data is collected and analysed.

Table six: Proportion of students and elected parent representatives by ethnicity, 2007.

<table>
<thead>
<tr>
<th>Ethnic group</th>
<th>Students</th>
<th>Parent representatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Māori</td>
<td>27.8%</td>
<td>16.4%</td>
</tr>
<tr>
<td>NZ European/Pākehā</td>
<td>56.1%</td>
<td>66.0%</td>
</tr>
<tr>
<td>European</td>
<td>2.7%</td>
<td>10.5%</td>
</tr>
<tr>
<td>Pasifika</td>
<td>7.0%</td>
<td>3.8%</td>
</tr>
<tr>
<td>Asian</td>
<td>4.9%</td>
<td>0.6%</td>
</tr>
<tr>
<td>Other</td>
<td>1.5%</td>
<td>2.6%</td>
</tr>
</tbody>
</table>

Note: 'Māori' is determined here to be a child with one or both parents being of Māori descent.
CHAPTER 3: STRENGTHENING MĀORI LANGUAGE EDUCATION
3.1 Introduction

Language is the essence of culture. Te reo Māori, within New Zealand, is the vehicle through which Māori culture, spirituality and thought are expressed. It is the vehicle through which speakers can access and journey into te ao Māori.19

Exposure to different languages allows learners to become more aware of their own identity. As learners move between and respond to different languages and different cultural practices, they are challenged to consider their own identities and preconceptions. Through such interactions learners gain new ways of thinking about, questioning and interpreting the world and their place in it.

In New Zealand te reo Māori is learned in a variety of contexts – at home, on marae, within the community and throughout the country’s classrooms. It has again become possible for learners to undertake some or all of their education, from birth to adulthood, in te reo Māori.

Māori language education is an umbrella term for the early childhood education, school and tertiary contexts where Māori language, culture and values are the primary focus of teaching and learning. Other terms sometimes used to describe aspects of the sector include Māori-medium education, total immersion, bilingual, kaupapa Māori education and so on. In this report, kōhanga reo, bilingual classes in English-language schools, kura kaupapa Māori, short adult courses and wānanga are all considered part of the varied and eclectic Māori language education sector.

The Māori language education sector emerged in its current form in the 1980s, as the language revitalisation movement gained momentum. In a little more than 25 years, the sector has grown extensively, increasing the number of te reo Māori speakers and providing learners (young and old) with an important opportunity to speak te reo Māori and more fully participate and succeed in Māori society both on the national and international stage.

Research20 shows there are many benefits to speaking more than one language, including the ability to think more creatively and laterally, an appreciation of differing world views, a stronger sense of self and cultural identity and a capacity to participate in more than one culture.

Research21 also shows learners (within this sector) are more likely to succeed when they experience an early start in high-quality reo Māori education, that is sustained for six years, and where the teaching and learning environment is a high-quality one. Having whānau who reinforce and speak te reo Māori and being taught by teachers who use high-quality teaching practices are other success factors.

The latest Māori language education sector achievement data22 show promising pockets of success, with some students achieving National Certificate of Educational Achievement (NCEA) qualifications at rates that surpass those of their English language education sector peers. Yet, there are also a number of challenges within the sector that the Ministry of Education is committed to addressing. The shortage of qualified teachers is a challenge, as is the need for a greater range of teaching and learning resources available to teachers.

3.2 Statistical highlights

2006/07 figures show:

- More than a quarter of Māori children participating in 2006 early childhood education were enrolled in kōhanga reo. The number of Māori children enrolled in Māori language settings (that are not kōhanga reo), where more than 50 percent of teaching and learning took place in te reo Māori, has increased by 81 percent since 2000.

- In 2006 Year 11 candidates (students) attending Māori language schools achieved higher National Certificate of Educational Achievement (NCEA) attainment rates than their peers attending English language schools.

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Since 2000 there was a 10 percent increase in the number of Māori students enrolled in settings where teaching and learning took place in te reo Māori for more than 81 percent of the time. Over the same period there was a 26 percent increase in the number of enrolments in Māori immersion schools overall.

In 2006 there were 21,331 enrolments in formal tertiary education courses in te reo Māori. While this is down from a peak of 41,283 in 2003, it is nearly double the number of enrolments in such courses in 2001.

### 3.3 Strategic focus

The cross-government Māori Language Strategy developed by Te Puni Kōkiri is a key strategy underpinning the ministry's work within this sector.\(^{23}\) The strategy recognises te reo Māori as a taonga for Māori. It also recognises the lead role Māori play in revitalising the Māori language. It acknowledges that whānau, hapū, and iwi are the main users of te reo Māori and sees language learning as an ongoing process – one that must be supported outside a classroom. The use of the Māori language in Māori homes and communities is especially important because language and culture are transferred from generation to generation through normal family interactions. Parents and whānau who do not know Māori themselves can still encourage their children to speak Māori and read Māori at home, wherever possible.

The Ministry of Education also has four major education strategies relevant to the Māori language education sector. Within early childhood education there is the ten-year early childhood education strategic plan, *Pathways to the Future: Ngā Huarahi Aratāki*. This document outlines the direction for the early childhood education sector for 2002 through to 2012. The goals of the plan are to:

- increase participation in high-quality early childhood education services
- improve the quality of early childhood education
- promote collaborative relationships.

Refer to chapter four for more information about the strategy.

In the school context the main strategy is the *Schooling Strategy: Making a Bigger Difference for All Students, 2005 – 2010*. The *Schooling Strategy, 2005 – 2010* has three primary goals:

- all students experiencing effective teaching
- families and whānau nurturing children's learning
- educators using evidence-based practice.

Refer to chapter five for more information about the strategy.

Meanwhile, at the tertiary (or lifelong learning) level the major strategy is *The Tertiary Education Strategy, 2002 – 2007* – a strategy that lists six national goals:

- economic transformation
- social development
- Māori development
- environmental sustainability
- infrastructural development
- innovation.


Refer to chapter six for more information about the strategy.

*Ka Hikitia – Managing for Success: The draft Māori Education Strategy, 2008 – 2012* is a draft strategy that builds on each of the sector-specific strategies mentioned previously, as well as the latest research about what works for Māori. *Ka Hikitia – Managing for Success* identifies ‘Māori language education’ as a crucial area of focus – one that will make a positive difference for Māori and one that will help realise Māori potential. For example, it emphasises the need for Māori students to:

- access preferred Māori language education options
- build knowledge of mātauranga Māori and competencies in tikanga Māori
- see the broad value of te reo Māori in society
- strengthen their proficiency, accuracy, and complexity in te reo Māori.

The strategy emphasises the need to improve te reo Māori teaching across the entire education sector and increase the participation and achievement rates of students learning te reo Māori. Yet it also acknowledges the challenges faced within the sector such as the shortage of kaiako who use high-quality teaching practices and who have access to high-quality teaching resources. The strategy emphasises the need for more sector support and resourcing to improve access, quality and delivery.

Another important aspect of Ka Hikitia — Managing for Success is the development of the Māori Language Education Outcomes Framework. Once finalised the framework will set the direction for government investment in Māori language teaching and learning across the education sector.

To read more about the strategies, policies and programmes mentioned in this chapter, refer to:

- http://kahikitia.minedu.govt.nz
- www.minedu.govt.nz
- www.tki.org.nz
- www.tpk.govt.nz

To read the latest Ministry of Education research evidence, statistics and data, go to:

- www.educationcounts.govt.nz

3.4 Learners

In 2006 the census and Māori language survey showed that, apart from English, the next most common language spoken by the total population in New Zealand was Māori, which was spoken by 4.1 percent of people. Other highlights of the 2006 census are listed below.

- A total of 131,613 (23.7 percent) of Māori could hold a conversation about everyday things in te reo Māori, an increase of 1,128 people from the 2001 census.
- One-quarter of Māori aged 15 to 64 years could hold a conversation in te reo Māori.
- Just under half (47.7 percent) of Māori aged 65 years and over could hold a conversation in te reo Māori.
- More than one in six Māori (35,148 people) aged under 15 years could hold a conversation in te reo Māori.
- Twenty-three percent of Māori spoke more than one language. While the majority spoke te reo Māori and English, 204 Māori spoke te reo Māori and another language, other than English.

Meanwhile, the survey showed significant increases in the number of Māori adults who could speak, read, write and understand te reo Māori. The results showed progress in language transmission among generations, with more Māori adults speaking Māori to children at home and within the community. Fourteen percent of respondents reported they had been in a course or class learning Māori language in the past 12 months. Most courses or classes ran for seven months or more (65 percent), involved fewer than 20 hours per week (71 percent) and were free (63 percent).

Forty-five percent of respondents who had been a student in a course or class learning the Māori language in the last 12 months reported that courses and classes were part of a community-based programme. Many respondents reported significant effects as a result of attending, including improved understanding of spoken Māori (78 percent), improved ability to read Māori (67 percent), improved ability to speak Māori (63 percent) and an improved ability to write Māori (61 percent).

The following case study explores how two rangatahi and their kaiako perceive and understand Māori education success within a kura kaupapa Māori context.

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OTAKI KURA – A GREAT PLACE FOR RANGATAHI

Seventeen-year-olds Manawa Wright and Hokowhitu Cook agree they have flourished in kura kaupapa Māori, attributing their success to a range of important factors. A community-wide passion for and strong belief in te reo Māori is one factor; whānau support another. Effective teaching is up there, too.

Ngā Haeata Mātauranga met with Manawa and Hokowhitu to hear – first hand – their views about what makes Otaki’s Te Kura Kaupapa Māori o te Rito a high-quality education choice for them as Māori learners.

Ngā Haeata: You were both born into homes where te reo Māori is the primary language of your whānau. The research tells us this is really important. What other ways do your whānau support your knowledge and understanding of te reo and tikanga Māori?

((We must understand we are role models and lead by example...)))
CASE STUDY

Manawa: Our parents and elders fought hard to preserve a place for te reo Māori – particularly in kura kaupapa Māori and on marae. They have made a huge contribution, I believe. Without language there is no culture. The language provides us with an understanding and knowledge of our cultural identity and tikanga. When I was younger, I never really enjoyed learning reo Māori. But my ideas have really changed. I find it easy now. I have a passion for it.

Hokowhitu: I think of this kura as a whānau. We’ve grown up closely together for most of our lives, so we’re like one big whānau. We encourage and support each other. The juniors usually follow what the seniors do. That means, as seniors, we must understand we are role models and lead by example. We also travel throughout our rohe to meet up with other wharekura – it’s part of supporting one another and developing that sense of being a wider whānau committed to te reo and tikanga Māori.

Ngā Haeata: The research says students tend to do better when they’re taught by effective teachers, particularly teachers who make sure the education system fits students and not the other way round. What are some of the things that make a good teacher?

Manawa: Getting to know students is important. My teacher, Matua Trist, has given me heaps of help getting me to where I want to be in the future. I want to join the army and get into the business world. So we’ve talked about the subjects I want to study and he’s shown me the pathway to achieve success. I also like the way teachers here approach subjects with a dual focus, considering both a Māori and a Pākehā world view. My education has provided me with a chance to know my English and Scottish heritage, as well as my Māori side. I know the history of the Treaty of Waitangi, my ancestors of Ngāti Rangitīhī and Ngāti Ruahinerangi and so on.

Hokowhitu: Learning about my tribal affiliations and history (Raukawatanga) is one of the cool aspects here. Our Raukawa-tanga is woven through the kura. Teachers help us to grow in our language and our tikanga – including both Māori and Ngāti Raukawa dimensions. We learn stories of the old days. We learn about our ancestors. They help teach us all of those things. It’s awesome to me. Matua Trist and Whaea Tarsh are really supportive at school and outside of school – in sports, for example, Matua Trist always comes and watches us play.

Ngā Haeata: You’ve both done very well with your NCEA results, having achieved levels one and two and now making your way through level three. Hokowhitu, you are also tackling papers at Te Wānanga o Raukawa this year. With that in mind, what do you want to achieve next, after high school?

Manawa: As I’ve mentioned briefly, I’m interested in the army, the business world and I hope to go to university, too. Another idea I’m keen on is producing Māori language resources.

Hokowhitu: This year I’m going to China to film a documentary for Māori Television about the customs and culture of kids over there. Overseas travel interests me. I’d like to travel, go to university and get a good paying job!
Kaiako Trist Reweti made the move from the English language to the Māori language sector seven years ago, moving up the coast from Paraparaumu College to Te Kura Kaupapa Māori o te Rito in Otaki. Ngā Haeata Mātauranga caught up with Trist to find out more about what makes kura kaupapa Māori a challenging and exciting place to work.

Ngā Haeata: You've taught in both the English-language and Māori-language sectors. What is one of the key things you've learned about Māori-language education since you've been involved?

Trist: Perhaps the greatest thing I've learned is that all school subjects can be successfully taught through our language, te reo Māori. And that's something we need to remind ourselves, and others throughout the world, about.

Ngā Haeata: The research says whānau support for Māori language learning helps tamariki succeed. Is that a view you share?

Trist: Yes, it is. If we, as parents, do not instruct, teach and speak to our children in te reo Māori (day and night), then kura kaupapa will not flourish. Our kura is here to support our whānau. If the language does not live in the home – through a parent or a grandparent encouraging language use – then kura will struggle because our kids will miss out on the mana of their language. It is about kura and whānau working together. That's the wonderful thing about our whānau – we have our ups and downs – but they support the protection and use of the language. They want the language to live. They want our customs and values cared for so that our marae may live. And so do our kids, that's why I'd really like to see our students return and become kura teachers. That's important to me, I'll know then I've done a good job, and that the language is in good hands. It's about handing over to the next generation.

Ngā Haeata: What are the things your kura does to help students succeed?

Trist: Teaching te reo at NCEA level is the first thing. All junior students (in Years nine and 10) study te reo Māori. Later, as seniors in Years 11 to 13, they study te reo rangatira. Achieving te reo rangatira is the ultimate goal. Being knowledgeable in tikanga is the second goal. We don't teach tikanga per se, rather we embody it. We live out the tikanga so that students can learn and understand it better. Thirdly, we place huge emphasis on the English language. We work hard to realise the statements made in Te Aho Matua that say students shall leave kura with access and an ability to participate competently in the Māori and wider worlds.
CASE STUDY

TE KURA KAUPAPA MĀORI O TE RITO – KA PŪ TE RŪHĀ, KA HAO TE RANGATAHI

Ka whakaae mai a Manawa Wright rāua ko Hokowhitu Cook, tekau mā whitu te pakeke, kua puāwai rāua i te Kura Kaupapa Māori, i runga i ngā āhuatanga whānui rawa. Kaingākau ana te rohe whānui ki te reo Māori me ōna tikanga, koirā tētahi o aua āhuatanga; ko te tautoko me te whakapono o te whānau ki tētahi atu. Kei runga noa atu te whakaako pai, te whakaako hihihi mō hoki.

I tūtaki-ā-kanohi a Ngā Haeata Mātāuranga i a Manāwa rāua ko Hokowhitu ki te whakarongo ki a rāua e whāki nei i ngā take i whai hua ai rāua i raro i te maru o te Kura Kaupapa Māori o Te Rito.

Ngā Haeata: I whānau mai kōrura i ngā kāinga e ara matua nei ki te reo Māori. Kī te tē rangahau he āhuatanga whakahirahira tēnei. Tua atu o tēnā, he aha ngā huarahi e kaha tautoko nei o kōrura whānau kia āhei ki te karo i te reo me ngā tikanga Māori? Manawa: E ngana anā o mātou mātua, o mātou tūpuna ki te pupuri i tētahi wāhanga o te reo Māori – nā ko ngā marae me ngā kura kaupapa Māori ēnā. Ki ahau nei, kua whakawhārikihia e rātou ngā hua ki mua i a mātou nei. Ki te kore te reo, ka kore ngā tikanga. Kei roto i te reo Māori kē te whakamāramatanga ko wai ahau. I au e taitamariki ana i pōhēhe au kāore au e rata ki te ako i te reo Māori. Engāri kua huri ēra whakaaro i tēnei wā, i te mea he ngāwari, he aroha hoki kei roto.

Hokowhitu: Ki ahau anō, he whānau kē te kura nei. Kua piri tahi mātou mō te whai hua noho nō reira he whānau kotahi mātou. Ka kaha tautoko mātou i a mātou anō. Anō nei hoki, ko ngā tēna te waero o ngā tuākana. Nā reira i te whai hua o te wā kia tuakana tā mātou tū kia whai mai ngā tēna, kia tika hoki tā rātou tū. He kaha hoki tēnei wharekura ki te haere i ngā wharekura o te motu – koinei te āhuatanga o te whānau whānui e kaha tautoko ana, e kaha pūmāu ana ki te reo me ngā tikanga Māori.

Ngā Haeata: E ai ki te rangahau he pai ake te whai hua mēnā he tika rā te whakaako o te kaiako, nā, kua whakaritea te pūnaha mātāuranga nā runga i ngā uaratanga o te tauira me tōna whānau. He aha e tahi o ngā āhuatanga o te kaiako pai? Manawa: Kia tū pakari, kia tū māhia hoki. Kia āta mōhio mai ngā tauira. Kua kaha tautoko tōku māhīta, a Matua Trist, i anō hoki kia tutuki ōku pūmanawa. Ko tōku hiahia hei mahi hōia mō tētahi wā poto, ā, kia whai oranga i roto i te ao pakihi. Nō reira kua kōrero māua ko Matua Trist, nā, kua whirihiria e māua tētahi huarahi mōkū kia tau ki ngā taumata tiketike. Kaingākau ana hoki au ki te āhuatanga ako o tō mātou kura, ka hāngai ki ngā āhuatanga o ngā ao e rua, te ao Māori me te ao Pākehā hoki. Nō reira kei te mōhio ahau ki ngā hitoro o tōku taha Ingariri me tōku taha Kotimana. Heoi anō kei te mōhio hoki au ki ngā hitoro o Te Tiriti o Waitangi, me ōku tūpuna o Ngāti Rangititi, me ōku tūpuna o Ngāti Ruahinerangi.

"Kei roto i te reo Māori kē te whakamāramatanga ko wai ahau.")
**Hokowhitu:** He maha ngā āhuatanga o Ngāti Raukawa kua tuituia nei ki roto i te akoranga i konei, nā, he āhuatanga pai tēnā ki au. Ka tautoko mai ngā māhita kia tuhu mātou i roto i tō mātou nei reo, me ngā tikanga hoki. Kua ako au i ngā tikanga me ngā mahi rerekenga o Ngāti Raukawa, ngā pakiwaitara mō ō mātou tūpuna me aua mea katoa. Nō reira tino pai tērā ki ahu. He kaha nō Matua Trist rāua ko Whaea Tasha ki te āwhina i a mātou kia kaha ki ngā mahi i te kura, he pai hoki rāua ki te awhi a-waho i te kura, pērā i ngā hākinakina. He kaha a Matua Trist ki te haramai ki te mātaki i ō mātou kēmu.

**Ngā Haeata:** Kua tutuki pai i a kōrua ngā mahi NCEA, nā, kua eke ki te taumata tuatahi me te taumata tuarua, ā, kei te whai i te taumata tuatoru i tēnei tau. Hokowhitu, kei te whai hoki kōreiti e ētahi pepa o te Wānanga o Raukawa. I runga i tērā whakaaro, he aha kōrua nei tūmanako i te otinga o te kura?

**Manawa:** Nā kua kia au kei te hiahia au ki te whai i ngā mahi-a-Tūmatauenga, te ao pakihi anō hoki, ā, kei te hiahia hoki au ki te haere ki tētahi whare wānanga. Ngākaunui ana hoki au ki te whakarite rauemi reo Māori.

**Hokowhitu:** I tēnei tau kei te haere au ki Haina ki te whakarite i tētahi kiriata motuhenga mō Whakaata Māori e pā anā ki te tikanga o ētahi tamariki ki reira. Ngākaunui ana hoki au ki te haere ki tētahi whare wānanga. Ngākaunui ana hoki au ki te whakarite rauemi reo Māori.

**Te Kura Kaupapa Māori o te Rito teacher Trist Reweti (Ngāti Rauru, Ngati Ruahine, Ngati Tūwharetoa, Ngati Toarangatira).**

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**“KI TE KORE TĀTOU NGĀ PAKEKE E WHAKATAU, E WHAKAAKO, E KÖRERO I TE REO KI Ă TĀTOU TAMARIKI, I TE AO I TE PŌ, KA HINGA NGĀ KURA KAUPAPA.”**

Te Kura Kaupapa Māori o te Rito teacher Trist Reweti (Ngāti Rauru, Ngati Ruahine, Ngati Tūwharetoa, Ngati Toarangatira).

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**Hokowhitu:** He maha ngā āhuatanga o Ngāti Raukawa kua tuituia nei ki roto i te akoranga i konei, nā, he āhuatanga pai tēnā ki au. Ka tautoko mai ngā māhita kia tuhu mātou i roto i tō mātou nei reo, me ngā tikanga hoki. Kua ako au i ngā tikanga me ngā mahi rerekenga o Ngāti Raukawa, ngā pakiwaitara mō ō mātou tūpuna me aua mea katoa. Nō reira tino pai tērā ki ahu. He kaha nō Matua Trist rāua ko Whaea Tasha ki te āwhina i a mātou kia kaha ki ngā mahi i te kura, he pai hoki rāua ki te awhi a-waho i te kura, pērā i ngā hākinakina. He kaha a Matua Trist ki te haramai ki te mātaki i ō mātou kēmu.

**Ngā Haeata:** Kua tutuki pai i a kōrua ngā mahi NCEA, nā, kua eke ki te taumata tuatahi me te taumata tuarua, ā, kei te whai i te taumata tuatoru i tēnei tau. Hokowhitu, kei te whai hoki kōreiti e ētahi pepa o te Wānanga o Raukawa. I runga i tērā whakaaro, he aha kōrua nei tūmanako i te otinga o te kura?

**Manawa:** Nā kua kia au kei te hiahia au ki te whai i ngā mahi-a-Tūmatauenga, te ao pakihi anō hoki, ā, kei te hiahia hoki au ki te haere ki tētahi whare wānanga. Ngākaunui ana hoki au ki te whakarite rauemi reo Māori.

**Hokowhitu:** I tēnei tau kei te haere au ki Haina ki te whakarite i tētahi kiriata motuhenga mō Whakaata Māori e pā anā ki te tikanga o ētahi tamariki ki reira. Ngākaunui ana hoki au ki te haere ki tētahi whare wānanga. Ngākaunui ana hoki au ki te whakarite rauemi reo Māori.

**Te Kura Kaupapa Māori o te Rito teacher Trist Reweti (Ngāti Rauru, Ngati Ruahine, Ngati Tūwharetoa, Ngati Toarangatira).**

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**“KI TE KORE TĀTOU NGĀ PAKEKE E WHAKATAU, E WHAKAAKO, E KÖRERO I TE REO KI Ă TĀTOU TAMARIKI, I TE AO I TE PŌ, KA HINGA NGĀ KURA KAUPAPA.”**

Te Kura Kaupapa Māori o te Rito teacher Trist Reweti (Ngāti Rauru, Ngati Ruahine, Ngati Tūwharetoa, Ngati Toarangatira).
Köhanga reo

Köhanga reo are parent-led services that build children’s and whānau knowledge of te reo Māori and tikanga Māori. Each köhanga is managed by köhanga whānau and many are affiliated to a governing body, Te Köhanga Reo National Trust. Parents are the employers, owners, users or stakeholders responsible for ensuring their köhanga meets all general and legal requirements. Each köhanga elects office bearers and working groups are established to address and be responsible for different areas of operation, such as the curriculum, property, personnel, finances, and training. Whānau appoint the köhanga licensees and some participate in the daily programme alongside kaiako and kaimahi and attend wānanga organised by the purapura or district. In 2006, 9,480 Māori children attended licensed köhanga reo, comprising 27 percent of all Māori enrolments.

Ngā puna kōhungahunga

Ngā puna kōhungahunga services are a type of parent-led service or playgroup that help children learn te reo Māori and tikanga, using a combination of English and te reo or te reo only. Whānau are involved in running the sessions and receive information, support, and training from the Ministry of Education. In 2006, 243 children Māori attended ngā puna kōhungahunga, comprising one percent of the total enrolments.

Te reo and tikanga Māori in English language services

All early childhood education services are required to recognise the place of Māori as tangata whenua and observe the principles of partnership in the Treaty of Waitangi. Services do this in a variety of ways including integrating Māori language and culture into the practices and activities of the service.

Māori language education in early childhood

Since the mid 1990s, there has been a gradual decline in the number of children attending köhanga reo and a drop in the number of köhanga reo services. Since 2000 the number and percentage of Māori enrolments in köhanga reo (both licensed and licence-exempt) has declined from about 35 percent (or 11,400) of all Māori enrolments in early childhood education services to about 27 percent in 2006.

There are a number of initiatives provided by the Ministry of Education that support köhanga reo, including:

- demand-driven funding
- quality funding (for köhanga reo with qualified teachers)
- tertiary funding (for Māori language courses and qualifications provided by Te Köhanga Reo National Trust)
- an annual agreement on funding provided to the trust to support köhanga reo
- financial assistance for prospective teachers who enter particular training.

Services, such as ngā puna kōhungahunga, provide another pathway for children and whānau to learn and develop using te reo. They are generally based on the same philosophies as köhanga reo in that they are committed to te reo, to a learning philosophy based on kaupapa and tikanga Māori and to whānau involvement. However, structurally they are often different in that they are required to have registered teachers, they vary in the level of whānau management and they are often full-day services.

The importance of incorporating and using te reo Māori within all early childhood education settings is acknowledged through the early childhood curriculum, Te Whāriki,26 which states that settings should promote te reo and tikanga Māori, making them visible and affirming their value for children from all cultural backgrounds. It also states that adults working with children should demonstrate an understanding of different iwi and the meaning of whānau and whānaungatanga. Early childhood education service employees should also respect the aspirations whānau have for their children.

All early childhood education services in New Zealand are expected to provide all children with access to Māori culture, including both language and tikanga. The sector’s desired objective and practices27 for early childhood education services states that management and educators should implement policies, objectives and practices that reflect the unique place of Māori as tangata whenua and the principle of partnership inherent in Te Tiriti o Waitangi.


Māori at 82 services. Of these, 14 had very good provision, 43 were adequate, 21 needed improvement and three had made no effort to provide te reo.

The report results for provision of te reo and tikanga Māori were slightly lower than those for communication and consultation. However, the study reported most services were at least adequate in this area. Also noted in the report was the awareness within the sector of the need to improve the results.

Māori language education at school

In 2006, 26,340 Māori students in New Zealand schools were participating in some form of Māori language education, where te reo Māori made up at least 12 percent of teaching and learning.

Bilingual classrooms/units

Classes in which all students are involved in Māori language education for between three and 20 hours per week. In 2006 there were 9,084 Māori students participating in bilingual classrooms.

Bilingual schools

Schools in which all students are involved in Māori language education for between three and 20 hours per week. In 2006 there were 7,304 Māori students participating in bilingual schools.

Immersion classes

Classes in which some learners are involved in Māori language education for more than 20 hours per week. In 2006 there were 3,866 Māori students participating in immersion classes.

Immersion schools

Schools in which some learners are involved in Māori language education for more than 20 hours per week. In 2006 there were 6,096 Māori students participating in immersion schools.

Kura kaupapa Māori (and kura teina)

Māori language schools that are administered and deliver a curriculum in accordance with Te Aho Matua philosophy. In 2006 there were 6,144 students in kura kaupapa Māori and kura teina.

Māori boarding schools

There are six state-integrated Māori boarding schools. They are Hato Paora College (Feilding), Hato Petera College (Auckland), Hukarere College (Napier), St Joseph’s Māori Girls College (Napier); Te Aute College (Central Hawke’s Bay) and Turakina Māori Girls College (Marton). A total of 917 students were enrolled in Māori boarding schools in 2006.

Māori language as a subject

Māori language as a subject includes te reo Māori as a subject in primary and secondary school, as well as taha Māori programmes. The number of Māori students taking te reo as a subject for at least three hours per week at secondary year level (Years nine to 15) was 8,549 in 2006.

Māori language education services at school

Bilingual and immersion schools (where students are involved in Māori language education for between three and 20 hours per week) teach part or all of the time in te reo Māori. Education offered by these schools is also described as Māori medium education and is considered different from Māori language education found in English language schools.

Kura kaupapa Māori are Māori immersion schools established under section 155 of the Education Act (1989) that adhere to a particular philosophy known as Te Aho Matua. Māori pedagogy and mātauranga Māori are integral to the delivery of Te Aho Matua in kura kaupapa Māori (and wharekura) and te reo Māori is the sole language of teaching and learning.

The largest proportion of Māori students in the Māori language education sector attend bilingual and immersion schools. In 2006, 13,400 students attended bilingual and immersion schools. Meanwhile, 12,940 attended bilingual and immersion classes. Overall, the number of kura kaupapa Māori has increased markedly in recent years from 13 in 1992 to 66 in 2006.

The number of students learning in te reo Māori, either at kura kaupapa Māori or other types of schools, has also increased over this time. However, there remains a lack of provision in some areas of the country. For example, there is an unfulfilled demand from students who wish to progress from kura to wharekura.

Kura kaupapa Māori can also be established under section 156 of the Education Act (1989), which allows for the establishment of a school with a special designated character. In recent years iwi and hapū have established kura using this provision.
Section 156 kura cater to local iwi and hapū education needs and usually teach the local Māori dialect and tikanga of the area. Governance, management, teaching and learning contexts are determined by the local iwi or hapū. Some section 156 kura follow similar principles to Te Aho Matua, but align to iwi or hapū authorities rather than to Te Rūnanga Nui o Ngā Kura Kaupapa Māori, the governing body for section 155 kura. In 2005 there were 10 section 156 kura with more than 900 learners.

Within English language education primary and secondary schools there are bilingual classes (reo rua), total immersion classes (rumaki reo) and whānau units. Classes and units are typically supported by dedicated teaching staff and whānau committees, with overall responsibility sitting with a school's board of trustees and principal.

For many students Māori boarding schools offer access to aspects of tikanga and te reo Māori education they may not otherwise have. Recently, more Māori boarding schools are providing te reo Māori programmes at secondary school level and providing student lodging within a whānau environment. There are six integrated Māori boarding schools, with about 900 Māori students enrolled. Many are long-established institutions with a very considerable history behind them.

Te reo Māori programmes provided in English language schools are an important choice for many students, as they can be the only exposure a student will have to learning te reo Māori. School charter requirements ask all schools to consider the ways in which they make te reo Māori accessible to their students.

The number of Māori students taking te reo as a subject for at least three hours per week at secondary school (in Years nine to 15) has increased from 8,000 in 2000 to 8,550 in 2006/07 – representing a seven percent increase.

Colleges of education, adult and community courses

Colleges of education offer qualifications in Māori language teacher education. Adult and community education providers offer basic courses in Māori language, typically focused on gaining oral language skills.

Private training establishments

Māori private training establishments are organisations that offer a wide range of courses, with around a quarter Māori-owned and operated. Typically, they deliver Māori subjects, carry out their courses in a Māori environment and focus specifically on the needs of Māori learners.

University

Universities offer certificate and degree-level courses in te reo Māori. Universities and polytechnics offer a range of qualifications that have a Māori focus (ie, a Māori studies degree), have a Māori component to them or are completed with a Māori major (ie, a Bachelor of Arts [Māori]).

Wānanga

There are currently three wānanga in the tertiary sector, Te Wānanga o Raukawa, Te Wānanga o Awanuiarangi and Te Wānanga o Aotearoa. Each one reflects iwi aspirations and contributes to the development and dissemination of mātauranga-a-iwi, mātauranga-a-Māori and te reo Māori. Data shows wānanga have played an important role in increasing Māori participation and achievement in the tertiary sector.

Māori language education in tertiary education

Over the past four years there has been significant growth in te reo Māori provision within the tertiary education system. In recent years the three public wānanga have taken the lead in providing te reo Māori classes throughout the country, with a focus on te reo Māori-only classes and the use of the Māori language in a range of situations.

Institutes of technology and polytechnics have made te reo Māori classes more widely available through community education. The tertiary education sector also trains teachers in te reo and carries out te reo Māori research and knowledge development.

Wānanga have encouraged tertiary education participation by Māori learners not previously engaged with tertiary (or lifelong) education. In fact, Māori were under-represented at all levels of tertiary education until 1999. By 2003 the Māori participation rate had increased to 20.2 percent, compared with 13.4 percent for all students. Māori now have the highest participation rate of any ethnic group in New Zealand, with much of the growth occurring in wānanga.
Wānanga are established under section 162 of the Education Act (1989). The government recognises and supports wānanga as one important means for addressing historical disparities experienced by Māori. As is the case with other institutions, the Crown’s relationship with wānanga is underpinned by the recognition that the academic freedom and autonomy of institutions is to be preserved.

In the tertiary education sector, te reo Māori research and teaching has mostly been provided through the schools of Māori studies in universities. Universities have had a vital role in preserving the lexicon, literature and bodies of knowledge of the language.

Since 2001 there has been an unprecedented level of interest in learning te reo Māori through tertiary education. Over this period more than 100,000 learners enrolled in courses across 51 different tertiary education providers.

Learners have enrolled full time and specialised in te reo Māori, as well as enrolling in one or two introductory courses on a part-time basis. Most learners enrolled in non-formal education or level four certificates.

A study called He Tini Manu Reo – Learning Te Reo Māori in Tertiary Education30 found tertiary education courses were not sufficient on their own to build conversational proficiency in te reo Māori. Students also needed access to a range of contexts where the language was used and supported.

The main contribution of te reo Māori tertiary education, between 2001 and 2005, was to increase substantially the number of people with a basic understanding of the language and to increase the number of people with conversational fluency.

The study found about half of students studied te reo for only one year and most studied at the senior secondary school level, suggesting more could be done to encourage students to continue in language learning and further study.

The study also found high levels of participation in te reo Māori tertiary education among women, particularly in the 25 to 44 age group. Many women were likely to be mothers, suggesting that tertiary education courses could have a positive role in strengthening te reo Māori within the whānau and home environments.

According to the study the low male participation in te reo courses was a concern, particularly given that young Māori men had lower proficiency than Māori women in the same age group and the possible future implications for maintaining aspects of tikanga Māori designated to men.

Noted were particular points where students appeared to drop out of their tertiary study because they were unable to pass the course assessments. He Tini Manu Reo – Learning Te Reo Māori in Tertiary Education recommended further analysis of the factors related to success or failure, suggesting such analysis might lead to identifying the support needed to keep students learning and engaged.

3.5 Teachers

Professional development

In 2006/07 the Ministry of Education continued to provide professional development and support to Māori language teachers and schools. Programmes included Te Whakapiki i te Reo Māori, Te Poutama Tau, Ngā Taumata and Te Hiringa i te Mahara.

Improving the quality of teaching is an important feature of all education sector professional development, from early childhood through to adult education. As a result many professional development programmes share in common a range of characteristics and approaches. Professional development, in the Māori language education sector, draws on this body of knowledge and adapts it to better reflect the needs of the sector. For example, it seeks to improve a teacher’s subject knowledge, their teaching practice, as well as their knowledge and understanding of second language learning pedagogy31.

Ka Hikitia – Managing for Success also aims to improve the professional learning and capability of educators.

The following case study explores a professional development programme under way for teachers.

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HARNESSING the passion and energy for te reo Māori and turning it into outstanding teaching talent is a key aim of a new project involving university associate dean Tony Trinick.

“I think history will show te reo Māori was revived – in large part due to the passion and commitment of the people within kōhanga reo and kura kaupapa,” says Tony, who is coordinating aspects of the project in kura kaupapa Māori.

“I’m optimistic that history will also show others supported kōhanga and kura to make sure that passion resulted in excellent teaching practice, too,” he says.

Tony Trinick is the associate Māori dean at The University of Auckland. He is one of several research coordinators around the country participating in the Quality Teaching, Research and Development in Practice project, a national project funded by the Ministry of Education.

The project is running in Māori, English and Samoan bilingual education settings. More than 100 teachers across the country are involved – all are focused on improving the education outcomes of Māori and Pasifika students.

“I think history will show te reo Māori was revived...”
Tony says there are many outstanding teachers in kura throughout New Zealand. But there are teachers who are struggling, too. One idea behind the Quality Teaching Research and Development in Practice project is to boost the effectiveness of kura teachers by identifying teaching practice and a professional learning and development model that work.

For example, Tony’s teachers are exploring tikanga-ā-īwi (social studies) to find out more about excellent teaching within this particular curriculum area.

Recent assessment data suggests the tikanga-ā-īwi skills and knowledge of Year eight students (in Māori language education) are patchy. The discussion document that accompanies the findings recommends several ways teachers could improve their teaching. Helping students better understand the underlying meaning of cultural practices and improving students’ awareness of local, national and worldwide events are two suggestions.

The latest Best Evidence Synthesis sheds yet more light on effective tikanga-ā-īwi teaching by outlining five specific teaching approaches that have proven effective.

Yet, says Tony, these studies combined really only give people a glimpse into the tikanga-ā-īwi teaching practice that works. More research is clearly needed. And that, he says, is precisely why the kura teachers participating in his project team will focus on tikanga-ā-īwi.

Meanwhile, Tony and a team of university colleagues will research and evaluate the kura teachers’ work to find out more about the professional learning and development that works best for teachers working in Māori language education. His team will contribute their findings to the wider national pool of information gathered throughout the life of the project.

“It’s an exciting project for me professionally and personally – and I think a lot of our participants feel the same. We want our kids to succeed and that’s what projects like this are about. This project is about the future of teaching and the future of our tamariki,” says Tony.

Kura teachers in Northland and Auckland have signed up for the project. Others involved include curriculum specialists and specialist teachers, such as Resource Teachers: Learning and Behaviour (RTLB) and Ministry of Education coordinators. The project also aims to involve whānau and boards of trustees.

Kura teachers enrol in undergraduate, graduate or postgraduate study and, as part of their academic studies, research their own teaching practice using action research. All research is undertaken within a teacher’s own class and kura (with project support). Teachers will have the opportunity to publish their project findings in national and international research journals.

The notion of teachers as professionals sits at the heart of the Quality Teaching Research and Development in Practice project, says Tony. And having so many teachers involved in the project represents a promising step towards achieving that all-important aim.

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In 2004 researchers from the University of Waikato, led by Professor Stephen May, looked at the national and international research on bilingual and immersion education to find out what works best in New Zealand.

May’s report,34 found teachers must consistently use te reo Māori when teaching. It found a bilingual programme was likely to be effective when teaching was carried out in te reo for at least 50 percent, and preferably more, of the time.

Teachers also needed to be able to speak, write and read fluently in Māori and in English. They must be able to teach subjects in both languages and they were also acting as models of how to speak Māori, the study found. Students, it said, would copy their teachers, so the teachers needed to speak correctly. It did not matter which was their first or second language – as long as they were fluent in both. Being fluent in Māori, on its own, was not enough. Teachers needed to understand how children and young people learned a second language and they needed to know the best methods for teaching a second language.

The research found bilingual speakers often mixed languages and there was nothing wrong with that. However, the research showed it was best to keep the two languages separate when teaching. Doing so helped students learn the languages more easily.

The study suggested keeping languages separate could be achieved in different ways, such as using one language in the morning and the other in the afternoon or using one language for a subject one day and the other language for another subject the next day.

Because there was a lack of fluent Māori-speaking teachers, teachers needed special professional development programmes (before and during their teaching careers) that combined learning Māori with how to teach in Māori.

**Teaching and learning resources**

Providing teachers with sufficient access to teaching and learning resources for Māori language education is a high priority for the Ministry of Education. High-quality teaching and learning resources enable teachers to tailor and adapt their teaching to meet students’ individual academic, linguistic and general learning needs.

In 2006/07 the ministry continued to develop, produce and distribute teaching and learning materials for kōhanga reo through to wharekura.

The ministry has developed a publishing strategy to guide the planning, research and development of Māori language education resources and materials, including the literacy resources that come under the Te Reo Matatini – Māori-Medium Literacy Strategy. Ka Hikitia – Managing for Success also aims to improve the range of Māori language teaching and learning resources available.

In 2005 the development of a literacy strategy for Māori language education gained impetus at Matariki Ahunga Nui, a literacy research hui that started on the eve of Matariki, the Māori New Year. Educationalists, researchers, publishers, teachers and university and government representatives attended workshops where they identified a number of strategic themes, such as resource development, research and professional development. In 2007 the strategy was launched with the aim of widening the concept of te reo Māori literacy beyond reading and writing and with a focus on raising student achievement and attainment across the sector.

**Curriculum development**

Te Marautanga o Aotearoa is the draft curriculum for the Māori language education sector that reflects both government and Māori expectations for Māori, as first expressed by Professor Mason Durie.35 It aims to help schools and teachers to be more effective in designing teaching and learning programmes that are underpinned by mātauranga Māori and are relevant to and engaging for their students and their iwi, hapū, whānau and communities.

Te Marautanga o Aotearoa shares the same end-goals as the New Zealand Curriculum. Te Marautanga o Aotearoa starts with what Māori students need to know and be able to do to be successful both as Māori and as citizens of the world. New Zealand is the first country to produce and implement a national school curriculum in two languages that are not direct

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35 In 2003 Professor Mason Durie summarised two key goals for Māori. They were for Māori to participate positively in te ao Māori and for Māori to participate positively in wider society and the world.
translations of each other. Te Marautanga o Aotearoa was released for consultation in 2007.

Māori language curriculum development

The draft te reo Māori in the New Zealand curriculum was released for consultation in 2007, with the final curriculum guidelines due to be available to teachers of te reo Māori in mid 2008.

Te reo Māori in the New Zealand curriculum provides teachers with a framework for the teaching of te reo Māori in New Zealand schools, recognising most Māori students attend English language schools. It is part of the Ministry of Education’s three-part strategy for the teaching and learning of te reo Māori, comprising the development of the curriculum document, curriculum materials (such as the new multi-media language resource Ka Mau te Wehi) and professional development for teachers.

Teacher supply

Many Māori language education providers struggle with the shortage of teachers and resources. A range of TeachNZ programmes seek to attract people into teaching, including scholarships of $10,000 for fluent te reo speakers. In 2005, 110 scholarships were awarded, followed by another 45 in 2006/07.

A loan support scheme, providing $2,500 to teachers in their second, third and fourth years of teaching to help pay off their student loans is available. Also available is a teacher allowance of $3,500 for registered teachers paid on top of their salary.

Leadership support

The Ministry of Education has in place a support programme for principals working in Māori language education, which includes the development of a professional development and assessment strategy to support effective teaching, and the Kiwi Leadership work.

The Principal’s Planning and Development Centre also supported principals working in Māori language education throughout 2006/07. For example, boarding school principals had two sessions at the centre focused on leadership capability. A leadership training package for kura kaupapa Māori principals is also being developed. Ka Hikitia – Managing for Success supports this work with its aim to develop responsible and accountable leaders among all principals.

3.6 Working in partnership

The cross-government Māori Language Strategy developed by Te Puni Kökiri recognises te reo Māori as a taonga for Māori. It also recognises the lead role Māori play in revitalising the Māori language.

The strategy acknowledges that whānau, hapū, and iwi are the main users of te reo Māori and sees language learning as an ongoing process – one that must be supported outside a classroom. The use of the Māori language in Māori homes and communities is especially important because language and culture are transferred from generation to generation through normal family interactions. Parents and whānau who do not know Māori themselves can still encourage their children to speak Māori and read Māori at home, wherever possible.

The Ministry of Education supports high-quality Māori language education, recognising that language revitalisation involves a range of people and organisations working in a wide range of ways.

The Community-based Language Initiatives were established in 2000 across five regions. The initiatives promote iwi-specific language and culture, support students’ reo Māori skills and aim to revitalise te reo Māori by encouraging different generations to hand down language knowledge. Iwi organisations taking part in the initiatives share progress, work collaboratively and build their own capacity to support and play a role in language revitalisation within their communities. The initiatives are primarily for iwi, whānau and children involved in Māori language education.

Community-based Language Initiatives include:

- the development of iwi-specific te reo Māori strategies
- campaigns to raise the awareness and status of te reo
- collection of iwi-specific oral histories for school and iwi-based resources
- clubs for both speakers and developing speakers of te reo
- whānau, marae and kura language plans to support language intergenerational transmission.

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36 TeachNZ is the ministry team responsible for promoting teaching as a profession, including the need for Māori, Māori language and Māori medium teachers. For more information, go to: www.teachnz.govt.nz

### 3.7 Education programmes

<table>
<thead>
<tr>
<th>Promoting Early Childhood Education Participation Project</th>
<th>The project helps whānau access high-quality early childhood (education services, such as kōhanga reo. The ministry contracts community-based organisations to address barriers to participation in their communities.</th>
<th>Children enrolled in early childhood education as a result of this initiative in the 2005/6 year included 1,232 Māori.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centres of Innovation</td>
<td>The programme involves teachers and educators researching effective teaching and learning.</td>
<td>A final report called Te Ohonga Ake o Te Reo – The Re-awakening of Māori Language: An Investigation of Kaupapa-based Actions and Change was released in 2007 by a kōhanga reo involved in the programme as a Centre of Innovation from 2003 to 2006.</td>
</tr>
<tr>
<td>Teach NZ scholarships (early childhood education)</td>
<td>The scholarship programme is available to students interested in studying towards an approved Māori language education qualification.</td>
<td>Eighty-six scholarships were awarded by TeachNZ in 2006 with a Pasifika/Māori focus, 29 recipients were Māori.</td>
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<tr>
<td>Professional development</td>
<td>Professional development for kōhanga reo is provided by Te Kōhanga Reo National Trust to share high-quality teaching and learning practices across kōhanga reo.</td>
<td>The Ministry of Education has an agreement with Te Kōhanga Reo National Trust Board to provide professional development to Te Kōhanga Reo kaiako and whānau from January 2006 – December 2007.</td>
</tr>
<tr>
<td>Māori-medium advisors</td>
<td>Advisors help Māori language education teachers working in settings where teaching is in te reo Māori for 50 percent of the time. Advisors work alongside individual teachers, groups and schools to improve student achievement.</td>
<td>Thirty-six advisors in ten full time positions are located throughout the country.</td>
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<tr>
<td>Whakapiki i te reo</td>
<td>Intensive Māori language programme for early childhood and school teachers that aims to increase teacher proficiency in te reo Māori and improve the quality of teaching.</td>
<td>The Certificate of Te Whakapiki Reo continued to be offered in 2006/07 by five providers in the schooling sector. In the early childhood sector, Te Kōhanga Reo National Trust Board provides te reo wānanga to kōhanga kaiako and whānau to improve their te reo Māori knowledge and skills.</td>
</tr>
<tr>
<td>Early childhood education exemplars</td>
<td>Exemplars (authentic examples of a child’s learning) were released in 2005 to help teachers and whānau assess children's learning.</td>
<td>Kōhanga reo can access the exemplars from Learning Media.</td>
</tr>
<tr>
<td>Marautanga exemplars</td>
<td>Exemplars (authentic examples of students’ learning annotated to reflect the marautanga Māori) were published in 2005.</td>
<td>Exemplars for te reo Māori, pāngarau (maths), putaiao (science), and hangarau (technology) were distributed to schools in 2005 and are available on Te kete Ipurangi. Website: <a href="http://www.tki.org.nz">www.tki.org.nz</a>.</td>
</tr>
<tr>
<td>Assessment Tools for Teaching and Learning, He Punaha Aromatawai mo te Whakaako me te ako (AsTTle)</td>
<td>AsTTle is a student achievement assessment tool for teachers in the Māori language and English language sectors.</td>
<td>An online version of asTTle is being developed for New Zealand schools in 2008.</td>
</tr>
<tr>
<td>Aro Matawai Urunga-a-Kura</td>
<td>Aro Matawai Urunga-a-Kura is an assessment tool that collects information about numeracy, oral language and emergent literacy. Assessment tasks are in te reo Māori also.</td>
<td>The assessment tool is being reviewed to strengthen its relationships with the literacy and numeracy strategies.</td>
</tr>
<tr>
<td>Te Poutama Tau</td>
<td>A professional development project to improve teaching and learning of mathematics/pāngarau within Māori language schools. Te Poutama Tau is one of the Numeracy Development Projects aimed at strengthening the teaching of numeracy in Māori language schools.</td>
<td>Approximately 30 schools took part in the project in 2006. Eleven pāngarau facilitators work with around 180 teachers. About 80 teachers will complete their training in 2007, when a further 100 new teachers will join the project.</td>
</tr>
<tr>
<td>Ngā Taumatua</td>
<td>Ngā Taumatua aims to improve literacy teaching in Māori language education by training Resource Teachers of Māori and teachers working in contexts where te reo Māori is spoken for more than 50 percent of the time.</td>
<td>Approximately 25 Resource Teachers of Māori have completed the Ngā Taumatua programme and can receive ongoing professional development.</td>
</tr>
<tr>
<td>Te Reo Matatini Literacy Strategy</td>
<td>The strategy aims to ensure students in Māori language education develop the literacy knowledge and skills they need to succeed. The strategy provides the basis for literacy interventions, materials, research and professional development.</td>
<td>In 2007 Te Reo Matatini Māori-medium Literacy Strategy was released.</td>
</tr>
<tr>
<td>Te Marautanga o Aotearoa</td>
<td>The curriculum for Māori language education outlines what students will learn through te reo Māori.</td>
<td>Te Marautanga o Aotearoa was released for consultation in 2007. It is due to be finalised in 2008, following Cabinet approval.</td>
</tr>
<tr>
<td>Te Reo Māori in Schools Strategy</td>
<td>This strategy aims to improve the teaching and learning of te reo Māori as a second language in English language schools, focusing on the development of a curriculum, the creation of support materials and professional development opportunities for teachers.</td>
<td>Following two years of work, a draft curriculum was released in 2007 for consultation. The final document is due to be launched in 2008.</td>
</tr>
<tr>
<td>Bilingual study awards</td>
<td>Study awards are available for teachers who are Māori speakers and who want to study Māori language learning.</td>
<td>Approximately 42 study awards are made each year to teachers who are Māori speakers to study Māori language education.</td>
</tr>
<tr>
<td>Resource Teachers of Māori</td>
<td>Resource Teachers of Māori work alongside teachers to develop high-quality te reo Māori teaching and learning programmes for students in Years one to eight.</td>
<td>55 Resource Teachers of Māori are located in school clusters across the country.</td>
</tr>
<tr>
<td>Māori language teaching and learning materials</td>
<td>Resources for the Māori language education sector, such as readers, novels, text books, journals, magazines, newsletters, teacher handbooks, CDs, audiotapes and activity cards from early childhood through to senior secondary that cover a range of curriculum areas have been developed.</td>
<td>In 2007 a range of new teaching and learning materials were published. For example, Ka Mau Te Wehi is a multi-media pack designed for Year seven and eight students learning te reo Māori.</td>
</tr>
<tr>
<td>Kaitakawaenga</td>
<td>Kaitakawaenga work alongside whānau, hapū, iwi and other special education staff to help Māori children with special education needs learn and develop.</td>
<td>In the 2005/06 year, kaitakawaenga worked with more than 1,000 Māori whānau across the country.</td>
</tr>
<tr>
<td>Title</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>Resource Teachers: Learning and Behaviour (Māori)</td>
<td>Help teachers teach Māori students with moderate learning and behavioural difficulties in Years one to ten. They also work with whānau, referral agencies and their communities.</td>
<td></td>
</tr>
<tr>
<td>Five new Resource Teachers: Learning and Behaviour (Māori) positions were introduced in 2006/07.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information and Communications Technologies initiatives</td>
<td>A range of Information and Communications Technologies initiatives were implemented in Māori language schools, including digital resources in te reo Māori and web-based services to share information among clusters of small, rural schools using video-conferencing. Projects under way in 2006/07 included an e-learning centre at Te Hapua, a digital opportunities programme for Tuhoe and the scoping of a project to develop a virtual wharekura.</td>
<td></td>
</tr>
<tr>
<td>Māori Immersion Teacher Allowance</td>
<td>The allowance is for teachers employed under the Collective Employment Contract who use te reo Māori as the language of communication and instruction. To qualify, teachers must be employed full time and teach using te reo Māori for more than 50 percent of the time (i.e., at levels one to three). In 2006, 1,170 teachers were receiving the allowance. The percentage of trained (registered) teachers receiving the allowance has increased markedly over the last few years, increasing from 64 percent in 2002 to 93 percent in 2006.</td>
<td></td>
</tr>
<tr>
<td>Teach NZ scholarships (Māori language education)</td>
<td>TeachNZ scholarships are available to people fluent in te reo Māori who are interested in working in Māori language education. In 2006, 38 scholarships were awarded.</td>
<td></td>
</tr>
<tr>
<td>Secondary subject scholarships (te reo Māori)</td>
<td>Scholarships are available to undergraduate students wanting to train as secondary teachers in particular subjects, including te reo Māori. In 2004, 13 people received scholarships. In 2005 the number rose to 20.</td>
<td></td>
</tr>
<tr>
<td>Secondary subject trainee allowance (te reo Māori)</td>
<td>The allowance is for graduates who have studied particular subjects, one of which is te reo Māori, to at least 200-level at university. Around 30 people per year receive support through this scheme.</td>
<td></td>
</tr>
<tr>
<td>Māori language programme funding</td>
<td>Funding is provided to schools for te reo Māori programmes and to increase the educational achievement of Māori students. Funding depends on the amount of time students spent learning in te reo Māori level, i.e., level one (81-100 percent), level two (51-80 percent), level three (31-50 percent), level four (less than 30 percent, but more than three hours per week). From 2006 funding was extended to all students learning in the Māori language regardless of ethnicity. However, funding rates for students in levels one and two were slightly reduced.</td>
<td></td>
</tr>
<tr>
<td>Te Hiringa i te Mahara</td>
<td>Te Hiringa i te Mahara is for Māori secondary school teachers, particularly te reo Māori teachers. It provides classroom and management resources, professional development programmes and networking opportunities. In 2006/07 a range of resources were developed, including te reo Māori unit plans, Te Whatara (a database of resources for teachers) and digital learning objects. Whakawhitihiti Whakaaro, an online resource and learning community was created by over 200 Māori teachers as part of a successful professional development programme.</td>
<td></td>
</tr>
<tr>
<td>Māpihi Pounamu</td>
<td>Māpihi Pounamu was designed for secondary students who board away from home because they face barriers to learning or are at risk. In 2006/07, 579 students received Māpihi Pounamu assistance, 544 were Māori.</td>
<td></td>
</tr>
</tbody>
</table>
Community-based Language Initiatives

The initiatives promote iwi-specific language and culture, support students’ reo Māori skills and aim to revitalise te reo Māori by encouraging different generations to hand down language knowledge. Iwi organisations taking part in the initiatives share progress, work collaboratively and build their own capacity to support and play a role in language revitalisation within their communities. The initiatives are primarily for iwi, whānau and children involved in Māori language education.

Secondary Tertiary Alignment Resource and Gateway

Secondary Tertiary Alignment Resource and Gateway enrol senior secondary students in work-based learning or tertiary courses that can lead to NCEA or tertiary qualifications. In 2006 approximately 17,000 school students took part in Secondary Tertiary Alignment Resource. Meanwhile, a number of kura kaupapa Māori were involved in the Gateway programme in 2007, including three kura and one wharekura that took part for the first time.

Table seven: Proportion (percentage) of Māori speakers in the Māori population, by age group and sex, 2001 and 2006

<table>
<thead>
<tr>
<th>Age</th>
<th>Under 15</th>
<th>15–24</th>
<th>25–44</th>
<th>45–54</th>
<th>55–64</th>
<th>65+</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Males</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2001</td>
<td>24.6</td>
<td>18.9</td>
<td>22.9</td>
<td>24.5</td>
<td>31.7</td>
<td>45.2</td>
<td>55.3</td>
</tr>
<tr>
<td>2006</td>
<td>23.1</td>
<td>17.2</td>
<td>21.5</td>
<td>23.7</td>
<td>28.0</td>
<td>37.8</td>
<td>49.6</td>
</tr>
<tr>
<td><strong>Females</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2001</td>
<td>25.7</td>
<td>21.2</td>
<td>26.0</td>
<td>23.7</td>
<td>29.2</td>
<td>42.5</td>
<td>53.5</td>
</tr>
<tr>
<td>2006</td>
<td>24.4</td>
<td>18.9</td>
<td>24.5</td>
<td>24.0</td>
<td>27.1</td>
<td>34.3</td>
<td>47.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2001</td>
<td>25.2</td>
<td>20.0</td>
<td>24.5</td>
<td>24.1</td>
<td>30.4</td>
<td>43.8</td>
<td>54.3</td>
</tr>
<tr>
<td>2006</td>
<td>23.7</td>
<td>18.1</td>
<td>23.0</td>
<td>23.9</td>
<td>27.5</td>
<td>36.0</td>
<td>48.7</td>
</tr>
</tbody>
</table>
3.8 Working from the evidence

Sharing good-quality research evidence about Māori language education is a priority for the Ministry of Education. The aim is to gain an insight into what works well for Māori learners and why and to share that knowledge more widely.

The latest census data shows almost a quarter of all Māori (or 131,600 people) could hold a conversation in te reo Māori about everyday things. Of the 157,100 people (or four percent of the total New Zealand population) who could speak te reo Māori, 84 percent were Māori.

The previous table reflects census data and research\(^\text{38}\) that shows older Māori were considerably more likely than younger Māori to converse about everyday things using te reo Māori. Generally, females were slightly more likely to converse in te reo Māori than males. However, the difference varied across age groups. For example, Māori aged 55 or older who spoke te reo Māori were more likely male. On the other hand, a higher proportion of Māori younger than 25 who spoke te reo Māori were female.

In 2006 the ministry released an information kit summarising a range of national and international assessment data called He Kete Raraunga and Student Achievement in New Zealand as a first step towards building a good-quality evidence base. The kit included data from the aSTTe development process and from national and international assessment surveys on student outcomes in pānui (reading), pāngarau (mathematics) and tuhihi (writing).

In 2007 the ministry began developing an assessment strategy, as well as professional development looking at using assessment tools. The assessment strategy will review the strengths and limitations of existing assessment tools and develop an approach and methodology for assessment in Māori language education.

3.9 Statistics

Table eight shows more than a quarter of Māori children in early childhood education were enrolled in kōhanga reo (including licensed and licence-exempt services) in the 2006 year, representing 9,568 children. Meanwhile, the number of children enrolled in puna kōhungahunga decreased from 448 to 243.

Table eight: Number of Māori children enrolled in early childhood education by type of service, 2000 – 2006

<table>
<thead>
<tr>
<th>Type of service</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Licensed kōhanga reo</td>
<td>11,021</td>
<td>9,532</td>
<td>10,365</td>
<td>10,309</td>
<td>10,409</td>
<td>10,062</td>
<td>9,480</td>
</tr>
<tr>
<td>Licence-exempt kōhanga reo</td>
<td>376</td>
<td>211</td>
<td>138</td>
<td>130</td>
<td>191</td>
<td>146</td>
<td>88</td>
</tr>
<tr>
<td>Ngā puna kōhungahunga</td>
<td>-</td>
<td>167</td>
<td>310</td>
<td>354</td>
<td>455</td>
<td>448</td>
<td>243</td>
</tr>
<tr>
<td>Total Māori enrolments</td>
<td>32,255</td>
<td>31,026</td>
<td>32,779</td>
<td>33,892</td>
<td>35,232</td>
<td>33,756</td>
<td>35,000</td>
</tr>
</tbody>
</table>

The following graph shows a number of Māori language education services decreased between 2002 and 2006, mainly because of declining numbers of licensed and licence-exempt kōhanga reo.

Graph two: Number of Māori language sector early childhood education services, 2002 – 2006
Table nine below shows the total number of Māori students enrolled in Māori language schools remained more or less constant between 2000 – 2006. In 2006/07, 29,341 Māori students attended schools (and/or immersion or bilingual classes) in which te reo Māori was used for more than 12 percent of the time.

Table nine: Number of students enrolled in Māori language schools by type, 2001 – 2006

<table>
<thead>
<tr>
<th>Type</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>% of Māori in 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immersion school</td>
<td>5,038</td>
<td>5,828</td>
<td>6,358</td>
<td>6,832</td>
<td>6,394</td>
<td>6,116</td>
<td>20.9</td>
</tr>
<tr>
<td>Bilingual school</td>
<td>8,040</td>
<td>8,102</td>
<td>8,456</td>
<td>8,868</td>
<td>7,989</td>
<td>8,035</td>
<td>27.3</td>
</tr>
<tr>
<td>Immersion classes</td>
<td>4,285</td>
<td>3,669</td>
<td>3,940</td>
<td>4,055</td>
<td>3,837</td>
<td>3,933</td>
<td>13.4</td>
</tr>
<tr>
<td>Bilingual classes</td>
<td>10,502</td>
<td>10,267</td>
<td>10,328</td>
<td>10,042</td>
<td>10,476</td>
<td>11,257</td>
<td>38.3</td>
</tr>
<tr>
<td>Total</td>
<td>27,865</td>
<td>27,866</td>
<td>29,082</td>
<td>29,579</td>
<td>28,914</td>
<td>29,341</td>
<td>100.0</td>
</tr>
<tr>
<td>Included in above table:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kura kaupapa Māori</td>
<td>4,739</td>
<td>5,228</td>
<td>5,500</td>
<td>5,700</td>
<td>5,828</td>
<td>5,936</td>
<td>20.2</td>
</tr>
<tr>
<td>Kura teina</td>
<td>276</td>
<td>200</td>
<td>293</td>
<td>295</td>
<td>348</td>
<td>208</td>
<td>0.7</td>
</tr>
</tbody>
</table>
Graph three shows the number of Māori language schools, in which students are taught using a combination of te reo Māori and English, decreased slightly between 2000 and 2006. Meanwhile, the number of schools where students are taught mostly in te reo Māori increased by 22 percent over the same period.

**Graph three: Number of schools providing Māori medium education, 2000 – 2006**

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Note:

Māori medium: students are taught curriculum subjects other than te reo Māori in both Māori and English (bilingual) or in Māori only (immersion).

Immersion school: all students involved in Māori medium education for 20 1/4 to 25 hours per week.

Bilingual school: all students involved in Māori medium education for 3 to 25 hours per week.

Immersion classes: students involved in Māori medium education for 20 1/4 to 25 hours per week at an English language school.

Bilingual classes: students involved in Māori medium education for 3 to 25 hours per week at an English language school.
The following table shows there were 1,269 teachers working in Māori language education (immersion and bilingual) schools in 2006/07. Of these schools, 45 percent were kura kaupapa Māori. The numbers over the period 2001 to 2005 increased, but dropped again slightly in 2006.

**Table 10: Number of teachers in immersion and bilingual schools, 2001 – 2006**

<table>
<thead>
<tr>
<th></th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bilingual school</td>
<td>691</td>
<td>631</td>
<td>705</td>
<td>729</td>
<td>730</td>
<td>668</td>
</tr>
<tr>
<td>Immersion school</td>
<td>418</td>
<td>470</td>
<td>513</td>
<td>601</td>
<td>636</td>
<td>601</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1,109</td>
<td>1,101</td>
<td>1,218</td>
<td>1,330</td>
<td>1,366</td>
<td>1,269</td>
</tr>
</tbody>
</table>
Graph five: Percentage of candidates in Years 11 – 13 gaining 14 or more credits in some core subjects, 2006

- Candidates at Māori medium schools: N=298 in Year 11; N=313 in Years 12 & 13
- Māori at other schools: N=10,613 in Year 11; N=10,936 in Years 12 & 13
- Non-Māori at other schools: N=46,903 in Year 11; N=66,997 in Years 12 & 13

Note: Māori medium refers to schools using te reo Māori for more than 50 percent of the time.
Table eleven shows that Year 11 students (called candidates) who attended Māori language education schools, where te reo Māori is used for more than 50 percent of the time, were more likely to meet the literacy and numeracy requirements when compared to other Māori students. The table also shows the proportion of candidates who met both requirements has increased since 2004.

Table 11: Year 11 candidates meeting the literacy and numeracy requirements for NCEA level one, 2004 – 2006

<table>
<thead>
<tr>
<th></th>
<th>Total no. of candidates</th>
<th>Met both literacy and numeracy requirements</th>
<th>Met literacy requirement only</th>
<th>Met numeracy requirement only</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>2004</td>
<td>Candidates at Māori language education schools</td>
<td>214</td>
<td>139</td>
<td>65.0</td>
</tr>
<tr>
<td></td>
<td>Māori at other schools</td>
<td>8,964</td>
<td>5,313</td>
<td>59.3</td>
</tr>
<tr>
<td></td>
<td>Non-Māori at other schools</td>
<td>42,338</td>
<td>32,902</td>
<td>77.7</td>
</tr>
<tr>
<td>2005</td>
<td>Candidates at Māori language education schools</td>
<td>215</td>
<td>145</td>
<td>67.4</td>
</tr>
<tr>
<td></td>
<td>Māori at other schools</td>
<td>9,786</td>
<td>6,031</td>
<td>61.6</td>
</tr>
<tr>
<td></td>
<td>Non-Māori at other schools</td>
<td>44,293</td>
<td>35,067</td>
<td>79.2</td>
</tr>
<tr>
<td>2006</td>
<td>Candidates at Māori language education schools</td>
<td>298</td>
<td>226</td>
<td>75.8</td>
</tr>
<tr>
<td></td>
<td>Māori at other schools</td>
<td>10,613</td>
<td>6,926</td>
<td>65.3</td>
</tr>
<tr>
<td></td>
<td>Non-Māori at other schools</td>
<td>46,903</td>
<td>37,877</td>
<td>80.8</td>
</tr>
</tbody>
</table>

**Note:**

All literacy and numeracy credits gained in Year 11 as well as those gained before Year 11 are counted.

Table 11 does not refer to students in immersion or bilingual units.

Māori medium refers to schools using te reo Māori for more than 50 percent of the time.
The following graph highlights the increasing numbers of Māori students taking te reo Māori as a subject for at least three hours per week at secondary school (Years nine to 15). Since 2000 the numbers increased from 8,000 to 8,550, representing a seven percent increase. The table shows the participation rates of students in Years nine and 10 dropped from 2004, while the rates for students in Years 11, 12 and 13 remained steady.

**Graph six: Number of Māori students at secondary level taking te reo as a subject, 2000 – 2006**

**Note:**
Totals include secondary students at composite schools, restricted composite schools, special schools and The Correspondence School.
Total numbers peaked in 2004 (9,441 Māori students took te reo Māori as a subject for at least three hours per week). Since then numbers have declined by 892 (a 9.4 percent decrease).
The following graph shows Māori students in Māori language education schools, i.e., immersion and bilingual schools, were significantly less likely (at a rate of 25.6 per 1,000 students) to be stood down than both their Māori or non-Māori peers attending other schools (whose rates were 70.9 per 1,000 students and 36.4 per 1,000 respectively).

**Graph seven: Standardised stand-down and suspension rates, by school type and ethnic group, 2006**

The age-standardised stand-down/suspension rate is one where all subgroups, for all years, being compared are artificially given the same age distribution. In this indicator the age distributions of students in each subgroup and year have been standardised to (or weighted by) the set of 2006 age-specific stand-down/suspension rates for all New Zealand. As stand-downs and suspensions are highest for ages 13 to 15, standardising for age will remove any differences owing to one group having a younger or older population than other groups or if the overall age distribution has changed from year to year. As such, the standardised rate is an artificial measure, but it does provide an estimate of how groups, or overall rates by year, might more fairly compare if they had the same age distribution. As 94 percent of Māori students in immersion and bilingual schools are in decile one to four schools, this comparison only includes data for decile one to four schools.

Note:
State roll excludes The Correspondence School students, adult students (>19), foreign affairs scholarship and foreign fee-paying students, and private students.
### Table 12: Standardised absence and truancy percentages, by school type and ethnic group, 2006

<table>
<thead>
<tr>
<th></th>
<th>Standardised percentages</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Intermittent unjustified absences</td>
<td>Unjustified absences</td>
<td>Truancy</td>
<td>Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Immersion and bilingual schools</td>
<td>Māori</td>
<td>1.0</td>
<td>5.0</td>
<td>6.0</td>
<td>9,367</td>
<td></td>
</tr>
<tr>
<td>Mainstream schools</td>
<td>Māori</td>
<td>3.4</td>
<td>6.2</td>
<td>9.6</td>
<td>79,253</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Non-Māori</td>
<td>2.1</td>
<td>3.1</td>
<td>5.2</td>
<td>140,037</td>
<td></td>
</tr>
<tr>
<td>Decile one to four schools total</td>
<td></td>
<td>2.5</td>
<td>4.2</td>
<td>7.6</td>
<td>229,057</td>
<td></td>
</tr>
<tr>
<td>National total</td>
<td></td>
<td>1.8</td>
<td>2.3</td>
<td>4.1</td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>

Graph eight shows the rates of unjustified absences and truancy for Māori students in Māori language education schools, ie, immersion and bilingual schools was significantly lower than the rates for Māori students in English language education (or mainstream) schools. However, the rates for Māori students in Māori language education schools were higher than for non-Māori students in English language education schools.

**Graph eight: Standardised absence and truancy percentages, by school type and ethnic group, 2006**

![Graph eight: Standardised absence and truancy percentages, by school type and ethnic group, 2006](image)

*Note: Excludes non-Māori students in immersion and bilingual schools. As age was not provided in the attendance survey data, truancy percentages have been standardised by year level. The year level-standardised truancy rate is one where all subgroups being compared are artificially given the same distribution by year level. In this indicator the year level distributions of students in each subgroup have been standardised to (or weighted by) the set of 2006 year level-specific truancy rates for all New Zealand. As the number of truants are highest for ages 13 and over, standardising for year level will remove any differences owing to one group having a younger or older population than other groups. As such, the standardised rate is an artificial measure, but it does provide an estimate of how groups might more fairly compare if they had the distribution of students by year level. As 94 percent of Māori students in immersion and bilingual schools are in decile one to four schools, this comparison only includes data for decile one to four schools.*
The following table highlights Te Wänanga o Aotearoa as the main provider of te reo Mäori programmes in 2005, where student numbers grew steadily between 2001 and 2004 and decreased in 2005. Te Whare Wänanga o Awanuiärangi experienced student number growth over the same period, as did Te Köhanga Reo National Trust, which provides a te reo Mäori qualification for köhanga reo parents with little or no te reo Mäori.

Table 13: Top five providers of te reo qualifications by student numbers, 2001 – 2005

<table>
<thead>
<tr>
<th></th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Te Wänanga o Aotearoa</td>
<td>1,705</td>
<td>10,960</td>
<td>15,774</td>
<td>11,013</td>
<td>8,189</td>
</tr>
<tr>
<td>Te Whare Wänanga o Awanuiärangi</td>
<td>177</td>
<td>232</td>
<td>447</td>
<td>1,208</td>
<td>1,065</td>
</tr>
<tr>
<td>Te Köhanga Reo National Trust</td>
<td>263</td>
<td>344</td>
<td>473</td>
<td>496</td>
<td>593</td>
</tr>
<tr>
<td>Waiariki Institute of Technology</td>
<td>26</td>
<td>27</td>
<td>195</td>
<td>86</td>
<td>209</td>
</tr>
<tr>
<td>Bay of Plenty Polytechnic</td>
<td>38</td>
<td>23</td>
<td>148</td>
<td>162</td>
<td>141</td>
</tr>
</tbody>
</table>

The graph below highlights females aged 30 and 50 as the students who were most likely to study te reo Mäori in 2005. Females represented 68 percent of students enrolled in te reo Mäori programmes. Meanwhile, the median age for all students enrolled in such programmes was 40, with half of students aged between 32 and 49.

Graph nine: Students in te reo Mäori courses by gender and age, 2005
Table 14 shows the majority of students studying te reo Māori did so at wānanga in 2005.

**Table 14: Students in te reo Māori programmes by main subsectors, 2001 – 2005**

<table>
<thead>
<tr>
<th></th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wānanga</td>
<td>1,891</td>
<td>11,256</td>
<td>16,259</td>
<td>12,209</td>
<td>9,299</td>
</tr>
<tr>
<td>Institutes of technology and polytechnics</td>
<td>544</td>
<td>507</td>
<td>814</td>
<td>882</td>
<td>892</td>
</tr>
<tr>
<td>Other tertiary education providers</td>
<td>263</td>
<td>344</td>
<td>473</td>
<td>496</td>
<td>593</td>
</tr>
</tbody>
</table>
CHAPTER 4:
BUILDING EARLY LEARNING FOUNDATIONS
4.1 Introduction

Education research, such as the latest Competent Children, Competent Learners study\(^{39}\) and the sector’s Best Evidence Synthesis\(^{40}\) research series, shows high-quality early childhood education gives children a head start. It opens up a world of discovery and provides them with their first taste of formal learning. Early childhood education helps a child gain a strong foundation for lifelong learning and sets them up for success.

Yet, early childhood education is not just about a child gaining learning foundations. It also sets the scene for learning about oneself in relation to others and society. Identity, culture, and self-awareness are all developed through high-quality early childhood education that involves whānau and reflects the community in which a child lives. Over time, society too benefits from children who participate and engage in learning. Tomorrow’s knowledge economy is in their hands and relies on an education system that can deliver widespread success.

The Ministry of Education has two major strategies encouraging more children to participate in high-quality early childhood education. One is the ten-year early childhood education strategic plan called Pathways to the Future: Ngā Huarahi Arataki, launched in 2002. The other is Ka Hikitia – Managing for Success: The draft Māori Education Strategy 2008 – 2012. Ka Hikitia – Managing for Success is a draft strategy that builds on the early childhood education sector’s strategic plan, Pathways to the Future, as well as the latest research about what works for Māori. For example, the draft strategy emphasises the need for more children to:

- participate in high-quality early childhood education
- move successfully from early childhood education to school
- build up their literacy knowledge and skills during the first years of their education.

Continuing to develop high-quality Māori language education and developing strong and productive relationships among the education and Māori communities are other priorities in the draft strategy. Ka Hikitia – Managing for Success identifies the 'foundation years' as a crucial area of focus – one that will make a positive difference for Māori children and one that will help realise Māori potential.

2006/07 figures show improvement in both the number of children participating in early childhood education and the quality of early childhood education services available to children and their whānau.

The latest data also shows the majority of the 35,000 Māori children who attended early childhood education services attended English language early childhood education services. This trend highlights the importance of all services, particularly English language services, providing learning environments that reflect, and are responsive to, Māori. Other important areas of focus identified by the latest research include the importance of access to culturally appropriate services and the availability and cost of services.

The Ministry of Education is committed to ensuring all children participate in high-quality early childhood education that meets their needs and allows them to grow and develop as confident individuals.

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4.2 Statistical highlights

2006/07 figures show:

- Ninety percent of Māori children starting school in 2006 participated in early childhood education, compared to 86 percent in 2002.
- Between 2004 and 2006, the proportion of Māori early childhood education teachers who were registered increased from 23 percent to 45 percent.

4.3 Strategic focus

The Ministry of Education’s ten-year early childhood education strategic plan, Pathways to the Future: Ngā Huarahi Arataki outlines the direction for the early childhood sector for 2002 through to 2012. The goals of the plan are to:

- increase participation in high-quality early childhood education services
- improve the quality of early childhood education
- promote collaborative relationships.

In 2006/07 implementation of the strategic plan continued, building on the participation emphasis of previous years and with a stronger focus on the strategy’s quality goal. More Māori teachers were registered, clear minimum requirements for services were set and more professional development and resources were developed to improve teaching effectiveness within the sector.

Ka Hikitia – Managing for Success also focuses on increasing participation and improving quality in early childhood education by specifically identifying the areas of focus that will make the most difference for children. For example, it identifies the need to:

- ensure more Māori children participate in high-quality early childhood education
- ensure more Māori teachers become registered
- ensure a wide range of high-quality services are available to meet the needs of whānau
- support te reo Māori me ngā tikanga Māori within early childhood education
- help children move successfully from early childhood education to school.

Ka Hikitia – Managing for Success also recognises the important role early childhood education plays in achieving the draft strategy’s primary goal of enabling children to enjoy education.

In addition, it focuses on the importance of communicating effectively and building productive partnerships with whānau and ‘ako’ (or effective teaching). Ako, in the draft strategy, is understood as effective teaching and learning for Māori. It refers to teaching and learning where educators’ practices are informed by the latest research and are both deliberate and reflective. Ako refers to teaching practice that is grounded in the principle of reciprocity, where all partners in the learning process are both a learner and a teacher. Refer to chapter five for more information about ako and effective teaching for children.

To read more about the strategies, policies and programmes mentioned in this chapter, refer to:

- http://kahikitia.minedu.govt.nz
- www.minedu.govt.nz
- www.tki.org.nz

To read the latest Ministry of Education research evidence, statistics and data, go to:

- www.educationcounts.govt.nz
4.4 Learners

Over the past 15 years, the number of children attending early childhood education services increased, particularly the number of Māori children. However, data shows Māori children are still less likely to attend early childhood education services than their non-Māori peers.

In 2006, 90 percent of Māori Year one (or new entrant) students were reported as having participated in early childhood education. Māori comprised 19 percent of total enrolments in early childhood education services (35,000 out of 184,454).

Figures show, overall, children spent an average of 18 hours a week in early childhood education services. However, the length of time children spent in services varied by the type of service. For example, children spent the most time in kōhanga reo and home-based care services, followed by education and care centres.

Early childhood education services are sometimes defined as either ‘parent-led’ or ‘teacher-led’. Kōhanga reo and home-based care services are examples of parent-led services, where whānau are the main educators. Research41 shows parent-led services, such as kōhanga reo, can be an important part of Māori communities with some kōhanga located close to or on marae where hui, wānanga, and other community events are held.

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receive information, support, and training from the Ministry of Education. In 2006/07, 243 Māori children attended ngā puna kōhungahunga, comprising one percent of enrolments.

Te kōhanga reo

Kōhanga reo are parent-led services that build children and whānau knowledge of te reo Māori and tikanga Māori. Each kōhanga is managed by kōhanga whānau. Parents are the employers, owners, users or stakeholders responsible for ensuring their kōhanga meets all general and legal requirements. Each kōhanga elects office bearers and working groups are established to address and be responsible for different areas of operation, such as the curriculum, property, personnel, finances, and training. Whānau appoint the kōhanga licensees and some participate in the daily programme alongside kaiako and kaimahi and attend wānanga organised by the purapura or district. In 2006/07, 9,480 Māori children attended a licensed kōhanga reo, comprising 27 percent of all Māori enrolments.

4.5 Teachers

Research shows teaching quality can have a significant impact on the learning and development of children. So too do factors such as adult-to-child ratios and access to and the use of high-quality teaching resources. Improving the quality of teaching across the education sector is an important Ministry of Education priority and emphasised in Ka Hikitia – Managing for Success. It is also a key focus for a wide range of policies.

Qualification

Figures show that Māori teachers are becoming registered early childhood education teachers at a faster rate than non-Māori. Since 2002 the number of registered Māori teachers increased from 210 to 533. By 2008 all teacher-led early childhood education services will need to employ at least 50 percent of (regulated) staff with a recognised early childhood education qualification to attract increased funding. From 2010 the regulated adult-to-child ratios for children who are aged two-and-a-half years or older in sessional services will change from 1:15 to 1:14.

Teacher supply

In 2006 there were approximately 1,180 Māori teachers, representing 8.2 percent of all early childhood education teachers. Almost all (99 percent) of Māori teachers were female. For years the proportion of Māori teachers in early childhood education has been lower than the proportion of Māori children. However, the number of early childhood education teachers is increasing. This is an important shift that represents progress towards improving the quality of early childhood education and increasing the participation of Māori children and their families.

In 2006/07 Ministry of Education teacher recruitment programmes continued to attract prospective teachers to careers within the Māori language early childhood education sector. Early childhood education TeachNZ scholarships were offered to people enrolling in approved early childhood teacher education programmes with a Māori or Pasifika focus and to people from low-income backgrounds.

In 2006/07, 728 scholarships were awarded to teachers in English language early childhood education services, 94 of which were awarded to Māori applicants. A further 29 awards were made to Māori teachers intending to teach in Māori-focused early childhood education environments.

Other teacher supply initiatives include:

- study grants for primary-qualified teachers or other graduates making the transition to early childhood education (108 in 2006)
- incentive grants for services to support a staff member undertaking early childhood education (1,584 in 2006, the largest number since the first round in 2001)
- government-funded recognition of prior learning.
There's a strong demand for early childhood education teachers, particularly teachers who are Māori. Ngā Haeata Mātauranga caught up with two teachers, Shirlene Murphy (Aupouri) and Naketa Ferguson (Ngā Puhi), with more than 20 years experience between them to find out more about why they enjoy working in early childhood education.

Ngā Haeata: Shirlene, you talk about early childhood education being a great career choice for Māori – why do you say that? And, Naketa, do you agree?

Shirlene: Being Māori is valued within the education system now – it’s recognised as important and the cultural needs of our tamariki are recognised as important too. When I first started in my career I didn’t feel confident speaking Māori. But today it’s more natural for all teachers to use and speak te reo Māori. Things have changed. And it’s normal for kids, they just love it. I use te reo Māori much more today – nine years on. I feel comfortable and I feel confident. It’s who I am. Training and professional development has made all the difference to the sector, I believe.

Naketa: Absolutely, I agree it’s a good choice for Māori. High-quality early childhood education is very important to a tamaiti’s educational future – and it’s a privilege to be working in a sector that helps our young ones grow, develop and realise their potential. I have a real passion for working with children and whānau – particularly in my home town of Otara in South Auckland. I grew up here and found it hard sometimes living under the shadow of the negative Otara stereotype. So, I’m motivated to raise the profile of
IT’S NOT EASY TO SUM UP ‘QUALITY’ IN EARLY CHILDHOOD EDUCATION. SOME SAY IT IS IN THE EYE OF THE BEHOLDER! BUT, AS AN EDUCATOR AND AS A MUM, I HAVE A DIFFERENT PERSPECTIVE.

Early childhood education teacher Naketa Ferguson (Ngā Puhi).

success here. I take any opportunity to show people that Otara is a beautiful place and its people can and do succeed. I believe working in early childhood education is another way to ensure our tamariki enjoy success.

Ngā Haeata: What is high-quality early childhood education in your view? What does it look like?

Shirlene: Qualified teachers definitely make a difference to quality. As a teacher I am involved in a lot of professional development both within and outside the centre. I am an associate teacher for many students and have been a professional development facilitator supporting bicultural development in mainstream centres. I have been involved in a research group for teachers for the past six years and am also studying for my master’s degree in education. Great management can make a difference to quality too. My manager is fantastic. She understands teachers’ everyday issues. Yet she knows all our children and their whānau. She’s not hidden away, she’s at the centre. She is a great inspiration to me. She encourages me to upskill and develop professionally. I feel valued and want to stay and grow here.

Naketa: It’s not easy to sum up ‘quality’ in early childhood education. Some say it is in the eye of the beholder! But, as an educator and as a mum, I have a different perspective. The things I look for are a sense of wairua and I like to see professional educators. By wairua I mean that sense you feel when you walk into a place. It’s about instantly feeling welcomed and enjoying a sense of belonging. You can see that teachers enjoy working with children and children are happy to be there. Teachers who maintain high professional standards are really important. I mean teachers who are driven by practical experience, yet keep updated on the current theory and research; teachers who are committed to ongoing professional development. That’s what quality is about for me.

Ngā Haeata: What’s your advice for people interested in an early childhood education career?

Shirlene: I think people need to enter teaching for the right reasons. It is a profession where you need to be prepared to continuously develop your own beliefs, knowledge and skills. It is not a career where you can learn everything in three years and that’s it. I encourage people to see that studying and further education needn’t be scary. It’s all achievable. A wonderful Māori tertiary advisor showed me that. Now, it’s something I want to share with others. I want to inspire and encourage people into this career. It’s been a great journey of discovery for me. I didn’t have any idea about the scope of what this career offered at the outset. But it’s provided me with leadership opportunities, mentoring experience, opportunities to travel overseas, network and present at conferences. It’s given me the opportunity to meet a diverse range of people – from mums and dads, aunts and uncles through to Māori academics and researchers.

Naketa: My advice is to be aware there’s a range of ways you can study early childhood teaching and there’s a wide range of places you can work. It’s a career you can develop to suit you and who you are. I’ve been working in the sector for more than 10 years now, since I was 17. I’ve managed to combine work, family and study, which has been awesome. I’ve spent nine years at a centre, a year in a kindy, and was seconded for five months into the TeachNZ campaign to encourage Māori into early childhood education. Now, I’m working as a regional ICT facilitator for CORE Education Ltd – a role where I support nine centres to use ICT to effectively teach. I started with a family day care certificate, which I gained through the Open Polytech. I followed that with a Bachelor of Education (ECE), which I did part-time over four years. Now, I’m doing my master’s degree with Massey University, looking at ICT in early childhood education. I am absolutely passionate about early childhood education. A teaching career is demanding and requires full commitment. Teaching young children carries a wealth of responsibility; put the hard work in and the rewards are truly worth it!
Professional development for teachers

The Ministry of Education has developed and funds a wide range of professional development to improve the skills of teachers and help them become registered. The overall goal is to improve the quality of early childhood education for Māori children by improving the effectiveness of their teachers.

Each year approximately one-third of all early childhood education services access fully-funded general professional development, designed to improve teacher capability and quality of teaching practice.

Professional development providers report improvement in teachers’ practice. They note the increasing responsiveness of teachers to the interests and strengths of children and the development of communities of learning that include parents and whānau.

Indepth professional development is provided for approximately 3,500 early childhood education services, over a five-year period, through a programme called Kei Tua o te Pae: Early Childhood Exemplars. Exemplars are specific examples of teaching and learning used to assess and better understand teaching and learning generally as well as for Māori children, specifically. One study has shown widespread use of the exemplars among early childhood education services (80 percent).

Other professional development programmes include the information and communications technology (ICT) Teaching and Learning initiative (involving 43 percent of services) and the Centres of Innovation (involving 23 percent of services). Ngā Arohaehae Whai Hua/Self-review Guidelines for Early Childhood Education were distributed to all licensed and chartered early childhood education services in November 2006. The guidelines help early childhood education services review and improve their practice. The guidelines draw on Māori concepts and practices, reflecting the interweaving of learning and development expressed through the curriculum document, Te Whāriki.

The early childhood education information and communication technology framework, Foundations for Discovery, is in the early stages of implementation. Fifty early childhood education services participated in the associated professional development programme in September 2006. A cybersafety pamphlet for early childhood education has been developed in association with the Internet Safety Group and circulated to all services. The Internet Safety Group has also piloted an early childhood education cybersafety workshop, which is currently being evaluated.

Curriculum development

Further developing the early childhood education curriculum is a high priority. Te Whāriki: He Whāriki Mātauranga mo Ngā Mokopuna: Early Childhood Curriculum highlights the potential to strengthen learning when the curriculum reflects the wider world of whānau, and partnerships between educators and whānau are focused on learning. The bicultural nature of Te Whāriki helps create a positive transition to schooling for children. Sector feedback on the proposal to make Te Whāriki the compulsory curriculum framework for all early childhood education is being collated for analysis.
4.6 Working in partnership

Whānau are a child’s first teachers and continue to have an important influence over a child’s education as he or she grows and develops. Whānau face important decisions about whether they want to enrol their children in early childhood education, the type of service their children should attend, and how long a child should attend any particular type of service. It is important that early childhood education is something whānau feel they can participate and share in alongside their children.

There are many things whānau can do to help a child’s learning at home. These can be as simple as encouraging inquisitive play around the home or taking time out to read and learn together. Many early childhood education services provide opportunities for whānau to extend their parenting skills and understanding about learning. Some services also provide training to help whānau organise and run learning programmes, which can also lead to an early childhood education qualification.

Whānau information and development programmes

Encouraging the involvement of whānau in the education of their children is a high priority for the Ministry of Education. It is an aim reflected in the early childhood education strategic plan, which focuses on promoting collaborative relationships. It is also a key lever for change and focus area in Ka Hikitia – Managing for Success.

The Ministry of Education’s Team-Up information campaign provides whānau with a range of information about early childhood education services, and the education sector as a whole, through Team-Up resources and the Team-Up website at:

- www.teamup.co.nz

Whānau support and development programmes are available to support whānau in their parenting roles. They include Parents as First Teachers, Family Start, Whānau Toko i Te Ora, Home Instruction Programme for Preschool Youngsters.

The ministry’s Whakaaaro Mātauranga is another ministry initiative seeking to support and help whānau get more involved in the education system. It includes the high-profile Te Mana campaign, which gives parents information about the system and what they can do to help their children achieve - advertised through television, radio and other media. Find out more about Whakaaaro Mātauranga in chapter five.

Atawhanga te Pā Harakeke is a national training and professional support programme for Māori and iwi social service providers. It aims to help providers work more effectively with whānau through understanding and using Māori customs, practices and values.

Engaging the sector

The Ministry of Education continued to engage with the early childhood education sector, discussing and preparing for the changes outlined in the ten-year strategic plan, Pathways to the Future: Ngā Huarahi Arataki.

Over the past year the ministry continued to work with reference groups to develop the draft regulatory criteria for early childhood education services, as part of the new regulatory framework. The ministry also sought expert advice from a sector advisory group and early childhood education stakeholders on the implementation of free early childhood education from July 2007. The relationship with Te Kōhanga Reo National Trust and specific iwi have also created an important forum for discussing issues specific to kōhanga reo and iwi.

More information on the ministry’s work with whānau, hapū, iwi, and Māori communities can be found in chapter three.
### 4.7 Education programmes

<table>
<thead>
<tr>
<th>Programme</th>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Promoting Early Childhood Education Participation Project</strong></td>
<td>The project helps whānau access high-quality early childhood education services. The ministry contracts community-based organisations to address barriers to participation in their communities.</td>
<td>Children enrolled in early childhood education as a result of this initiative in the 2005/06 year included 1,232 Māori.</td>
</tr>
<tr>
<td><strong>Discretionary Grants Scheme</strong></td>
<td>The scheme provides financial assistance to help establish, extend or retain community-based early childhood education services. It targets areas where participation is limited as a result of too few services and is a property scheme.</td>
<td>Between 1 July 2000 and 30 June 2006, 681 discretionary grants were allocated. Thirty-seven percent (255) of the grants went to groups for Māori tamariki.</td>
</tr>
<tr>
<td><strong>Establishment funding</strong></td>
<td>Establishment funding is available to help community groups meet the operational and equipment costs associated with establishing a licensed service.</td>
<td>In 2005/06, 49 establishment grants were approved. Ten of these grants went to Te Kōhanga National Trust.</td>
</tr>
<tr>
<td><strong>Free early childhood education</strong></td>
<td>The introduction of free early childhood education in July 2007 removed the financial barrier to participation in teacher-led services and eligible kōhanga reo (for three and four-year-olds).</td>
<td>All quality-funded kōhanga reo are eligible for free early childhood education – this represented approximately 240 kōhanga in 2007. Many other Māori whānau will benefit through mainstream early childhood education services.</td>
</tr>
<tr>
<td><strong>Te Whāriki</strong></td>
<td>The early childhood curriculum, Te Whāriki, is a bicultural and Māori language education curriculum, delivered by services in a range of settings, using different languages and different philosophies to meet community needs.</td>
<td>Sector feedback on the proposal to make Te Whāriki the compulsory curriculum framework for all early childhood education is being collated for analysis.</td>
</tr>
<tr>
<td><strong>Equity funding</strong></td>
<td>Equity funding is for community-based services and is designed to reduce barriers to participation faced by groups that are under-represented in early childhood education services.</td>
<td>All kōhanga reo receive an aspect of equity funding because they teach through a language other than English. Mainstream services that receive the funding are assisted in delivering quality services to children, including Māori.</td>
</tr>
<tr>
<td><strong>Support for Te Kōhanga Reo National Trust</strong></td>
<td>The Ministry of Education funds Te Kōhanga Reo National Trust to provide these services, to support individual kōhanga reo and strengthen te reo Māori practices.</td>
<td>The annual agreement between the Ministry of Education and the Kōhanga Reo National Trust was continued in 2006/07. Both parties have been working toward a shared outcomes approach to the range of work currently carried out by the Trust.</td>
</tr>
</tbody>
</table>
### Kei Tua o Te Pae Assessment for Learning: Early Childhood Exemplars

Kei Tua o te Pae/Assessment for Learning: Early Childhood Exemplars is a best practice resource that will help teachers continue to improve the quality of their teaching. The exemplars were published in 2005 to support teacher and whānau assess children’s learning.

Early feedback on the exemplars shows that the use of assessment portfolios has promoted opportunities for parents and children to discuss their learning.

### Ngā Arohaehae Whai Hua/Self-review Guidelines

The guidelines help early childhood education services review and improve their practice. The guidelines draw on Māori concepts and practices, reflecting the interweaving of learning and development expressed through the curriculum document, Te Whāriki.

Ngā Arohaehae Whai Hua/Self-review Guidelines were distributed to all licensed and chartered services in 2006.

### TeachNZ scholarships

TeachNZ scholarships provide financial support to student teachers enrolling in particular teacher education programmes. Scholarships are available for selected mainstream and Māori medium early childhood teacher trainees.

By May 2007, 84 Māori recipients were approved TeachNZ scholarships for a Māori-focused early childhood education qualification (out of a total of 93 recipients).

### Face-to-face recruitment

Kanohi-ki-te-kanohi (face-to-face) recruitment programmes introduce prospective teachers to a career in early childhood education.

In 2007 the Ministry of Education contracted a provider to disseminate information to prospective Māori early childhood educators as well as early childhood services with unqualified staff.

### Centres of Innovation

Teachers and educators in the selected Centres of Innovation undertake research into aspects of effectiveness within their centres, and open their doors to show other early childhood education providers their innovations and findings.

Round One of the Centres of Innovation programme has concluded and research reports from the six services including one kōhanga reo are published. Ten services involved in rounds two and three of the programme are well underway with their research.

### Home Interaction Programme for Parents and Youngsters

The programme is a home-based two-year educational programme for children aged four and five. It fosters parental education skills. Programmes are based in areas of high socio-economic need and tend to be limited to a small geographic area. The education programme is designed for children from educationally disadvantaged backgrounds.

Between January and December 2006, the programme reached 1,110 whānau. A total of 44.3 percent of the programme’s participants were Māori.

### Whānau Toko I Te Ora

The national parenting programme for Māori whānau is delivered by Te Rōpu Wahine Māori Toko I Te Ora (the Māori Women’s Welfare League). The programme is delivered through eight sites. Its services are child-centred and whānau-focused, using an holistic approach that integrates tikanga into all aspects of child development, with an emphasis on the first five years.

The programme reaches around 126 whānau per year.
**Family Start**
The programmes provide intensive, home-based support services for families with high needs (or who are at risk of poor outcomes) to ensure children have the best possible start in life. Family Start providers also deliver the Ahuru Mowai: Born to Learn curriculum, the education component of the programme.

In 2005/06 the programme reached 5,398 families, approximately 55 percent were Māori.

<table>
<thead>
<tr>
<th><strong>Parents as First Teachers</strong></th>
<th>The programme aims to improve life outcomes for children through empowering parents to be the first teachers of their children. An education-focused curriculum is delivered to whānau in their homes by qualified early childhood educators. There are 37 contracted providers that work across 53 sites to deliver the programme.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The programme reaches 6,500 to 7,000 families every year. For the year ended June 2006, 35 percent of families involved in the programme were Māori.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Atawhaingia Te Pā Harakeke (ATPH)</strong></th>
<th>ATPH is a national training and professional support programme for Māori and iwi social service providers. The programme comprises initial training that is followed up by on-site support, provision of information, mentoring, advising and resourcing. Organisations selected to participate in the programme are expected to commit to the full process of training and support.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>There are currently 158 provider groups and 349 individual participants in the programme.</td>
</tr>
</tbody>
</table>

### 4.8 Working from the evidence

The early childhood education sector’s ten-year strategic plan, *Pathways to the Future: Ngā Huanahi Arataki*, acknowledges the sector’s growing research evidence base, highlighting what works in the early childhood education sector and for whom.

For example, the research shows participating in high-quality early childhood education makes a difference to a child’s learning success later in life. It also says having access to high-quality education in early childhood offers the greatest benefits to children from low socio-economic backgrounds and who are least likely to attend.

However, there are still gaps in the evidence base. For example, the strategic plan notes the need to find out more about the choices and patterns of participation within the sector. It is important to know, for example, how long children need to participate, how often and from what age. More needs to be known about the effect such factors have on the education and development of children.

The Centres of Innovation research programme aims to continue building on the evidence base for early childhood education. The programme sees early childhood education teachers working alongside researchers to explore effective teaching and learning and developing the sector’s understanding of effective teaching practice in early childhood education.

The first three-year round of six Centres of Innovation began in 2003. The ministry is currently seeking interest in the fourth round, which will focus on effective and innovative teaching that strengthens learning outcomes through responsive, respectful and reciprocal relationships with people, places and things.

Te Kōhanga Reo o Pūau Te Moananui ā Kiwa, an Auckland-based kōhanga reo, was a Centre of Innovation between 2003 and 2006. Kaiko and researchers explored enhancing te reo Māori learning; strengthening Māori identity; and identifying factors to prepare mokopuna for success in their life’s journey. Their research work recognised the pivotal importance of language in strengthening identity and supporting achievement for mokopuna and their whānau. Refer to the Ministry...
of Education’s website to read about the Centres of Innovation programme and to read their final research report.

**Statistical reports**

A number of reports have been produced throughout 2006/07 to help the Ministry of Education develop early childhood education policy and to help monitor existing policies and programmes.

*Parent Decision-Making in Relation to the Use of Early Childhood Education Services,* released earlier in 2007, found that decision-making in relation to the use of early childhood education services is multi-faceted, involving maternal employment, preference, knowledge about the sector, expectations about child rearing, responsiveness of services, availability of other care options, cost, and accessibility of early childhood education. The report also looked at aspects of Māori parental decision-making in early childhood education.

In 2006 the Ministry of Education published report by the New Zealand Council for Educational Research and Te Köhanga Reo National Trust looked at quality for children and whānau involved in parent-led services. Twenty-eight services were involved in the study, including eight playcentres, eight playgroups, six köhanga reo and six Pasifika services.

Köhanga reo that rated ‘stronger’ on the study’s quality rating items provided opportunities for children to learn te reo and tikanga and were more likely to have:

- teachers who were fluent in te reo
- one or more kaumātua present in the programme
- teachers with Tohu Whakapakari qualifications or in their final year of training
- whānau who attended wānanga about language and culture
- very good or satisfactory te reo Māori resources.

They were also more likely to:

- use te reo Māori all the time
- have teachers with longer experience in köhanga and early childhood education
- have support from their purapura
- engage with other sources of relevant professional development and community resources.

---


FOUR-YEAR-OLD Lynda Tamatea loves stories. She’s dead keen on the electrifying tale of Maui catching the sun. And the story of Tāne, god of the forest, is a big favourite too.

However, recently, Lynda has discovered a new favourite story, featuring a host of new characters.

The story she adores these days is her very own learning story, where Lynda herself is the central hero. It’s an epic tale spanning months of play, adventure and exploration at her kōhanga reo in Patutahi, near Gisborne.

In it readers find out about the time she and two-year-old Tupai went horse riding together, enjoying the pleasure of friendship, sharing and taking turns. Then, there’s the time Lynda got creative and decorated an Easter egg – using paints, glue, glitter and paper – and ended up looking a little like an Easter egg herself!

Lynda’s story is one of 20 learning stories lovingly crafted by kāiako and kaimahi at Pākōwhai te Kōhanga Reo for all children who attend the centre.

Typically, learning stories are handmade books. Their pages feature poems, photographs, stories, transcribed conversations and children’s artwork – all the things that illustrate how and what a child is learning.
IT’S GIVEN US A HUGE PRIDE IN WHAT WE DO. I GO HOME AT NIGHT AND BELIEVE IN WHAT WE’RE DOING AND THE CONTRIBUTION WE’RE MAKING.

Kaiako Mirianata (Ana) Ruru explains: “The books are really about doing our job as educators more professionally. They’re about being aware of our work and noticing all the little things kids do and achieve and documenting that. “The stories seem simple, but actually they’re very powerful. Partly, I think it comes down to the different ways they are used,” she says.

For kaiako and kaimahi, they provide a means for documenting and analysing a child’s learning, while at the same time providing an insight into teaching practice, says Ana.

For children, they are proof of their competence and capability as learners, as well as a captivating read. Meanwhile, for whānau, the stories are a window into their child’s world outside home, as well as a wonderful source of conversation with their tamariki.

Ana says she and her kōhanga whānau of five kaimahi – Tracey, Nanny Honey, Sade, Kelly-Ann and Steph – began developing learning stories in 2004 after being invited to take part in a three-year kaupapa Māori assessment project run by the University of Waikato.

The Ministry of Education-funded project involves five early childhood education services throughout the North Island. Each participating service is grounded in te reo and tikanga Māori, though expresses their kaupapa in different ways.

Pākōwhai te Kōhanga Reo, for example, is a bilingual centre (on the way to becoming total immersion) affiliated with Te Kōhanga Reo National Trust. Kaiako and kaimahi draw from Te Whāriki, the early childhood education curriculum, and Te Korowai the trust’s guiding curriculum and procedural document.

Kaimahi Kelly-Ann Edwards explains: “Right from the outset we have understood our kōhanga to be a way for our community, our hapū, our whānau, to achieve and realise our dreams and aspirations in our own particular way.”

Kaimahi Tracey agrees: “We treat each child here like they are our own. We want them to feel like they belong here and are from here. We want to build them up to be happy, motivated learners.”

Kelly-Ann says the project has enabled them to develop assessment practices that combine these different elements, while at the same time keep in tact their strong sense of identity.
## 4.9 Statistics

The table below shows there were 4,496 licensed and licence-exempt early childhood education services in 2006. The 2006 figures represent an increase in the number of services overall and a continuing decline in the number of kōhanga reo. Education and care centres continued to represent the largest proportion of service provider in 2006.

### Table 15: Number of early childhood education services, July 2003 – 2006

<table>
<thead>
<tr>
<th>Type of service</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Licensed services:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kindergartens</td>
<td>609</td>
<td>614</td>
<td>618</td>
<td>619</td>
</tr>
<tr>
<td>Playcentres</td>
<td>482</td>
<td>481</td>
<td>482</td>
<td>474</td>
</tr>
<tr>
<td>Education and care centres</td>
<td>1,673</td>
<td>1,730</td>
<td>1,754</td>
<td>1,842</td>
</tr>
<tr>
<td>Home-based networks</td>
<td>190</td>
<td>192</td>
<td>201</td>
<td>202</td>
</tr>
<tr>
<td>Kōhanga reo</td>
<td>526</td>
<td>513</td>
<td>501</td>
<td>486</td>
</tr>
<tr>
<td>The Correspondence School</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Casual education and care services</td>
<td>42</td>
<td>43</td>
<td>41</td>
<td>41</td>
</tr>
<tr>
<td><strong>Licensed sub-total</strong></td>
<td>3,523</td>
<td>3,574</td>
<td>3,598</td>
<td>3,665</td>
</tr>
<tr>
<td><strong>Licence-exempt services:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Playgroups</td>
<td>562</td>
<td>599</td>
<td>641</td>
<td>667</td>
</tr>
<tr>
<td>Pasifika early childhood education groups</td>
<td>121</td>
<td>113</td>
<td>106</td>
<td>93</td>
</tr>
<tr>
<td>Ngā puna kohungahunga</td>
<td>32</td>
<td>43</td>
<td>49</td>
<td>41</td>
</tr>
<tr>
<td>Playcentres</td>
<td>30</td>
<td>32</td>
<td>31</td>
<td>22</td>
</tr>
<tr>
<td>Kōhanga reo</td>
<td>12</td>
<td>13</td>
<td>11</td>
<td>8</td>
</tr>
<tr>
<td><strong>Licence-exempt sub-total</strong></td>
<td>757</td>
<td>800</td>
<td>838</td>
<td>831</td>
</tr>
<tr>
<td><strong>Total services</strong></td>
<td>4,280</td>
<td>4,374</td>
<td>4,436</td>
<td>4,496</td>
</tr>
</tbody>
</table>

*Note: Early Childhood Development (ECD) services were integrated with the Ministry of Education in October 2003. Data for July 2003 was collected by ECD. Not including (in 2003) six Pasifika groups (no enrolment data).*
The table and graph below show that 90 percent of Māori children received some form of early childhood education before starting school in 2006/07, compared with 96 percent of non-Māori children.

Table 16: Participation rate in early childhood education of Year one school students, 2000 – 2006

<table>
<thead>
<tr>
<th>Year</th>
<th>Participation rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>Māori: 84.8% Total: 92.8%</td>
</tr>
<tr>
<td>2001</td>
<td>Māori: 85.3% Total: 93.2%</td>
</tr>
<tr>
<td>2002</td>
<td>Māori: 86.5% Total: 94.0%</td>
</tr>
<tr>
<td>2003</td>
<td>Māori: 88.4% Total: 95.1%</td>
</tr>
<tr>
<td>2004</td>
<td>Māori: 89.3% Total: 95.5%</td>
</tr>
<tr>
<td>2005</td>
<td>Māori: 89.9% Total: 95.6%</td>
</tr>
<tr>
<td>2006</td>
<td>Māori: 89.9% Total: 96.0%</td>
</tr>
</tbody>
</table>

Graph 10: Participation rate in early childhood education of Year one school students, 2000 – 2006

Note:
New Zealand Agency for International Development students, foreign fee-paying students and students at health camps are excluded.
The number of students with unknown attendance has been excluded when calculating participation rates.
Table 17 shows there were 35,000 Māori children enrolled in early childhood education, representing 19 percent of enrolments, in 2006. The number of Māori children enrolled in education and care services increased by 37.7 percent from 2000. Meanwhile, the number of children enrolled in kōhanga reo decreased over the same period.

Table 17: Number of Māori enrolments in early childhood education by type of service, 2003 – 2006

<table>
<thead>
<tr>
<th>Type of service</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Licensed services:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kindergartens</td>
<td>7,607</td>
<td>7,885</td>
<td>7,933</td>
<td>7,871</td>
</tr>
<tr>
<td>Playcentres</td>
<td>1,765</td>
<td>1,979</td>
<td>1,922</td>
<td>1,853</td>
</tr>
<tr>
<td>Education and care services</td>
<td>10,762</td>
<td>11,135</td>
<td>11,924</td>
<td>12,284</td>
</tr>
<tr>
<td>Home-based networks</td>
<td>1,238</td>
<td>1,314</td>
<td>1,352</td>
<td>1,449</td>
</tr>
<tr>
<td>Kōhanga reo</td>
<td>10,309</td>
<td>10,409</td>
<td>10,062</td>
<td>9,480</td>
</tr>
<tr>
<td>Casual education and care services</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>The Correspondence School</td>
<td>135</td>
<td>144</td>
<td>104</td>
<td>82</td>
</tr>
<tr>
<td>Licensed sub-total</td>
<td>31,816</td>
<td>32,866</td>
<td>33,297</td>
<td>33,019</td>
</tr>
<tr>
<td>Licence-exempt services:*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Playgroups+</td>
<td>1,441</td>
<td>1,582</td>
<td>1,729</td>
<td>1,539</td>
</tr>
<tr>
<td>Pasifi ka early childhood education groups+</td>
<td>49</td>
<td>51</td>
<td>32</td>
<td>63</td>
</tr>
<tr>
<td>Ngā puna kōhungahunga+^</td>
<td>354</td>
<td>455</td>
<td>448</td>
<td>243</td>
</tr>
<tr>
<td>Playcentres+</td>
<td>102</td>
<td>87</td>
<td>105</td>
<td>48</td>
</tr>
<tr>
<td>Kōhanga reo</td>
<td>130</td>
<td>191</td>
<td>146</td>
<td>88</td>
</tr>
<tr>
<td>Licence-exempt sub-total</td>
<td>2,076</td>
<td>2,366</td>
<td>2,460</td>
<td>1,981</td>
</tr>
<tr>
<td>Total Māori enrolments</td>
<td>33,892</td>
<td>35,232</td>
<td>35,756</td>
<td>35,000</td>
</tr>
</tbody>
</table>

Note:

... = Not applicable (enrolment data not collected for casual education and care services).
+ = Early Childhood Development (ECD) services were integrated with the Ministry of Education in October 2003. Data for July 2003 was collected by ECD. Not including (in 2003) six Pasifi ka groups (no enrolment data).
^ = Prior to 2001 there were a few Māori groups called ECD playgroups. Now they are an emerging group and known as ngā puna kōhungahunga.
* = The methodology used for dealing with licence-exempt groups that did not provide data has changed for 2006. As a result, enrolment figures for 2006 are not directly comparable with 2005 for licence-exempt groups.
Table 18 shows the numbers of Year one Māori students who had participated in early childhood education varied from region to region in 2006. Generally, participation was higher for Year one students in the South Island, while rates were lowest for children in Auckland. Overall, the table shows lower participation rates in regions with high Māori populations.

Table 18: Prior participation rates of Year one Māori students in early childhood education by region, 1 July 2006

<table>
<thead>
<tr>
<th>Region</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northland</td>
<td>85.4</td>
</tr>
<tr>
<td>Auckland</td>
<td>84.3</td>
</tr>
<tr>
<td>Waikato</td>
<td>91.5</td>
</tr>
<tr>
<td>Bay of Plenty</td>
<td>87.0</td>
</tr>
<tr>
<td>Gisborne</td>
<td>88.2</td>
</tr>
<tr>
<td>Hawke's Bay</td>
<td>93.5</td>
</tr>
<tr>
<td>Taranaki Region</td>
<td>94.2</td>
</tr>
<tr>
<td>Manawatu-Wanganui</td>
<td>94.8</td>
</tr>
<tr>
<td>Wellington</td>
<td>95.1</td>
</tr>
<tr>
<td>Tasman</td>
<td>96.8</td>
</tr>
<tr>
<td>Nelson</td>
<td>96.4</td>
</tr>
<tr>
<td>Marlborough</td>
<td>89.2</td>
</tr>
<tr>
<td>West Coast</td>
<td>93.9</td>
</tr>
<tr>
<td>Canterbury</td>
<td>97.5</td>
</tr>
<tr>
<td>Otago</td>
<td>94.2</td>
</tr>
<tr>
<td>Southland</td>
<td>95.6</td>
</tr>
<tr>
<td>Chatham Islands</td>
<td>88.9</td>
</tr>
</tbody>
</table>
Table 19 suggests Māori children enrolled in decile one to five schools were less likely to have participated in early childhood education before starting school in 2006. For example, 84 percent of Māori children in decile one schools had attended early childhood education compared to 99 percent of Māori children enrolled in decile 10 schools.

**Table 19: Prior participation rates of Year one Māori students in early childhood education by decile, 1 July 2006**

<table>
<thead>
<tr>
<th>Māori</th>
<th>TOTAL attended</th>
<th>Did not attend</th>
<th>Unable to establish attendance</th>
<th>TOTAL</th>
<th>Percentage attended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decile one</td>
<td>2,376</td>
<td>462</td>
<td>337</td>
<td>3,175</td>
<td>84%</td>
</tr>
<tr>
<td>Decile two</td>
<td>2,054</td>
<td>326</td>
<td>152</td>
<td>2,532</td>
<td>86%</td>
</tr>
<tr>
<td>Decile three</td>
<td>1,692</td>
<td>173</td>
<td>139</td>
<td>2,004</td>
<td>91%</td>
</tr>
<tr>
<td>Decile four</td>
<td>1,166</td>
<td>138</td>
<td>78</td>
<td>1,382</td>
<td>89%</td>
</tr>
<tr>
<td>Decile five</td>
<td>1,203</td>
<td>83</td>
<td>76</td>
<td>1,362</td>
<td>94%</td>
</tr>
<tr>
<td>Decile six</td>
<td>814</td>
<td>39</td>
<td>32</td>
<td>885</td>
<td>95%</td>
</tr>
<tr>
<td>Decile seven</td>
<td>779</td>
<td>31</td>
<td>33</td>
<td>843</td>
<td>96%</td>
</tr>
<tr>
<td>Decile eight</td>
<td>520</td>
<td>36</td>
<td>19</td>
<td>575</td>
<td>94%</td>
</tr>
<tr>
<td>Decile nine</td>
<td>566</td>
<td>20</td>
<td>31</td>
<td>617</td>
<td>97%</td>
</tr>
<tr>
<td>Decile 10</td>
<td>529</td>
<td>8</td>
<td>21</td>
<td>558</td>
<td>99%</td>
</tr>
<tr>
<td>Decile not available</td>
<td>29</td>
<td>5</td>
<td>7</td>
<td>41</td>
<td>85%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>11,728</td>
<td>1,321</td>
<td>925</td>
<td>13,974</td>
<td>90%</td>
</tr>
</tbody>
</table>
The following table shows Māori teachers made up approximately eight percent of the teaching staff in education and care centres, kindergartens and home-based services in 2006. It also highlights that most were female.

Table 20: Number of usual Māori teaching staff in licensed early childhood education services by type of service and ethnic group, 2006

<table>
<thead>
<tr>
<th></th>
<th>Māori male</th>
<th>Percentage of all male staff</th>
<th>Māori female</th>
<th>Percentage of all female staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Casual education and care</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>3.8</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>1</td>
<td>4.2</td>
<td>109</td>
<td>6.2</td>
</tr>
<tr>
<td>Education and care centres</td>
<td>14</td>
<td>12.2</td>
<td>1,052</td>
<td>8.8</td>
</tr>
<tr>
<td>Home-based network</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>1.1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>15</td>
<td>10.7</td>
<td>1,169</td>
<td>8.2</td>
</tr>
</tbody>
</table>

Graph 11 below suggests the number of Māori early childhood education teachers rose by 45.3 percent between 2001 and 2006. The rate was more than double than that for non-Māori.

Graph 11: Number of Māori enrolments and teachers as a percentage of all enrolments and teachers in licensed early childhood education services, 2001 – 2006

Note:
Licensed early childhood education services exclude kōhanga reo data because the ministry does not collect information on kōhanga reo teacher ethnicity.
The number of ECE teachers include teachers at casual education and care services. Casual education and care services do not have a regular roll and are thus excluded from the number of children.
The number of registered early childhood education teachers increased at a higher rate for Māori teachers than for non-Māori teachers between 2002 and 2006.

**Graph 12: Number of registered early childhood education teachers, Māori and non-Māori, 2002 – 2006**
CHAPTER 5:
ENSURING SUCCESS AT SCHOOL
5.1 Introduction

The latest research evidence\(^\text{45}\) shows there are many important factors that contribute to students’ success at school. High-quality teaching and school leadership are two. Whānau engagement and involvement in the education of their children is another. Meanwhile, within the Māori language education sector, high-quality language teaching is a key factor.

The research also suggests a high-quality education system is one that sets children and young people up to achieve academically, as well as gain the skills and attributes needed for personal, social and economic success – outcomes sought by the country’s national curriculum, too. Overall, a high-quality school system is one that helps children (in primary school) and young people (in secondary school) to realise their potential.

New Zealand’s education system is performing well by international standards, average student achievement is high.\(^\text{46}\) However, to maintain high achievement and to ensure it is more widespread among all students, particularly Māori students, the education system needs to change and improve.

The latest attendance, engagement, and achievement data for Māori students shows that many students, particularly Māori boys in Years nine and 10, feel disengaged from the education system, are vulnerable to not reaching their potential and leave school early.

The Ministry of Education has two major broad-reaching strategies focused on addressing these concerns and ensuring the system performs better for Māori students. One is the Schooling Strategy, 2005 – 2010\(^\text{45}\) and the other is Ka Hikitia – Managing for Success: The draft Māori Education Strategy, 2008 – 2012.\(^\text{47}\)

The Schooling Strategy, 2005 – 2010 has three primary goals:

- all students experiencing effective teaching
- families and whānau nurturing children’s learning
- educators using evidence-based practice.

Meanwhile, Ka Hikitia – Managing for Success is a draft strategy that builds on the Schooling Strategy, 2005 – 2010. It suggests the system needs to better support rangatahi in Years nine and 10 to:

- be present, engaged and achieving at school
- gain strong literacy and numeracy knowledge and skills
- make informed choices about their future
- be able to help teachers and their schools make decisions that affect the quality of their education.

Both strategies emphasise the value of Māori language education for many young people. Ka Hikitia – Managing for Success, for example, includes four primary goals relating to the Māori language education sector. They are ensuring Māori students:

- can access the Māori language education options they want
- build knowledge of mātauranga Māori and competencies in tikanga Māori
- see the broad value of te reo Māori in society
- develop high-quality reo Māori through proficiency, accuracy and complexity.

Ka Hikitia – Managing for Success identifies ‘ako’ as a crucial area of focus – one that will make a positive difference for Māori students and one that will help realise Māori potential. Ako, in the school context, is teaching practice that acknowledges students’ culture and that builds on what students know, recognising that teachers and students have much to learn from and teach one another. It is practice that involves the wide range of people in the life of a child, understanding that education


\(^\text{46}\) According to the results of international studies, such as the Programme for International Student Assessment (PISA). PISA is an international study that assesses how well 15-year-old students are prepared to meet the challenges of today’s society. It assesses three key areas of knowledge and skills: reading literacy, mathematical literacy and scientific literacy.

\(^\text{47}\) The Literacy and Numeracy Strategy, Te Tere Auraki and the National Assessment Strategy. See www.tki.org.nz for more information about the strategies.
success relies on a complex array of productive partnerships. The draft strategy also emphasises the importance of tailoring or personalising teaching to ensure the education system fits the student and not the other way round.

5.2 Statistical highlights

2006/07 figures show:

- In 2006, 60 percent of Māori students in Year 11 fulfilled the numeracy and literacy credits for National Certificate of Educational Achievement (NCEA), up from 52 percent in 2005.
- Between 2004 and 2006, an increasing number of Māori achieved NCEA levels one, two and three.
- The proportion of Year 11 Māori students to gain an NCEA level one or above was 43 percent in 2006, up from 36 percent in 2005 and 33 percent in 2004.
- The proportion of Year 12 Māori students to gain an NCEA level two or above was 48 percent in 2006, up from 43 percent in 2005 and 37 percent in 2004.
- The percentage of Māori school leavers with a university entrance qualification doubled between 2001 and 2006, from 7.4 percent to 14.8 percent. This compared with a 39 percent increase for all students.
- Although Māori students had the highest suspension rates, initiatives, such as the Student Engagement Initiative, helped to reduce the overall Māori suspension rate by 11 percent since 2001. This compared with a 4.9 percent reduction for all students.
- The proportion of Year 13 Māori students to gain an NCEA level three was 32 percent in 2006, up from 28 percent in 2005 and 25 percent in 2004.

5.3 Strategic focus

As mentioned earlier, two major education strategies (Making a Bigger Difference for All Students, 2005 – 2010 and Ka Hikitia – Managing for Success: The draft Māori Education Strategy, 2008 – 2012) recognise Māori education success as crucial to New Zealand’s success and to helping the Ministry of Education achieve its goal of developing a world-class education system. Both strategies acknowledge the education system is still underperforming for many students and emphasise the urgent need to improve the system particularly for Māori students.

Ka Hikitia – Managing for Success, due to be implemented in 2008, draws from the latest research evidence, such as the Best Evidence Syntheses, to describe the priorities, actions, targets and outcomes for the next five years. The strategy spans the entire education sector. However, it particularly highlights the schooling sector (both English language and Māori language) as the sector with the most potential to bring about positive change for Māori students.

For example, the overarching strategic outcome in Ka Hikitia – Managing for Success is: Māori students enjoying education success as Māori, which, it says, involves:

- Māori students, in collaboration with others, determining successful learning and education pathways
- Māori students’ cultural and distinctive contributions successfully realised through higher learning
- Māori students successfully participating in and contributing to te ao Māori
- Māori students successfully participating in and contributing to Aotearoa New Zealand and the world.

An important feature of Ka Hikitia – Managing for Success is the cross-government policy framework, called the Māori potential approach, developed by Te Puni Kökiri.

The approach captures the way the ministry’s policy thinking has shifted in the past couple of years in light of the evidence. The Māori potential approach emphasises partnership, working together and sharing power. It supports Māori self-development and self-determination and represents a move away from deficit, failure, problems and risks.

It seeks to enable Māori to live as Māori within te ao Māori, New Zealand and the wider world. As a result it is an approach that
takes a broad view of success and a broad view of the pathway to achieving success, making it an approach that is critical to the schooling sector.

To read more about the strategies, policies and programmes mentioned in this chapter, refer to:

- http://kahikitia.minedu.govt.nz
- www.minedu.govt.nz
- www.tki.org.nz

To read the latest Ministry of Education research evidence, statistics and data, go to:

- www.educationcounts.govt.nz

5.4 Learners

Engagement, in the education context, describes the extent to which students enjoy and are at school focused on learning and achieving.

The Ministry of Education measures student engagement in a variety of ways, including through school achievement and attendance data, surveying learning enjoyment and collecting information about student participation in classroom activities.

The latest engagement data shows considerable disparity among students. For example, Māori students were three times more likely to be stood-down, suspended, excluded or expelled than their Pākehā peers and four times more likely to be frequent truants.48

Understanding patterns of student engagement and causes for disengagement is important. Disengagement from education negatively affects learning and, for many students, results in stand-downs, suspensions and, in more serious cases, exclusion and expulsion.

Research49 suggests some of the most powerful ways to counter student disengagement include:

- whānau and teachers having high expectations of students
- students having high expectations of themselves
- teachers who are focused on meeting students’ needs.

A range of Ministry of Education professional development programmes aim to improve student engagement, participation and achievement by helping teachers become more effective.

Te Kotahiitanga is one example. The research and professional development programme is for teachers of students in Years nine and 10. It was developed by a Waikato University team led by Professor Russell Bishop in 2001, in partnership with the Ministry of Education. It began by interviewing Māori students, teachers, principals and whānau about the barriers to learning and later became a fully-fledged professional development programme.

Te Kotahiitanga encourages teachers to challenge their personal attitudes towards Māori students, develop strong, authentic learning and teaching relationships with Māori students (and all students) and use particular teaching strategies and practices shown to work well for Māori students.50

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Reducing suspensions and disengagement

Data shows the highest rates of suspensions and stand-downs are among rangatahi Māori. In 2006/07 the age-standardised suspension rate for Māori students (15.6 students per 1,000) was 1.5 times higher than the rates for Pasifika students (10.6 students per 1,000) and 3.8 times higher than the rates for New Zealand European (4.1 students per 1,000).

Similarly, the age-standardised stand-down rate for rangatahi Māori (59.8 students per 1,000) was 1.3 times higher than for Pasifika (45.0 per 1,000) and 2.7 times higher than the rates for New Zealand European (22.2 students per 1,000). Both suspension and stand-down rates for Asian students were low.

The Suspension Reduction Initiative was established in 2001 to help schools reduce historically high suspension rates for Māori students. The initiative has since been integrated into the Student Engagement Initiative, a programme designed to reduce suspensions, exclusions and early leaving exemptions and increase attendance. Every year between 80 and 100 schools receive support and funding to improve student engagement.

Data shows the Student Engagement Initiative successfully reduced suspension rates among the original cohort of participating schools, with the overall age-standardised suspension rate dropping from 16.3 students per 1,000 in 2000 to 9.7 students per 1,000 in 2006 – a drop that represented a reduction of 40 percent.

Meanwhile, over the same period, there was a five percent increase in the overall age-standardised suspension rate for secondary schools never involved in the initiative.

Māori student engagement

Students must stay at school to achieve and reach their potential. Gaining secondary school qualifications is an important first step to finding employment and enrolling in further education.

Yet data shows a high proportion of Māori students leave school before reaching their sixteenth birthday. In 2006/07, for example, an estimated 20 percent of Māori students left early, compared to seven percent of their non-Māori peers. Data also showed male Māori who attended a decile one or two school were least likely to stay at school until their sixteenth birthday.

In 2006/07 reducing the number of early leaving exemptions issued to students became a ministry aim. Attendance guidelines were published to help schools manage and improve student attendance and reduce truancy by 20 percent over the next five years.

Steps were also taken to increase the range of programmes offering students ways to align their qualifications with possible careers while still at school. Programmes included Gateway and the Secondary-Tertiary Alignment Resource.

Special education

Māori are over-represented among students with special education needs. For example, in 2006/07 Māori were 38 percent of students referred to the Ministry of Education’s special education group for severe behaviour needs and were 31 percent of students with moderate physical needs.

In 2007 the Ministry of Education developed special education service standards, new programmes, teacher resources, professional development programmes and support for whānau as ways of improving services for Māori students.

For example, a universal newborn hearing screening programme, developed in partnership with the Ministry of Health, was phased in over three years in 2007. Babies will be screened for significant hearing loss and referred to special education, within the Ministry of Education, where necessary.

In 2006/07 a national network of early intervention development projects was established to explore a specific assessment and intervention framework. Guidelines to support children and young people with health conditions were developed for schools and early childhood education services.

The ministry continued to evaluate the special education services it provides in 2007. The Enhanced Programme Fund and Supplementary Learning Support were evaluated. The Enhanced Programme Fund needed better targeting, the evaluation found.

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More Māori students than Pākehā said they wrote stories, poems or letters at school. Māori students performed far more competently in listening and viewing at Year eight than Year four. Also the discrepancy between Pākehā and Māori decreased from Year four to Year eight. Māori students scored slightly higher in physical education than Pākehā students.

Concerns highlighted in the report included:

- Māori students in Years four and eight, like all students, found dimensions of expressive writing, ie, clarity, richness, personal feeling and humour challenging

- Māori students in Year four did not perform as well as Pākehā as they had four years previously. Furthermore, at Year eight there was little change since the four-year period 2002 – 2006

- there were no gains on viewing tasks by Māori students at Year four and eight since the four-year period 2002 – 2006 in contrast to the results for Pākehā

- Māori students, like all other groups, found it difficult to infer, interpret messages or evaluate the merits of opposing arguments in the listening tasks.

Since the introduction of the National Certificate of Educational Achievement, more New Zealand students have left school with qualifications than ever before – a trend also true for Māori students.

**Literacy and numeracy**

Evidence shows literacy and numeracy skills are important foundation skills. Children need literacy and numeracy skills to do well at secondary school and young people need to be literate and numerate to do well at work and to succeed in tertiary education.54

The importance of literacy and numeracy skills is recognised in the National Administration Guidelines, formal guidelines that require school boards of trustees to develop and implement

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53 Visit the NEMP website to read the 2006 reports. Go to: [http://nemp.otago.ac.nz](http://nemp.otago.ac.nz)


teaching and learning programmes that help students gain proficiency in literacy and numeracy, especially in Years one to four.

Evidence suggests that by the end of Year one, both teacher expectations and achievement gains for Māori children in literacy are less than for any other ethnic group.

Although New Zealand students perform well in reading and mathematics, the spread of achievement is much wider than for other countries, particularly in reading. Māori achievement in literacy and numeracy in English language education schools is still below average, reflected in the National Certificate of Educational Achievement data and all other national assessment data.

Meanwhile, the latest National Education Monitoring Project (NEMP) results show an important achievement shift in the achievement of Māori students in Year four and Year eight. Data shows disparities between Māori and European/Pākehā and Pasifika and European/Pākehā reduced between 2002 and 2006. Results also show the achievement of Year eight Māori children substantially improved.

Literacy and numeracy initiatives, such as the Numeracy Development Project, also seem to be making a difference.

**Literacy programmes**

Professional development that aims to improve literacy teaching and student achievement is available to all primary and secondary schools. Resource Teachers: Literacy and Reading Recovery are two examples. Resource Teachers: Literacy work directly alongside teachers to improve teaching. Reading Recovery is a learning programme available to 20 percent of the lowest-achieving six-year-olds.

**School support initiatives**

School support initiatives also help Māori students who achieve below the national norms in reading. Initiatives involve schools and communities working together in partnership to raise school performance and student achievement. Many of the schooling improvement initiatives run in schools with a high proportion of Māori students. Schools move in and out of these initiatives as achievement levels improve, with funding available for up to 300 participant schools a year.

**Numeracy programmes**

Numeracy Development Projects began in 2000 and were set up to improve the teaching and learning of mathematics in primary and secondary schools. The professional development projects have involved an estimated 500,000 primary and intermediate school students and their teachers.

In 2006, 37,144 Year five to nine students were assessed at the beginning and end of the year in which their teachers participated in one of the professional development programmes. Almost a fifth (18.6 percent) of students involved were Māori.

The Numeracy Development Projects show that the average effect size for students from low decile schools was 0.38, while that for Māori students was 0.35, slightly greater than that for European students (0.33). The analysis suggests that when comparisons were between students within the same category, those who traditionally had lower levels of achievement (Māori and Pasifika students and students from low decile schools) seemed to benefit the most from participation in the programmes.

**School qualifications**

A formal school qualification is a measure of how well students have completed a basic prerequisite for higher education and training and many entry-level jobs. In the New Zealand education system the main qualification is the National Certificate of Educational Achievement.

National Certificate of Educational Achievement was first implemented in 2002, beginning with level one. In 2003 and 2004 levels two and three were introduced. The standards that young people need to attain to gain credits towards national qualifications, such as the National Certificate of Educational Achievement, are registered on the National Qualifications Framework. There are two types of national standards, ie, achievement standards and unit standards. Credits from both achievement and unit standards count towards the National Certificate of Educational Achievement.

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The latest data shows, in 2006, 60 percent of Māori students in Year 11 fulfilled the numeracy and literacy credits for National Certificate of Educational Achievement (NCEA), up from 52 percent in 2005. Between 2004 and 2006, an increasing number of Māori achieved NCEA levels one, two and three. Other highlights from the data include:

- the proportion of Year 11 Māori students to gain an NCEA level one or above was 43 percent in 2006, up from 36 percent in 2005 and 33 percent in 2004.
- the proportion of Year 12 Māori students to gain an NCEA level two or above was 48 percent in 2006, up from 43 percent in 2005 and 37 percent in 2004.
- meanwhile, the percentage of Māori school leavers with at least NCEA level two increased by 27 percent between 2003 and 2006, from 28.8 percent to 36.7 percent. This compared with a 14 percent increase for all students.
- the percentage of Māori school leavers with a university entrance qualification doubled between 2001 and 2006, from 7.4 percent to 14.8 percent. This compared with a 39 percent increase for all students.
- the proportion of Year 13 Māori students to gain an NCEA level three was 32 percent in 2006, up from 28 percent in 2005 and 25 percent in 2004.

Table 21 shows the assessment tools that measure primary and secondary school achievement.

### Table 21: Education assessment tools and achievement data

<table>
<thead>
<tr>
<th>Tool</th>
<th>Description</th>
<th>Subject focus</th>
<th>Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Certificate of Educational Achievement (NCEA)</td>
<td>The main qualification available to secondary school students. Students typically gain level one at Year 11, level two in Year 12 and level three at Year 13.</td>
<td>Assesses a wide range of subject areas from the National Qualifications Framework.</td>
<td>In 2006 the proportion of Year 11 Māori students to gain an NCEA level one or above was 43 percent, up from 36 percent in 2005 and 33 percent in 2004. In 2006 the proportion of Year 12 Māori students to gain an NCEA level two or above was 48 percent, up from 43 percent in 2005 and 37 percent in 2004. In 2006 the proportion of Year 13 Māori students to gain an NCEA level three was 32 percent in 2006, up from 28 percent in 2005 and 25 percent in 2004.</td>
</tr>
<tr>
<td>Progress in International Reading Literacy Study (PIRLS)</td>
<td>Comparative international study of reading achievement in Year five. Completed every five years.</td>
<td>Assesses reading literacy.</td>
<td>The mean scores for Māori students in PIRLS were significantly lower than the international mean.</td>
</tr>
<tr>
<td>Programme for International Student Assessment (PISA)</td>
<td>Comparative international study assessing the knowledge and abilities of 15-year-olds. Completed every three years.</td>
<td>Assesses reading, mathematical, and scientific literacy. Also assesses use of knowledge and skills. Assesses one subject area each cycle. In 2006 science was assessed.</td>
<td>Achievement levels for Māori in PISA vary widely. Generally, however, Māori achievement in reading, mathematical and scientific literacy, as assessed by PISA, is on average lower than for non-Māori.</td>
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</tbody>
</table>
Trends in International Mathematics and Science Study (TIMSS)

Study of achievement by Year five and Year nine students
Completed every four years.
Assesses mathematics and science.
Some evidence is emerging that the ethnic gap in mathematics achievement is narrowing. When Year five TIMSS results for 2002 were compared with the results in 1994 and 1998, achievement among Māori children had improved.

National Education Monitoring Project (NEMP)

Ongoing project monitoring achievement of children at Year four and Year eight across all curriculum areas.
Completed every year.
Assesses all areas of the curriculum over time.
Disparities between Māori and European/Pākehā and Pasifika and European/Pākehā reduced between 2002 and 2006. Results for Year eight Māori children show a substantial improvement.
Evaluation of the 2005 National Education Monitoring Project results for literacy showed improvement among Māori students.

Assessment Tools for Teaching and Learning (asTTLe)

Classroom assessment tool allowing teachers to assess students’ learning in relation to national attainment levels.
Assesses reading, writing, mathematics, (pānui, tuhituhi, and pāngarau).
Findings show, on average, there are large and persistent differences between students of different ethnic groups in reading. Findings also show the level of writing achievement for Māori and Pasifika students is lower than for other student groups, on average. In maths, Māori and Pasifika students achieve at the same rate as other ethnic groups. However, they start with lower average scores and the gap remains.

Career education and guidance

Research shows high-quality career guidance helps rangatahi plan and choose a career. A 2006 study, by the Education Review Office, on the quality of career education and guidance in schools for young people in Years seven and above evaluated how effectively schools met the career education and guidance needs of students, including Māori.

The study found that 42 percent of primary schools and 41 percent of secondary schools were effective or highly effective at meeting the career education and guidance needs of Māori. Effective schools monitored the achievement and progress of Māori students and used the information to help students plan careers. Effective schools also fostered good home and school partnerships, maintained links with local iwi and were aware of the aspirations whānau had for their children.

Programmes such as Creating Pathways and Building Lives, aim to build school-wide approaches to career education, recognising career development as an important area for all students.

The programme will take place in 100 secondary schools during the 2007 and 2008 school years.

Alternative education

The alternative education policy is for students aged 13 to 15 years who have become disengaged from school. Students may take part in alternative education for a number of reasons, including habitual truancy, challenging behaviour and exclusion from school. Alternative education aims to encourage students back into secondary education, further education, training or employment.

In 2006/07, 62 percent of the 3,355 students who attended alternative education were Māori, a similar proportion to previous years. Māori students were disproportionately represented among those alienated from the education system and were also more likely to be in alternative education because of chronic truancy than non-Māori.
Transitions from school

Moving directly from school to tertiary education gives students an opportunity to increase their academic and earning potential early in life. Research shows students who enrol in tertiary education directly from school had higher completion rates, lower attrition rates and were more likely to go on to higher levels of study than other students.\(^{58}\)

Data shows the number of Māori who went directly into tertiary study from school has remained constant since 2001, increasing by only one percent to 51 percent of Māori school leavers in 2005. However, Māori were less likely than non-Māori to go on directly to degree study, nine percent compared to 26 percent.

5.5 Teachers

Research\(^{59}\) shows effective teaching is the most important education system influence on student learning and achievement outcomes.

For every student to reach their potential, the education system needs teachers with appropriately high expectations and knowledge of their students who are able to build authentic teaching and learning relationships. Teachers need up-to-date knowledge of their subject and to use teaching and assessment strategies that work and that are continually affirmed by research and experience.

Research\(^{60}\) has found teachers increase their effectiveness through being involved in strong learning and professional communities and taking part in ongoing high-quality professional development.

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Ka Hikitia – Managing for Success, the draft strategy for Māori education, emphasises the critical importance of effective teaching for Māori students. The strategy identifies the need to build professional learning capability and give teachers access to high quality professional development. As a result, ‘ako’ is a crucial area of focus in the strategy – one that will make a positive difference for Māori and one that will help realise Māori potential.

Ako, in the school context, is teaching practice that acknowledges students’ culture and that builds on what students know, recognising that teachers and students have much to learn from and teach one another. It is practice that involves the wide range of people in the life of a child, understanding that education success relies on a complex array of productive partnerships. The draft strategy also emphasises the importance of tailoring or personalising learning to ensure the education system fits the student and not the other way round.

Teachers who have low expectations of Māori students do little to ensure student success, according to the research.\(^{61}\) Similarly, research indicates that when teachers develop positive teaching and learning relationships with Māori students there can be positive effects, such as increasing student engagement and achievement.

The following case study profiles a Northland primary teacher with a passion for effective teaching and supporting the success of Māori students.

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CASE STUDY

NORTHLAND TEACHER SHARES LOVE OF TE REO MĀORI

Every morning Russell School five-year-olds start their day with mihi and waiata.

Children at the decile five school, where more than 40 percent identify as Māori, confidently greet classroom visitors in te reo Māori and even shop at the local store using te reo Māori.

Their Pākehā teacher, Diane Smith, is delighted with their progress and hers too. For the past four years she has learnt and taught te reo Māori as a result of her participation in a professional development programme called Te Reo Itinerant Teacher of Māori (Te RITO).
CASE STUDY

Te RITO aims to improve the te reo Māori speaking and writing skills of teachers and students across 13 mainstream schools in the Far North.

It’s changing the way te reo Māori is taught in each school by introducing new planning, teaching and assessment practices and by bringing schools and Māori communities closer together.

Diane is the lead teacher for Te RITO at Russell School. Her role involves working alongside an experienced te reo Māori teacher (whaea Anitana) and three other lead teachers in her cluster to achieve the programme’s aims.

Te RITO is part of a region-wide Ministry of Education and local iwi partnership called Te Pūtahitanga Mātauranga, which got underway in Tai Tokerau schools several years ago.

Diane says Te RITO has had a profound effect on her personally and professionally: “I’ve always felt so privileged to live in a bicultural country, and by learning the language I truly feel part of that reality. And it’s a pleasure to spark the love of te reo Māori in my students.”

Ten weeks on a New Plymouth marae speaking only te reo Māori has been a highlight of the programme, she says. So too are the weekly adult te reo Māori classes Diane attends in her own time.

Diane, who’s spent more than 25 years teaching, believes the programme has all the hallmarks of a successful professional development programme.

There are the project’s top-notch planning approach and communicative language teaching strategies. The project assessment tool for data collection and analysis is another excellent feature. Student self-assessment and tailor-made teaching resources are others.

And then there’s working with Te RITO teacher whaea Anitana. Every month whaea Anitana and Te RITO lead teachers meet to discuss teaching practice and the latest lessons and resources. It’s then up to each lead teacher to take what they’ve learned back to their colleagues to replicate.

(“All children are spoken to in te reo Māori throughout the day...”)
The results at Russell School, like those of Te RITO schools overall, are promising. All children participate in karakia, mihi and waiata. All children are spoken to in te reo Māori throughout the day and all take part in te reo Māori activities and lessons. Walk around the school’s historic classrooms to see walls proudly adorned with Māori artwork and word displays. Hear teachers confidently reflecting on their te reo Māori teaching and sharing ideas and resources. All of this is evidence that Te RITO flourishes within the small, rural school.

Russell School’s student achievement data clearly shows Te RITO is improving students’ te reo Māori use overall, as well as their vocabulary, sentence structure, comprehension and pronunciation.

And, for some children, it’s having a good effect at home, too. Diane explains: “I have one child who’s taking everything she’s learning home — back to mum and dad who have some knowledge of the language but don’t tend to speak it. They’re learning together. It’s prompted her whānau to come into the school to see what’s going on. Dad was just so delighted to see how we’re integrating te reo Māori across the school — into social studies, into everything — it’s all thanks to Te RITO.”

For other youngsters it’s helped them feel more comfortable within the Russell community, where local iwi have a strong presence and the local marae is an important community hub.

“This has been a wonderful experience for me. I’d never spoken te reo Māori before. It wasn’t until I came to Russell Primary in 1990 that the Māori world increasingly became my world.”

Yet, admits Diane, there’s still a long way to go before she and her colleagues are proficient in the language and reach the programme’s goal of teaching in te reo Māori for more than 30 percent of their time. But she’s convinced they’re on the right track.

“In the past we’ve tried, unsuccessfully, to improve our te reo skills. Often we’ve relied on people who were excellent speakers but who weren’t experienced teachers. That’s where Te RITO has been different. It’s why, I think, Te RITO has been so successful here.”

One major Ministry of Education professional development strategy for teachers of Māori students working in English language education is Te Tere Auraki. The strategy includes a range of high-quality professional development programmes, such as Te Kotahitanga and Te Kauhua.

Te Kotahitanga (meaning unity) was developed in 2001 by Waikato University in partnership with the Ministry of Education. It started when researchers interviewed Māori students, kaiako, principals and whānau about the experiences of students in Years nine and ten. Development of the professional development programme for secondary school teachers followed.

The programme encourages teachers to challenge their personal attitudes towards Māori students, develop strong, authentic learning and teaching relationships with Māori students (and all their students) and use particular teaching strategies and practices shown to work well. Many of its basic tenets have been disseminated more widely through ministry information programmes, such as Te Mana, and other professional development programmes like Te Mana Kōrero.

The latest NCEA data – for the 12 schools involved in Te Kotahitanga since its inception – shows NCEA level one achievement rates for all students increased by more than 10 percent in 2006, to 59.6 percent from 48.5 percent the previous year. The figures relate to students taught by Te Kotahitanga teachers for all their secondary schooling.

The figures for students not involved in Te Kotahitanga who attended schools within the same decile range shows their achievement increased too, but at a lesser rate, from 51.7 percent in 2005 to 57.1 percent in 2006.

Research63 also reveals improving results for Te Kotahitanga students – particularly in literacy and numeracy and particularly where schools took part in professional development to improve numeracy teaching. The research shows fewer Te Kotahitanga students were absent from school, more were engaged and more students said their relationships with teachers had improved.

Meanwhile, Te Kauhua is a professional learning and development project focused on improving engagement among teachers, students and whānau. Since 2001 Te Kauhua has involved more than 30 schools and 350 teachers, principals and community members. In 2006/07 the project’s third phase got under way. Refer to chapter two to find out more about the project’s latest research data64 highlighting key findings.

Te Mana Kōrero – Relationships for Learning is the third professional development package within the Te Mana Kōrero programme. The package features tips and practical ways to develop productive partnerships with whānau, drawing on the latest research evidence. The package is implemented using a team approach, involving contracted school support advisors and Ministry of Education pouwhakataki and pouherenga (iwi liaison advisors).

Te Hiringa i te Mahara, meaning power of the mind, is a programme to support Māori teachers, particularly those who teach te reo Māori. It provides teachers with a range of professional learning opportunities and aims to improve teaching practice and leadership capability.

Another professional development and research project aiming to improve teaching practice, specifically to support Māori and Pasifika students, is the Quality Teaching Research and Development in Practice project. Similar to Te Kotahitanga and Te Kauhua, the Quality Teaching Research and Development in Practice project encourages teachers to participate in action research as a way to learn and create their own knowledge or bodies of theory. Participants use action research to critically reflect on their own actions and experiences, form and test theories and improve their knowledge and teaching of Māori and Pasifika students.

The case study on page 108 explores the experiences of three West Auckland teachers involved in the Quality Teaching Research and Development in Practice project.

Teaching and assessment tools

Teachers use a variety of assessment tools to gain the best possible information about student achievement and progress. For example, they use exemplars, or examples of student work, that show learning and achievement from which to make comparisons. They also use national and international

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assessment tools such as asTTle (assessment tools for teaching and learning) to understand how Māori students are achieving and progressing. Other teaching and assessment tools include He Kete Raraunga, a resource kit released in 2006 that draws on student achievement data compiled from asTTle and NCEA data and the websites Education Counts, Te Kete Ipurangi and LeadSpace.

**Teacher ethnicity**
Increasing the number of Māori teachers is a way to ensure the education system is effective for Māori students. In 2006 Māori teachers made up 10.3 percent of the teaching workforce employed in state primary schools. Māori students, on the other hand, represented 23.4 percent of the student population in 2006. A similar pattern emerged in secondary schools, which showed 7.6 percent of state secondary school teachers were Māori in 2006, compared to 18.8 percent of students. Refer to graph 15 for more information on teacher ethnicity.

**Strong professional leadership**
The percentage of principals who are Māori has slowly increased in both primary and secondary schools since 2000. In 2006 Māori were 12.2 percent of all principals at state schools, a higher percentage than for Māori teachers at state schools. Māori principals were highly represented in composite schools, a category of schools that included most kura kaupapa Māori.

Strong school leadership – focused on effective teaching and pedagogy – is an essential ingredient in the success of Māori students. Research evidence\(^65\) shows effective leadership can positively influence Māori student outcomes. Effective leaders help improve student achievement by focusing on achievement, creating a positive school environment that supports learning, demanding and leading effective teaching and engaging positively with parents, families, and whānau.

A number of professional development initiatives are available to support and develop principals, senior managers and other school leaders.

For example, the Principal’s Planning and Development Centre is a leadership development initiative for experienced principals. It involves a five-day programme of activities to help principals identify areas for development and to review their leadership skills. Responsiveness to diversity is an important part of this programme, which focuses on both the Treaty of Waitangi and Māori achievement. Principals from Paerangi-Māori secondary boarding schools participated in this programme in 2006/07 and discussions are under way to include tumuaki from kura kaupapa Māori.

Programmes, such as Kiwi Leadership for Principals and the one-year national pilot programme for aspiring and potential principals, aim to help principals and aspiring principals strengthen their leadership skills. The Kiwi Leadership for Principals programme, still in development, will:

- identify an approach for leading New Zealand schools that builds on the evidence of what works across schools with an explicit focus on what works for Māori students
- establish a professional learning strategy that ensures there is strong professional leadership in every New Zealand school
- bring together all existing and future professional learning activities for leaders under one strategic plan.

The Kiwi Leadership for Principals programme focuses on the role of the principal as an educational leader and will be used by principals to reflect on their practice and as a reference point by people who provide principal professional learning, giving them direction and coherence for their work. Māori principals have been involved in developing the programme.

In 2007/08 the Ministry of Education will publish a Best Evidence Synthesis\(^66\) looking at education leadership, strengthening the evidence about high-quality leadership and its effect.

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CASE STUDY

QUALITY TEACHING PROJECT TAKES TEACHERS BACK TO SCHOOL

Three Auckland primary teachers – with more than 30 years teaching experience among them – are back at school.

Hine Viskovich, Helen Taua and Vikki Rihari (all Henderson North School teachers) are students again after what they say seems like ages. For Hine, it’s been more than 20 years.

The trio is taking part in the Quality Teaching Research and Development in Practice project, a national project funded by the Ministry of Education and coordinated locally by teams of researchers.

The project is running in Māori, English and Samoan bilingual education settings. More than 100 teachers across the country are involved – all are focused on improving the education outcomes of Māori and Pasifika students.

One of the key aims of the project is to improve teaching practice, particularly in social studies, by enrolling teachers in undergraduate, graduate and postgraduate study and asking them to research their own practice using action research.

“It’s also helped me put myself in the shoes of my students...”

Left to right: Henderson North School principal Irene Ogden (Pākehā) and teachers Hine Viskovich (Ngā Puhi, Ngāi Tahu, Ngāti Wheke), Helen Taua (Te Kawemaki, Tainui), Vikki Rihari (Te Rarawa).
It also aims to find out more about the characteristics of high-quality professional learning and development for teachers.

Hine, Helen and Vikki agree the opportunity to become learners again early in 2007 was both daunting and exciting.

Hine explains: “I have to say that our first assignment was really scary. But it was fantastic doing it together. I’m sure it’s hard to get teachers who’ve been teaching a long time to change. It’s very challenging. But, once you start, you realise you have so much to offer at this point in your career.”

Vikki, who’s been teaching for four years, is pleased with the insights she’s gaining. “So much has changed since we were at teachers’ college. The emphasis was on content knowledge, not teaching practice or pedagogy per se. That important, vital part was missing. This work fills that knowledge gap.

“It’s also helped me put myself in the shoes of my students, as a fellow learner. Often we’ve said to one another: ‘Gosh, I hope my students don’t feel like this in my class – y’know, out of their depth!’” she says.

All three teachers have determined the focus of their action research with help from Auckland University research facilitator, Claire Sinnema.

Helen, a teacher of students in Years one and two, aims to make her social studies teaching more culturally responsive, although she anticipates any change in her teaching practice will be seen across all subjects. She’ll collect and analyse data for a core group of four Māori learners.

Vikki, who teaches students in Years five and six, inspired by the findings of a Best Evidence Synthesis study, is looking at power sharing and closing the gap between a child’s home and school life. Again, her research findings will reflect the experiences of four children.

Meanwhile, for Hine, it’s inquiry-based teaching for four Year five and six Māori and Pasifika learners that forms the basis of her action research.

Improving the achievement of the decile two school’s Māori and Pasifika learners is an important aim of all three research projects. Although, say the teachers, Māori and Pasifika students at Henderson North School are doing as well as their peers according to past and present data.

But Hine, Helen and Vikki believe if they can make their teaching more effective for Māori and Pasifika learners, it’ll prove more effective for all children. This assumption is proving true to some extent with two Korean students in Helen’s class. Helen says they are contributing and sharing about themselves and their culture in a range of new ways, thanks to her changing practice.

Principal Irene Odgen says tracking the academic progress of Māori and Pasifika learners is a well-established practice at Henderson North School, where Māori represent 19 percent and Pasifika a little more than 20 percent of the student population.

However, like many schools, Henderson North’s data tends to explore the curriculum areas of reading, writing and numeracy. Social studies data is fairly patchy.

Irene says school-wide student achievement data is one important tool for checking student progress and ensuring teachers are on the right track. Gaps in the data can mean teachers don’t have the full picture and means schools are reliant on other information, such as national data, she says.

And the picture provided by the national data for social studies isn’t great. Findings from the National Education Monitoring Project in 1997 and 200167 and an Education Review Office evaluation report in 200168 all point towards an overall need to improve the quality of social studies teaching.

So, in that sense, Irene is excited about the Quality Teaching Research and Development in Practice project for two key reasons. It will provide the school with new, much-needed data, while at the same time improving teaching practice in an important curriculum area.

“Although I have to say that here, at this school, it’s about individual students and making sure we – as teachers – can make a difference for each and every child. And that’s what we feel this project is ultimately all about.”


5.6 Working in partnership

Research shows whānau play a critical role in supporting the learning of their children. Whānau, hapū, iwi, and Māori organisations have considerable expertise and play an important role in helping their children learn and reach their potential. Likewise, educators have significant expertise that they can share with whānau.

Research suggests whānau (and iwi and Māori groups) help children achieve in a range of ways. They encourage regular attendance, have high expectations of their children and interact positively with them in ways that reinforce classroom learning. Research also finds there is a need to increase the capability of educators to ensure that engagement between teachers and whānau, for example, is a priority and is effective.

Whānau-focused programmes

Whakaaro Mātauranga is the ministry’s main initiative providing educational information to Māori students and whānau. Within this programme there is a network of pouwhakataki (Māori liaison officers) who work directly with whānau, hapū and iwi to build strong links between Māori and the education system. In 2005 funding for the programme was increased for more pouwhakataki to work among Māori communities.

Pouwhakataki use a face-to-face approach and aim to encourage Māori to participate in education at all levels. They promote Te Mana – a ministry programme aimed at inspiring Māori to achieve and succeed in education – within their communities at a range of venues including hui, expos, conferences, national kapa haka, and speech competitions.

The Ministry of Education’s iwi and Māori education partnerships aim to encourage Māori to be involved and to have authority within the education system in a range of ways including working with schools to create more effective ways of involving whānau in education.

Refer to chapter two for more information on programmes focused on whānau, hapū, iwi and the wider community.

School governance

Māori whānau have the opportunity to become school trustees who govern schools, ensuring the needs of Māori students are met. In 2007, 16.4 percent of elected parent representatives were Māori trustees.

Sharing achievement data with Māori whānau

A 2006 Education Review Office report showed that, overall, teachers were likely to collect, analyse and use Māori students’ achievement data, highlighting an increasingly important way schools are responding to the need to improve the education system for Māori students. Refer to chapter two to read a case study about a Wellington secondary school’s approach for sharing student achievement data with Māori whānau to improve achievement among Māori students.

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### 5.7 Education programmes

<table>
<thead>
<tr>
<th>Program</th>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Te Mana</strong></td>
<td>Te Mana uses television, mainstream and iwi radio, and Māori media to communicate its key message: ‘Te Mana – Ki te Taumata. Get There with Learning. Te Mana provides information about education to rangatahi, whānau, teachers and others. The Te Mana campaign is complemented by a team of 25 regionally based pouwhakataki whose role is to provide support and information to Māori about education.</td>
<td>In 2007 Te Mana relaunched at Western Springs College in Auckland. A number of key rangatahi resources (Taiohi magazine, website and study guide) were redeveloped. A strategy is being developed in 2007/08 to better align pouwhakataki work with the ministry’s regional and local office work, as well as the work being carried out by key stakeholders and government agencies.</td>
</tr>
<tr>
<td><strong>asTTle</strong></td>
<td>asTTle stands for assessment tools for teaching and learning (he pūnaha aromatawai mō te whakaako me te ako). It is an educational resource for assessing literacy and numeracy (in both English and Māori) developed for the Ministry of Education by the University of Auckland.</td>
<td>asTTle continued to benefit Māori students in English language and Māori language schools. E-asTTle is being developed for schools in 2008.</td>
</tr>
<tr>
<td><strong>Te Kotahitanga</strong></td>
<td>Te Kotahitanga is a professional development and research project for teachers in English language schools.</td>
<td>In 2006/07 Te Kotahitanga was extended to a further 21 schools.</td>
</tr>
<tr>
<td><strong>Te Kauhua</strong></td>
<td>Te Kauhua is a professional learning programme that aims to improve teaching practice, the social and academic outcomes of Māori students, and the level and quality of interaction among whānau and schools.</td>
<td>Research has found positive relationships, improved pedagogical practices and culturally responsive, school-generated professional development.</td>
</tr>
<tr>
<td><strong>Te Mana Kōrero</strong></td>
<td>Te Mana Kōrero professional development series for teachers is part of Te Mana information programme that seeks to raise the expectation of high achievement for Māori.</td>
<td>In 2007 the ministry released the third professional development package in the series. The package aims to help school staff build and sustain strong, effective and mutually respectful relationships among schools and whānau.</td>
</tr>
<tr>
<td><strong>Te Hiringa i te Mahara</strong></td>
<td>Te Hiringa i te Mahara is a professional development programme for Māori secondary kaikako (particularly teachers who teach te reo Māori).</td>
<td>A number of programmes continued to be delivered throughout 2006/07 including online communities for Māori language teachers, Māori professional leadership and second language learning pedagogy and assessment.</td>
</tr>
<tr>
<td><strong>Quality Teaching Research and Development in Practice project</strong></td>
<td>This action research programme is for teachers. It aims to improve the quality of teaching and learning for Māori and Pasifika students.</td>
<td>Programme implementation began in 2007.</td>
</tr>
<tr>
<td><strong>School support initiatives</strong></td>
<td>School support initiatives involve schools and their communities working together in partnership to raise school performance and student achievement. Many of the schooling improvement initiatives involve schools with a high proportion of Māori students.</td>
<td>There were 17 Schooling Improvement Initiatives running in 2006/07, involving 323 schools and 78,267 students, of whom 41 percent were Māori students.</td>
</tr>
<tr>
<td>Programme</td>
<td>Description</td>
<td>Outcome</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Māpihi Pounamu</td>
<td>Māpihi Pounamu is a financial assistance scheme designed to assist Māori secondary students who board away from home because they face barriers to learning. The scheme is available to all students at risk.</td>
<td>Between 1 July 2006 and 30 June 2007, 579 students received assistance, 544 of whom were Māori.</td>
</tr>
<tr>
<td>He Ara Tika</td>
<td>He Ara Tika is a programme that provides mentoring support to at-risk Māori students to encourage their success at school and their transition to further tertiary study.</td>
<td>There are currently 1,074 students involved in the scheme. Seventeen iwi and Māori-based providers are contracted to deliver He Ara Tika.</td>
</tr>
<tr>
<td>Student Engagement Initiative</td>
<td>This programme aims to reduce the incidence of suspensions, exclusions, and enrolment exemptions and raise attendance levels.</td>
<td>Between 2000 and 2006 participating schools reduced their Māori secondary school student suspension rate from 64 per 1,000 to 40 per 1,000.</td>
</tr>
<tr>
<td>District Truancy and Non-enrolment Truancy Services</td>
<td>Services for schools when rangatahi have been identified as truant or non-enrolled. Individual truancy officers and advisors liaise with students, whānau and schools to identify the reasons for truancy and to return students to regular attendance.</td>
<td>The services were allocated an additional $0.5 million a year, on top of its existing annual $4.2 million allocation. Funding will be used to enhance service provision in areas identified as having a high level of need.</td>
</tr>
<tr>
<td>Alternative education</td>
<td>This programme provides alternative education for students aged between 13 and 15 who have become disengaged from education.</td>
<td>A total of 3,355 students were involved in alternative education in 2006, 62 percent of whom were Māori.</td>
</tr>
<tr>
<td>Kiwi Leadership for Principals</td>
<td>This principal development programme looks at the role of the principal and creating the vision and conditions in which effective teaching and learning can take place.</td>
<td>In 2007 a draft Kiwi Leadership for Principals publication was drafted for consultation with local and regional principal groups.</td>
</tr>
<tr>
<td>First Time Principals Programme</td>
<td>This programme is a nationwide, 18-month programme for newly appointed, first-time principals.</td>
<td>Since 2002 approximately 700 first-time principals have participated in the programme.</td>
</tr>
<tr>
<td>Creating Pathways and Building Lives</td>
<td>This career education programme aims to build school-wide approaches to career education.</td>
<td>100 schools were selected to participate in Creating Pathways and Building Lives during 2007 and 2008, including four kura kaupapa Māori.</td>
</tr>
<tr>
<td>Principals’ Development Planning Centre</td>
<td>The Principals’ Development Planning Centres is a leadership development programme for experienced principals.</td>
<td>In 2006/07 principals from Paerangi-Māori secondary boarding schools participated in the programme. Discussions are also under way to see how training can be extended to principals in kura kaupapa Māori. Overall, approximately 160 principals have completed the programme.</td>
</tr>
</tbody>
</table>
5.8 Working from the evidence

Building a research evidence base for the education sector is an important goal for the Ministry of Education. With evidence, the education system can improve. Improving the quality and effectiveness of teaching practice, for example, relies on knowing what works, for whom and why.

In 2006 the Ministry of Education’s Best Evidence Synthesis research series continued to add to and build on the education sector’s research evidence base, looking at international and national research to identify the best, most effective practices and approaches. The latest Best Evidence Synthesis research projects, in development or recently published, focused on professional learning and development in the school sector, effective pedagogy in social studies and the social sciences/tikanga-ā-íwi and educational leadership in the school sector.

5.9 Statistics

Graph 13 shows Māori students formed the second largest ethnic group in schools in 2006 representing 22 percent of all students.

Graph 13: Percentage of school students, 2006
Table 22 shows the number of Māori students remained fairly stable over the last five years, increasing by only one percent between 2001 and 2006.

Table 22: Number of Māori students, 2001 – 2006

<table>
<thead>
<tr>
<th>YEAR</th>
<th>Māori</th>
<th>Pasifika</th>
<th>Asian</th>
<th>European/Pākehā</th>
<th>All NZ Students*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>number</td>
<td>%</td>
<td>number</td>
<td>%</td>
<td>number</td>
</tr>
<tr>
<td>2001</td>
<td>149,590</td>
<td>20.7</td>
<td>58,402</td>
<td>8.1</td>
<td>43,653</td>
</tr>
<tr>
<td>2002</td>
<td>152,556</td>
<td>20.8</td>
<td>60,313</td>
<td>8.2</td>
<td>49,294</td>
</tr>
<tr>
<td>2003</td>
<td>157,270</td>
<td>21.1</td>
<td>62,707</td>
<td>8.4</td>
<td>56,024</td>
</tr>
<tr>
<td>2004</td>
<td>160,732</td>
<td>21.8</td>
<td>64,121</td>
<td>8.7</td>
<td>58,737</td>
</tr>
<tr>
<td>2005</td>
<td>162,534</td>
<td>21.6</td>
<td>66,088</td>
<td>8.8</td>
<td>60,358</td>
</tr>
<tr>
<td>2006</td>
<td>162,385</td>
<td>21.6</td>
<td>68,059</td>
<td>9.1</td>
<td>61,857</td>
</tr>
</tbody>
</table>

Growth over last five years (2001-2006) 8.6% - 16.5% - 41.7% - -4.1% - 3.9%

Table 23 shows the number of Māori students in 2006 remained fairly similar across the age groups and over time, though fell very slightly overall (by 149 students), representing the first overall decrease in five years.

Table 23: Number of Māori students by age, 2001 – 2006

<table>
<thead>
<tr>
<th>Age (in years)</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>12,720</td>
<td>12,674</td>
<td>13,302</td>
<td>13,061</td>
<td>13,700</td>
<td>13,497</td>
</tr>
<tr>
<td>6</td>
<td>13,414</td>
<td>13,350</td>
<td>13,438</td>
<td>13,648</td>
<td>13,454</td>
<td>14,036</td>
</tr>
<tr>
<td>7</td>
<td>12,998</td>
<td>13,548</td>
<td>13,679</td>
<td>13,567</td>
<td>13,749</td>
<td>13,393</td>
</tr>
<tr>
<td>8</td>
<td>13,216</td>
<td>13,128</td>
<td>13,765</td>
<td>13,668</td>
<td>13,478</td>
<td>13,726</td>
</tr>
<tr>
<td>9</td>
<td>13,493</td>
<td>13,368</td>
<td>13,328</td>
<td>13,806</td>
<td>13,656</td>
<td>13,361</td>
</tr>
<tr>
<td>10</td>
<td>13,395</td>
<td>13,591</td>
<td>13,643</td>
<td>13,384</td>
<td>13,776</td>
<td>13,602</td>
</tr>
<tr>
<td>11</td>
<td>13,043</td>
<td>13,495</td>
<td>13,791</td>
<td>13,658</td>
<td>13,637</td>
<td>13,863</td>
</tr>
<tr>
<td>12</td>
<td>12,637</td>
<td>13,167</td>
<td>13,650</td>
<td>13,852</td>
<td>13,825</td>
<td>13,586</td>
</tr>
<tr>
<td>13</td>
<td>11,806</td>
<td>12,298</td>
<td>13,184</td>
<td>13,738</td>
<td>13,913</td>
<td>13,707</td>
</tr>
<tr>
<td>14</td>
<td>11,113</td>
<td>11,618</td>
<td>12,259</td>
<td>13,117</td>
<td>13,492</td>
<td>13,444</td>
</tr>
<tr>
<td>15</td>
<td>9,297</td>
<td>9,907</td>
<td>10,421</td>
<td>11,092</td>
<td>11,630</td>
<td>11,849</td>
</tr>
<tr>
<td>16</td>
<td>6,372</td>
<td>6,394</td>
<td>6,965</td>
<td>7,402</td>
<td>7,686</td>
<td>7,979</td>
</tr>
<tr>
<td>17</td>
<td>3,783</td>
<td>3,682</td>
<td>3,807</td>
<td>4,395</td>
<td>4,580</td>
<td>4,763</td>
</tr>
<tr>
<td>18</td>
<td>915</td>
<td>871</td>
<td>874</td>
<td>950</td>
<td>910</td>
<td>907</td>
</tr>
<tr>
<td>19</td>
<td>1,388</td>
<td>1,465</td>
<td>1,164</td>
<td>1,394</td>
<td>1,048</td>
<td>672</td>
</tr>
<tr>
<td>TOTAL</td>
<td>149,590</td>
<td>152,556</td>
<td>157,270</td>
<td>160,732</td>
<td>162,534</td>
<td>162,385</td>
</tr>
</tbody>
</table>
Table 24 shows out of a total of 2,591 schools, 454 had more than 50 percent Māori students in 2006. A small proportion of schools (127) had only Māori and 74 schools did not have any Māori. Most schools had 20 percent or less.

Table 24: Number of schools by percentage of Māori students, July 2006

<table>
<thead>
<tr>
<th>Percentage of Māori students</th>
<th>Number of schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>74</td>
</tr>
<tr>
<td>&gt;0, &lt;=10</td>
<td>680</td>
</tr>
<tr>
<td>&gt;10, &lt;=20</td>
<td>663</td>
</tr>
<tr>
<td>&gt;20, &lt;=30</td>
<td>365</td>
</tr>
<tr>
<td>&gt;30, &lt;=40</td>
<td>225</td>
</tr>
<tr>
<td>&gt;40, &lt;=50</td>
<td>130</td>
</tr>
<tr>
<td>&gt;50, &lt;=60</td>
<td>89</td>
</tr>
<tr>
<td>&gt;60, &lt;=70</td>
<td>72</td>
</tr>
<tr>
<td>&gt;70, &lt;=80</td>
<td>57</td>
</tr>
<tr>
<td>&gt;80, &lt;=90</td>
<td>41</td>
</tr>
<tr>
<td>&gt;90, &lt;100</td>
<td>68</td>
</tr>
<tr>
<td>100</td>
<td>127</td>
</tr>
</tbody>
</table>

Note: Includes teen parent unit and kura teina.
Graph 14 shows the largest proportion of Māori students attended decile one schools (17.4 percent) followed closely by decile two (16.9 percent). For non-Māori, the highest proportion of students attended decile 10 schools.

Graph 14: Māori student distribution by decile, July 2006

Graph 15 shows, in 2006, Māori made up 10.0 percent of all state primary school teachers, having increased from 8.6 percent in 2000. This percentage was lower than the percentage of Māori students in state primary schools.

Graph 15: Percentage of teachers and students in state schools who are Māori, 2006

Note:
Excludes The Correspondence School students and teachers. Domestic students only. Excludes teachers with unknown ethnicity. Kura kaupapa Māori are mainly composite schools and have not been extracted from the composite totals. School teacher numbers are as at April. All other figures are as at July.
The table below shows Māori made up 12.2 percent of all principals at state schools in 2006/07, a higher percentage than that for Māori teachers at state schools. The proportion of Māori principals at state schools has slowly increased since 2000.

Table 25: Māori principals as a percentage of all principals at state schools, 2000 – 2006

<table>
<thead>
<tr>
<th>Sector</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>9.8</td>
<td>10.4</td>
<td>10.8</td>
<td>10.9</td>
<td>11.7</td>
<td>11.0</td>
<td>11.7</td>
</tr>
<tr>
<td>Secondary</td>
<td>6.4</td>
<td>6.6</td>
<td>7.5</td>
<td>7.7</td>
<td>7.5</td>
<td>7.7</td>
<td>8.4</td>
</tr>
<tr>
<td>Composite</td>
<td>27.9</td>
<td>30.7</td>
<td>34.1</td>
<td>36.1</td>
<td>39.1</td>
<td>38.0</td>
<td>36.0</td>
</tr>
<tr>
<td>Special</td>
<td>2.2</td>
<td>2.0</td>
<td>4.5</td>
<td>6.5</td>
<td>10.6</td>
<td>10.6</td>
<td>12.5</td>
</tr>
<tr>
<td>Total</td>
<td>9.8</td>
<td>10.4</td>
<td>11.1</td>
<td>11.2</td>
<td>12.2</td>
<td>11.6</td>
<td>12.2</td>
</tr>
</tbody>
</table>

Graph 16 shows the proportion of Year 11 Māori students meeting both the literacy and numeracy requirements has increased since 2004. The largest increase was between 2005 and 2006 (from 48 percent to 57 percent for males and from 56 percent to 63 percent for females).

Graph 16: Proportion of Māori and non-Māori students to meet both the literacy and numeracy requirements for NCEA level one by the end of Year 11, 2004 – 2006

Note: Foreign fee-paying and NZAID students are excluded.
Graph 17 shows the proportion of Year 12 students to gain an NCEA level two or above increased steadily over the last three years for all groups. The rate of increase was similar for both Māori males and females, at just over 30 percent. Although the rate of qualification attainment by their non-Māori peers remained higher, the rate of the increase was much smaller (10 percent for males and 12 percent for females).

**Graph 17: Year 12 Māori and non-Māori students to gain an NCEA level two qualification or higher, 2004 – 2006**

Notes:
Owing to methodological changes in the allocation of attainment levels in 2004, for leavers achieving a qualification between little or no formal attainment and university entrance standard, the percentages of leavers with at least NCEA level two in 2004 is not comparable with other years and has been omitted.

A direct comparison cannot be made between rates up to and including 2002 with rates for 2003 on owing to the change in qualification structure.

Foreign fee-paying and NZAID students are excluded; from 2005 qualifications gained by students who have not paid their NZQA exam fees are included.
Graph 18 shows Māori Year 13 students, especially males, were much less likely to gain an NCEA level three or above than their non-Māori peers. Twenty-seven percent of Māori males gained an NCEA level three or above in 2006, compared to 20 percent in 2004 (increasing by about 40 percent). The figure was 36 percent in 2006 for Māori females, compared with 29 percent in 2004 (increasing by 25 percent).

Graph 18: Year 13 Māori and non-Māori students to gain an NCEA level three qualification or higher, 2004 – 2006

Note: Foreign fee-paying and NZAID students are excluded from 2005, qualifications gained by students who have not paid their NZQA exam fees are included.
Table 26 shows an increasing number of Māori school leavers attained qualifications over the last six years. Similarly, the number of school leavers able to attend university doubled over the last six years, but remained well below the number for European. Males in both groups were less likely to meet the requirements than females.

Table 26: Percentage of school leavers with NCEA level two or above and percentage of school leavers qualified to attend university, 2001 – 2006

<table>
<thead>
<tr>
<th>Ethnic group</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Māori</td>
<td>16.3</td>
<td>20.0</td>
<td>28.8</td>
<td>-</td>
<td>32.7</td>
<td>36.7</td>
</tr>
<tr>
<td>Total</td>
<td>37.3</td>
<td>42.0</td>
<td>52.6</td>
<td>-</td>
<td>57.1</td>
<td>60.2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ethnic group</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Māori</td>
<td>7.4</td>
<td>7.7</td>
<td>8.9</td>
<td>11.7</td>
<td>11.9</td>
<td>14.8</td>
</tr>
<tr>
<td>Total</td>
<td>26.0</td>
<td>27.0</td>
<td>28.7</td>
<td>32.1</td>
<td>32.9</td>
<td>36.3</td>
</tr>
</tbody>
</table>

Note: Owing to methodological changes in the allocation of attainment levels in 2004, for leavers achieving a qualification between little or no formal attainment and university entrance standard, the percentages of leavers with at least NCEA level two in 2004 is not comparable with other years and has been omitted.

Table 27 shows Māori students had higher suspension rates per thousand students than non-Māori and the rates have slightly decreased since 2000.

Table 27: Age standardised suspension rates per 1,000 students by ethnicity, 2001 – 2006

<table>
<thead>
<tr>
<th>Ethnic group</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Māori</td>
<td>17.6</td>
<td>17.3</td>
<td>16.5</td>
<td>15.2</td>
<td>16.3</td>
<td>15.6</td>
</tr>
<tr>
<td>Total</td>
<td>7.4</td>
<td>7.3</td>
<td>7.0</td>
<td>6.7</td>
<td>7.2</td>
<td>7.0</td>
</tr>
</tbody>
</table>

Note: NZAID students, foreign fee-paying students, The Correspondence School students, adult students (age>19) and private students are excluded.
Table 28 shows there was limited change in the rates of exclusion (total and Māori) between 2001 and 2006.

**Table 28: Age standardised exclusion rates per 1,000 students by ethnicity, 2001 – 2006**

<table>
<thead>
<tr>
<th>Ethnic group</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Māori</td>
<td>5.3</td>
<td>5.5</td>
<td>5.5</td>
<td>5.1</td>
<td>5.6</td>
<td>5.6</td>
</tr>
<tr>
<td>Total</td>
<td>2.3</td>
<td>2.5</td>
<td>2.4</td>
<td>2.3</td>
<td>2.5</td>
<td>2.5</td>
</tr>
</tbody>
</table>

Note: NZAID students, foreign fee-paying students, The Correspondence School students, adult students (age>19) and private students are excluded.

Table 29 shows there was a decrease in Māori expulsion rates between 2001 and 2006, substantially reducing the difference between Māori and overall expulsion rates.

**Table 29: Age standardised expulsion rates per 1,000 students by ethnicity, 2001 – 2006**

<table>
<thead>
<tr>
<th>Ethnic group</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Māori</td>
<td>4.2</td>
<td>3.1</td>
<td>4.2</td>
<td>3.0</td>
<td>3.1</td>
<td>2.3</td>
</tr>
<tr>
<td>Total</td>
<td>2.0</td>
<td>2.2</td>
<td>2.2</td>
<td>1.7</td>
<td>1.8</td>
<td>1.8</td>
</tr>
</tbody>
</table>

Note: NZAID students, foreign fee-paying students, The Correspondence School students, adult students (age>19) and private students are excluded.
The graph below shows Māori students were by far the largest rate of early leaving exemptions. In 2006 the early leaving exemption rate for Māori students (152 students per 1,000) was 3.4 times higher than the rate for non-Māori (45 students per 1,000).

**Graph 19: Early leaving exemption rates per 1,000 (Māori and non-Māori), 2000 – 2006**
The graph below shows there was marked difference in the retention of senior school students between Māori and non-Māori students. The gap between Māori and non-Māori in the rate of 16-year-old students remaining at school has increased over time.

**Graph 20: Retention rate of Māori and non-Māori 16-year-olds, 1998 – 2006**

![Graph showing retention rates]

- **Note:** As age was not provided in the attendance survey data, truancy percentages have been standardised by Year level.
The table below shows Māori were over-represented in the uptake of many special education services during 2006/07. For example, 67 percent of youth offending assessments were for Māori students.

### Table 30: Special education services by ethnicity, 2006/07

<table>
<thead>
<tr>
<th>Services to Individuals</th>
<th>All students</th>
<th>Māori</th>
<th>Māori as a percentage of all students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infants and young children requiring intervention in early childhood education sector</td>
<td>10,517</td>
<td>1,603</td>
<td>15%</td>
</tr>
<tr>
<td>Students with severe behaviour challenges (excludes SLS)</td>
<td>3,996</td>
<td>1,534</td>
<td>38%</td>
</tr>
<tr>
<td>Students with communication disorders and delays (excludes SLS)</td>
<td>7,276</td>
<td>1,521</td>
<td>21%</td>
</tr>
<tr>
<td>Students with moderate physical needs (excludes SLS)</td>
<td>1,386</td>
<td>434</td>
<td>31%</td>
</tr>
<tr>
<td>Students with moderate needs relating to hearing loss (excludes SLS)</td>
<td>508</td>
<td>87</td>
<td>17%</td>
</tr>
<tr>
<td>Supplementary Learning Support (SLS)</td>
<td>1,288</td>
<td>348</td>
<td>27%</td>
</tr>
<tr>
<td>ORRS-verified students (GSE) receiving specialist services</td>
<td>4,159</td>
<td>799</td>
<td>19%</td>
</tr>
<tr>
<td>Assessments for Youth Offending</td>
<td>250</td>
<td>167</td>
<td>67%</td>
</tr>
<tr>
<td>Assessments and ongoing support for ACC</td>
<td>183</td>
<td>56</td>
<td>31%</td>
</tr>
</tbody>
</table>

Note:
ACC = Accident Compensation Corporation
SLS = Supplementary Learning Support
CHAPTER 6: ENCOURAGING LIFELONG LEARNING
ENCOURAGING LIFELONG LEARNING

6.1 Introduction

Tertiary education makes a unique and valuable contribution to New Zealand’s national development in a range of important dimensions – social, economic and environmental.

It passes on skills and knowledge needed in the workforce and among hapū, iwi and Māori groups to fulfil their future aspirations. It contributes to social cohesion and is responsible for much of the country’s innovation and knowledge creation needed to shift from an industrial society to a knowledge society

It also contributes to Māori cultural development by disseminating and sharing mātauranga Māori (Māori knowledge) and te reo Māori (the Māori language). As such it plays a significant role in strengthening the cultural uniqueness of New Zealand as a nation and on the world stage.

Tertiary education, also called lifelong learning, offers learners themselves a wide range of benefits too. It gives Māori (like all New Zealanders) the opportunity to build and develop careers and make the most of their social and economic potential. Tertiary education also provides access to new and traditional forms of Māori knowledge, encouraging growth on a personal level. Certainly, the research shows tertiary education provides learners with the opportunity to earn more.

In April 2006 the government announced significant changes to New Zealand’s tertiary education system. The main objectives include:

- a greater focus on government, regional and developmental priorities
- increased public confidence in the tertiary education sector
- greater financial certainty for government and tertiary education organisations.

The new system will be in place in 2008 and supported by the Tertiary Education Strategy, 2007 – 12 and Statement of Tertiary Education Priorities, 2008 – 10. The Ministry of Education will ensure the new system is one offering Māori learners what they need to be successful lifelong learners.


- economic transformation
- social development
- Māori development
- environmental sustainability
- infrastructural development
- innovation.

The Tertiary Education Strategy, 2002 – 2007 is supported by six main strategies, each relating to a specific strategic goal. Te Kautaki Mātauranga Māori is the specific strategy for Māori development.

Meanwhile, Ka Hikitia – Managing for Success, a draft strategy, builds on the tertiary sector strategies, as well as the latest research about what works for Māori. For example, the draft strategy emphasises the need to strengthen research evidence about mātauranga Māori. It also emphasises the need for more Māori to participate in tertiary education, with the aim of achieving more and higher-level qualifications, ie, bachelor’s degrees. The strategy highlights the need for the school sector to adequately prepare students for lifelong learning and to keep...
them engaged at school and able to make informed choices about future tertiary pathways.

2006/07 figures continue to show a relatively high representation of Māori in tertiary education. However, numbers have decreased over the past two years, with an overall decline of 5.4 percent between 2005 and 2006. Māori learners participate across the tertiary system. However, figures show particularly strong participation in workplace training and certificate and diploma-level study. This trend shows there is still more work to be done to encourage Māori participation and completion of degree-level and postgraduate-level study. Other priorities include improving the quality, relevance and accessibility of tertiary education for Māori.

6.2 Statistical highlights

2006/07 figures show:

- Participation by Māori in formal tertiary education remained higher than for other populations, despite a 5.4 percent decline in 2006.
- In 2006/07 the percentage of Māori aged 15 years or older in formal tertiary study was 20.3 percent compared to 13.7 for all New Zealanders.
- The proportion of Māori students moving directly on to higher-level study the year after completing a level one to three certificate was 25 percent compared to 18 percent for all students.
- Wānanga and other universities had the highest qualification completion rate between 2002 and 2006, with 47 percent of all students completing qualifications over this period. The completion rate for all Māori was 47 percent compared to 44 percent for all students.

6.3 Strategic focus

The tertiary education sector is in a period of change and significant sector reform. The reforms involve setting up a funding framework and quality assurance arrangements that better support a focus on quality (not quantity). The reforms also seek to more closely align tertiary education with the government’s national goals. Māori will play an important role in deciding what this means for Māori learners.


- achieving success for all New Zealanders through lifelong learning
- creating and applying knowledge to drive innovation
- developing strong connections between tertiary education organisations and the communities they serve.

This means building on what works and what is successful to lift Māori achievement at all levels of tertiary education. Tertiary education organisations will be responsible for showing, in their plans and through the quality assurance system, that they are offering education that supports Māori learners to achieve their aspirations. The priority outcomes for the next five years are outlined below.

Increasing the educational success for young New Zealanders to achieve qualifications at level four and above by age 25

Tertiary education organisations need the necessary systems and structures in place to support Māori education success, helping move from secondary school to tertiary education. For example, tertiary education organisations may need to establish strong links with schools and Career Services to ensure Māori learners can integrate secondary school and tertiary learning with career planning. Ka Hikitia – Managing for Success: The draft Māori Education Strategy 2008 – 2012 complements this priority by focusing on Māori students in Years nine and 10, keeping them engaged, achieving and present at school.
The aim is to ensure they are able to transition effectively into tertiary and lifelong learning in greater numbers.

**Increasing literacy, numeracy and language levels for the workforce**

The challenge here is for tertiary education organisations to provide effective literacy, numeracy and language teaching in contexts that suit adult learners, i.e., workplaces.

**Increasing the achievement of advanced trade, technical and professional qualifications to meet regional and national industry needs**

This means increasing Māori achievement and success within the tertiary education system to support Māori development and meet regional and national industry needs. Ensuring Māori can choose from, and move into, a range of careers and make a key contribution to New Zealand’s economic transformation are other goals.

The Tertiary Education Commission is the Crown agency responsible for implementing the *Tertiary Education Strategy*. It gives effect to the *Statement of Tertiary Education Priorities*, it allocates funding, advises government, negotiates tertiary education organisational plans and has a research and monitoring role. The Ministry of Education supports the Commission’s role by developing policy, providing government advice, collecting data and monitoring the success of the tertiary education system.

The Ministry of Education is committed to ensuring all New Zealanders are able to realise their full potential through tertiary education. This commitment requires a significant increase in the level of participation and achievement for Māori learners – particularly at the degree and postgraduate level. It is an aim that will take time to realise and that involves strengthening the unique nature of wānanga and mātauranga Māori within the sector.

To read more about the strategies, policies and programmes mentioned in this chapter, refer to:

- [http://kahikitia.minedu.govt.nz](http://kahikitia.minedu.govt.nz)
- [www.minedu.govt.nz](http://www.minedu.govt.nz)
- [www.tki.org.nz](http://www.tki.org.nz)

To read the latest Ministry of Education research evidence, statistics and data, go to:

- [www.educationcounts.govt.nz](http://www.educationcounts.govt.nz)

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### 6.4 Learners

Tertiary education (and lifelong learning) offers a depth and range of learning opportunities for adults of all ages. In 2006 one in five Māori adults (20.3 percent) participated in formal tertiary education. Māori were enrolled with a wide range of tertiary providers and were most likely studying towards certificate-level qualifications, particularly level one to three certificates.

#### Adult and community education providers

Adult and community education providers offer adult and community education focused on literacy, numeracy and English as a Second Language.

#### Industry Training Organisations

Industry Training Organisations set national skill standards for workplace learning. They provide leadership on skill and training needs and fund on-job and off-job training towards nationally recognised qualifications. There are 41 in New Zealand.

#### Institutes of Technology and Polytechnics

Institutes of Technology and Polytechnics offer a wide range of vocational and professional programmes.

#### Private Training Establishments

Private Training Establishments are legally defined as ‘establishments other than a public tertiary education institution that provides post-school education or vocational training’. There are more than 900 in New Zealand, around 150 are Māori owned and operated.

#### Universities

Universities are public tertiary institutions that offer general undergraduate and graduate degrees and diplomas in arts, sciences and commerce, as well as specialist degrees in particular disciplines. Universities have a lead role in research and now include all of the country’s Colleges of Education. There are eight universities in New Zealand.

#### Wānanga

Wānanga are public tertiary institutions that provide programmes characterised by kaupapa Māori philosophies, principles and approaches. There are three in New Zealand.
Level one to three certificates

Level one to three certificates are qualifications that are equivalent to secondary school education qualifications. Level one to three certificates provide adult learners with a second chance to learn and gain foundation skills needed for employment in some trade and vocations. Figures show Māori learners enrolled in level one to three certificates tended to be women, in older age groups, who studied part-time. From 1998 to 2002 Māori participation rates (for level one to three qualifications) grew rapidly. In 2006, numbers have declined. In 2006 Māori made up 24 percent of all domestic students enrolled in level one to three certificates.

Level four to seven certificates and diplomas

Certificates and diplomas at levels four to seven provide learners with vocational, technical and professional skills and training. Again, much of the recent growth in the number of students studying level four certificates has resulted from increased participation by Māori women. The rapid growth in level four certificates from 2001 can also be attributed to the number of learners enrolled in level four (te reo Māori) certificates. In 2006 Māori made up 28 percent of all domestic students enrolled in level four certificates and 19 percent of domestic students enrolled in level five to seven diplomas.

Bachelor degrees

Bachelor-level qualifications include bachelor degrees and graduate certificates and diplomas. Figures show Māori women enrolled in bachelor-level qualifications outnumbered Māori men by two to one. Māori learners studying at this level were also more likely to be aged over 25 years (compared to other ethnicities). In 2006 there were 14,283 Māori studying bachelor-level qualifications.

Postgraduate qualifications

Postgraduate-level qualifications include bachelor degrees with honours, postgraduate diplomas and certificates, master’s degrees and doctorates. Overall, the number and participation rates of Māori learners in postgraduate education has grown in recent times. In 2006, 2,956 Māori learners studied at postgraduate level. Māori formed 12 percent of domestic students studying master’s-level qualifications and six percent of domestic students studying doctoral-level qualifications.

Adult and community education

Adult and community education includes a wide range of educational activities and opportunities within the community, involving whānau, hapū, and iwi. Māori enrolled in adult community education can gain entry into tertiary education and begin or continue their experience of lifelong learning. In 2006, 18,100 Māori learners participated in adult and community education.
Encouraging high-level achievement

A major government aim, articulated in a number of education strategies,74 is to increase educational success for young New Zealanders – at school – to ensure more gain level four qualifications (and above) before reaching 25. Ensuring the school system helps more young people achieve university entrance or better is an important way of realising this aim, research suggests.

A study called *Te Whai i Ngā Taumata Atakura*75 released in 2007, looks at what contributes to the success of first-time Māori students studying towards bachelor degrees. The purpose of the study was to build understanding about ways to increase the number of Māori attaining qualifications at bachelor-degree level or higher.

The study noted there was clear evidence that holding a degree benefitted Māori economically, as well as socially and culturally. It noted the level of degree attainment among Māori had increased. Yet attainment rates still lagged behind the rest of the population and rates did not yet meet international standards.

The study found that:

- improved support for Māori engaged in degree-level study was important to ensure success, particularly in a learner’s first semester
- success during the first year of study was only partially explained by enrolment data, ie, demographics, school background and area of enrolment. This finding reinforced a general theme found in international literature that a complex set of factors – institutional, personal and external – influence a learner’s success. Factors included readiness for degree study, commitment to reaching a goal, an ability to fit into the institution and the institution’s ability to adapt to individual students
- student support services could result in improved institutional practice and teacher professional development
- a key aspect for Māori learners was likely to be the extent to which Māori students were able to maintain their cultural identity, access social and support networks outside of the institution and feel their experiences were valued within the learning context.

The following case study illustrates how tertiary education – and lifelong learning in general – has helped Rawiri Durie achieve a range of important life goals.


CASE STUDY

DR’S HARD SLOG AT UNIVERSITY PAYS OFF

BECOMING a doctor was never really high on Rawiri Durie’s list of ideal jobs growing up.

Back then he just couldn’t see how it would help him pursue the raft of hopes and ambitions he had – like being an All Black for one.

“For a long time I wanted to play rugby and be a shearer. My dad was a shearer. My mum worked in the gang. We grew up shearing. In summer we talked about shearing. In winter we talked about rugby. That was my upbringing,” says 44-year-old Rawiri from his home town of Feilding.

“But dad had other ideas for me and, in hindsight, used quite a cunning approach to change my mind.

“He knew I liked sport. He reckoned if I wanted to be an All Black I’d better give up shearing and think about a different career because shearing wrecked the body. He’d say things like: ‘Look at educated people; the hardest thing they do each day is the daily crossword!’ Rawiri recalls with a laugh.

“That did it. I pretty much changed over night.”
CASE STUDY

So, with the goal of getting a so-called decent job, the young St Stephen’s and Te Aute College graduate headed off to university where he embarked on almost two decades of study, interspersed by time overseas to work and play sport.

Today, Rawiri has a human biology degree, degrees in medicine and surgery and an Australasian fellowship in sports medicine. The father-of-five also runs a sports medicine practice in Palmerston North.

He’s adamant the long, hard slog at uni paid off, eventually giving him and his family choices they might not otherwise have had.

Rawiri explains: “Because I’ve educated myself and make a good living I don’t have to worry about where the next meal is coming from. It means I’m in a position to pursue other important things in life.”

One of those other important things is a school, called Tū Toa, that Rawiri and his brother Nathan set up in 2005. Tū Toa students are encouraged to get to the top academically and in a chosen sport, such as tennis.

Integral to Tū Toa is pride in being Māori, yet the school is open to all students. Hard work and 100 percent commitment are core values.

At present, Tū Toa’s 30 students are young Māori who come from Palmerston, the Hawke’s Bay, Wellington, Taranaki, the Bay of Plenty and the Far North. They range in age from 12 to 18.

Tū Toa students, whose chosen sport is tennis, take part in a programme specially developed by Rawiri. They live in a custom-built dormitory added to Rawiri’s Manawatu home. They learn by correspondence from a base at Waikato University’s Hokowhitu campus.

All Tū Toa students practise their chosen sport for up to two hours in the morning and up to two hours in the evening. They receive mentoring, coaching, physical conditioning, nutritional advice and work with staff to develop a personalised education and sports plan. Students compete at home, as well as overseas.

Tū Toa tennis trainees are coached by Rawiri and Dean Katipa in an all-weather tennis dome that Rawiri spent three years designing, building and financing himself.

In 2006 Rawiri was awarded a cash scholarship from AMP to continue developing the sport school facilities and achieve his goal of making his the top tennis school in the country within the next five years. Other sponsors are slowly coming on board too.

Tū Toa all-weather tennis dome.
Rawiri got the idea for Tū Toa when his 10-year-old daughter became interested in tennis.

“I knew nothing about tennis when we started out. I was supporting five kids on a student salary. So we couldn’t afford coaching. Instead, we taught ourselves.

“I soon noticed there were very few Māori children playing tennis at all. Tennis is a sport for the wealthy, really. Sure, anyone can pick up a racquet and play – that’s not the expensive part. But to get anywhere you need coaching, facilities and parents who can afford to take their kids to tournaments and so on. And this disqualifies a lot of our people.”

Around the same time Rawiri got talking to the late Dame Te Atairangikaahu at the annual Aotearoa Māori tennis tournament. She was the organisation’s patron.

“We talked about the popularity of tennis among our people early last century. Something like 800 people entered Wanganui’s Marumaru Cup in 1911 – I don’t know if they had cars in those days, so who knows how they got there. But they were obviously very keen.

“That day Dame Te Atairangikaahu encouraged me to get our people reunited with the game. Those were her exact words. And that’s when all this really took off,” says Rawiri.

Today, Rawiri is pleased with how his Tū Toa students are progressing. Many are doing well at the regional and national levels and all are doing well academically. He even has his eye on a rising tennis star who has the sort of commitment and physical strength he thinks will take her a long way.

So, is Rawiri about ready to slow down and give away the study now that his dreams are pretty much fulfilled?

“Hmmm … put it this way. I get up at 4.30am every morning and spend that first hour reading, learning and thinking about the various things I’m working on – whether it relates to my medical practice, the sports dome or my tennis coaching.”

“I don’t consider myself an academic who studies for the sake of studying, but I’m certainly a lifelong learner. I’ll continue to research and read as a practicing sports physician, but also to further my interests and to reach my goals in life. It’s my hope the kids I work with will do the same.”
Supporting Māori participation

In 2006/07 the Ministry of Education, alongside the Tertiary Education Commission and other government agencies, continued to increase Māori participation in tertiary education through the range of initiatives listed below.

Student support

All New Zealanders have access to the student loans and allowances schemes to help them participate in tertiary education. Student allowances are designed to provide assistance to those who are unable to support themselves financially while undertaking fulltime study. StudyLink, a service of the Ministry of Social Development, is responsible for the administration and delivery of student allowances and student loans.

Step Up scholarships

Step Up scholarships are for students from low-income backgrounds, enrolled in approved degree courses. From 1 January 2008 the number of Step Up scholarships will increase by 50 percent and the scheme is to be refined to improve access.

Special Supplementary Grants

Special Supplementary Grants are provided to tertiary education organisations to improve the participation, retention and achievement rates of Māori and Pasifika learners.

6.5 Teachers

Research shows teachers have a major effect on the quality of tertiary education. The Education Act (1989) requires universities to closely link teaching and research, stating most teaching should be done by people involved in research. Most tertiary teachers must have both high scholarship standards and strong pedagogical knowledge – and teach in a tertiary context that encourages critical reflection and research.

Māori tertiary staff

Analysis of the 2005/07 and 2006/08 staff profiles of tertiary education organisations showed that recruitment and support of Māori staff was specifically addressed by some institutions. Analysis showed the proportion of Māori staff compared to the proportion of Māori students continued to be out of step. Boosting the supply, skills and capability of Māori staff in tertiary institutions is an important aim.

Performance-Based Research Fund

The Performance-Based Research Fund was established in 2003 to encourage and reward research excellence within the tertiary education sector. A quality evaluation system was set up to assess the research work of academic staff within a tertiary education organisation and to determine the organisation’s rating and research funding allocation.

The fund plays an important role, developing Māori research capability and assessing research work using a framework developed by the Māori Knowledge and Development Panel. The Tertiary Education Commission has released the results of the 2006 quality evaluation, which took place in November 2006. The evaluation noted the high number of cross referrals by applicants to and from other panels showed the extent to

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which Māori researchers were working in cross-cultural and cross-disciplinary contexts. The panel was also heartened to see the number of doctorates and degrees being completed by applicants. The panel noted the increasing number of tertiary staff at the beginning of their research careers had resulted in lower initial scores, yet would likely lead to more promising results in future rounds. The next assessment will take place in 2012.

**Teacher development**

The government has made a number of investments in tertiary teaching. For example, teaching excellence has been recognised, since 2001, through the annual awards for outstanding tertiary teachers. The awards recognise and encourage excellence in tertiary teaching and provide an opportunity for teachers to further their careers and share good practice. All tertiary education organisations are eligible to nominate up to three teaching staff. In 2006 ten recipients received an award. The National Centre for Tertiary Teaching Excellence, Ako Aotearoa, will administer the awards from 2008.

High-quality teaching is, in part, defined by the tertiary context in which teachers work. The high-quality practice of teachers working in tertiary education organisations, such as wānanga, may vary when compared to the practice of teachers working in a private training establishment, for example. Better understanding effective teaching practice within the tertiary sector, while at the same time protecting and nurturing the distinctiveness of different tertiary providers, is a focus for the government.

**Ako Aotearoa, the National Centre for Tertiary Teaching Excellence**

Ako Aotearoa is the National Centre for Tertiary Teaching Excellence. It is part of a $20 million government initiative to boost the quality of teaching across the sector.

The centre’s development has been influenced by the recommendations of the Teaching Matters Forum published in 2005. The forum reported on the views of a range of tertiary kaiako and learners, looking at the needs and interests of learners, including Māori learners. The centre is responsible for building and maintaining networks to share best practice throughout the sector. It is also responsible for improving quality through initiatives like the teaching awards.

**Tertiary teaching collaboration**

The sharing of expertise is an important way to raise the quality of tertiary teaching. Many teachers have limited teacher training prior to starting their teaching careers and tend to gain their teaching skills through experience and collegial support, and by enrolling in study about adult education.

However, several tertiary education providers provide networks to help teachers collaborate and share good practice. For example, Massey University has established Te Mata o Te Tau, the Academy for Māori Research and Scholarship. The academy is interdisciplinary and intersectoral and brings together Māori scholars from several disciplines, departments and centres of research. It has strong links with other academic and research organisations in Massey, in New Zealand and internationally.

**Adult and community education professional development**

In 2006 the Tertiary Education Commission published a professional development strategy and action plan for teachers working in adult and community education. The strategy and plan aim to strengthen teaching capacity and professional development. A working group has been established to support projects that contribute to adult and community education professional development priorities for Māori (and Pasifika).
6.6 Working in partnership

The first strategy for the tertiary education sector recognised the importance of tertiary education organisations having strong connections with Māori communities. The latest strategy emphasises improving the quality of community engagement. It emphasises the need to focus on ensuring programmes support the aspirations of Māori communities and have the expressed support of such communities. It also suggests the sector achieves outcomes that support social, cultural and economic development – outcomes that can be demonstrated to Māori, the wider community and government.

The 2005 Monitoring Report for the Tertiary Education Strategy, 2002 – 2007 looked at tertiary education provider engagement with key stakeholder groups, focusing on the nature and extent to which providers engaged with business, industry, Māori, Pasifika and other stakeholders. It found that:

- wānanga were most frequently engaged with Māori, followed by universities and institutes of technology and polytechnics
- universities carried out engagement during research, while the engagement of industry training providers focused on skill development
- Māori were the stakeholder group who providers appeared to have most engagement with
- tertiary providers were generally satisfied with the level of engagement with Māori and most thought they were making moderate contributions to Māori social and economic goals.

Māori stakeholders reported that successful engagement relied on the quality of individual connections and relationships, a mutual understanding of kaupapa, principles and values and the relevance of the education being delivered or planned.

Barriers to engagement included narrowly-defined contractual arrangements between Māori organisations and providers, frustration over providers’ inability to meet the needs of Māori students and changing personnel within providers.

The report noted that Māori stakeholders see tertiary education making a strong and vital contribution to Māori achievement of economic and social goals. Māori engagement with the tertiary education sector was driven by their aspirations, research and planning.

It is clear, from the research, that Māori stakeholders have a large stake in, and commitment to, education, particularly at the tertiary level, which drives their engagement with providers.
### 6.7 Education programmes

<table>
<thead>
<tr>
<th>Programme</th>
<th>Description</th>
<th>2006 participation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gateway</strong></td>
<td>Gateway offers senior secondary students workplace learning across more than 50 industries and hundreds of businesses around New Zealand.</td>
<td>In 2006, 2,068 Māori students from both the English language and Māori language education sectors participated in Gateway.</td>
</tr>
<tr>
<td><strong>Modern Apprenticeships</strong></td>
<td>The Modern Apprenticeships programme enables young people to gain nationally recognised industry qualifications while working, making it easy for employers to improve the skills of their workforce.</td>
<td>In 2006, 1,430 Māori rangatahi participated in the programme.</td>
</tr>
<tr>
<td><strong>Industry training</strong></td>
<td>Industry training provides access to structured training arrangements, both on-job and off-job training, linked to the register of quality assured qualifications. Industry training provides a key means of increasing the level of skills in the New Zealand workforce.</td>
<td>The number of Māori in industry training, including Modern Apprentices, in 2006 was 22,043.</td>
</tr>
<tr>
<td><strong>Youth Training</strong></td>
<td>Youth training provides fulltime, fully funded foundation and vocational skills training to young people who have left school with no or very few qualifications.</td>
<td>There were 11,350 youth trainees in 2006, 46 percent of whom were Māori.</td>
</tr>
<tr>
<td><strong>Training Opportunities</strong></td>
<td>This programme is a fulltime, fully funded labour market programme providing foundation and vocational skills training to people who are disadvantaged in employment and educational achievement terms.</td>
<td>For the first time in several years the number of training opportunity trainees increased. In 2006 there were 17,549 trainees, 41 percent of whom were Māori.</td>
</tr>
<tr>
<td><strong>Rangatahi Maia</strong></td>
<td>Rangatahi Maia offers young Māori a range of job training and education opportunities. Programmes give learners the opportunity to gain a complete qualification and enter related employment. They also offer help to study towards higher-level qualifications.</td>
<td>Two hundred and ninety-five Māori learners participated in Rangatahi Maia in 2006.</td>
</tr>
<tr>
<td><strong>Student loan support</strong></td>
<td>Student loans meet the costs of tuition fees and other study-related costs. Loans are repaid through a higher tax rate following study.</td>
<td>In 2006, 27,975 Māori students borrowed against the scheme (from a total of 167,420 borrowers).</td>
</tr>
<tr>
<td><strong>Student allowances</strong></td>
<td>The student allowance scheme was introduced in 1989 to provide living support for New Zealand students studying fulltime toward recognised tertiary qualifications. The scheme is also for adults studying fulltime at a secondary school. The aim of the scheme is to ensure daily living expenses do not act as a barrier to fulltime education for adult students.</td>
<td>In 2006, 6,318 Māori tertiary students received a student allowance (from a total of 59,431 students).</td>
</tr>
</tbody>
</table>
### Scholarship support
Scholarships available to Māori tertiary students include: TeachNZ scholarships (for prospective teachers), the Māori and Pacific Higher Education Scholarships, Ngārimu VC and 28th Māori Battalion Memorial Fund Scholarships and the Step Up scholarships.

In 2006/07, 180 TeachNZ scholarships were awarded to Māori applicants.

### Special Supplementary Grants
Special Supplementary Grants are available to tertiary education organisations to increase and improve the retention and completion rates of students at higher qualification levels.

In 2006/07, $4.4 million of funding was available for Māori special supplementary grants.

### Secondary Tertiary Alignment Resource (STAR)
Secondary schools receive STAR funding for courses of study and/or workplace experience for rangatahi. The aim is to help rangatahi gain the skills and qualifications they need to move from secondary school to either employment or further education.

In 2006, 2,924 Māori rangatahi were enrolled in tertiary education through STAR funding.

### Adult and community education
Adult and community education offers a range of educational activities and opportunities within the community and supports the learning of whānau, hapū and iwi. For many Māori who enrol in adult community education, courses provide an important pathway into tertiary education and promote lifelong learning.

In 2006/07, 18,100 Māori students participated in Adult and Community Education provided by tertiary education institutions. Maori also participated in various programmes provided by community providers.

### Performance-Based Research Fund
The Performance-Based Research Fund is an initiative that involves identifying and assessing research excellence within the tertiary education sector. It includes a focus on Māori knowledge and development.

The fund’s major evaluation element, the quality evaluation, was first completed in 2003. A second, partial evaluation was completed in 2006. Funding of $14 million over four years through Budget 2007 increases the fund’s total value to $234.8 million in 2010.

### Centres of Research Excellence
The Centres of Research Excellence are primarily, but not exclusively, research networks where researchers from different organisations work together on a commonly-agreed work programme. Each centre is hosted by a university and comprises a number of partner organisations including other universities, Crown Research Institutes and wānanga.

In 2007 the Tertiary Education Commission announced the continued funding for six existing Centres of Research Excellence, including Ngā Pae o te Māramatanga, the Māori Centre for Research Excellence. The commission also provided funding for a new centre.
6.8 Working from the evidence

New Zealand, like other nations, is making progress towards becoming a knowledge society – a society defined by the shift from the Industrial Age, and the reliance on industry and commodity production, to the Information age, where knowledge and technology are key. In knowledge societies education and lifelong learning play an important role, as does investment in researching and developing new ways of thinking and doing things.

The government is focused on developing a strong research culture within the tertiary education sector, through the development of two major initiatives. They are the Performance-Based Research Fund and the Centres of Research Excellence. Seven centres were established in 2001 and 2002, one of which is focused entirely on Māori research excellence called Ngā Pae o te Māramatanga. The government has renewed the centre’s funding for a further six years. The following case study looks at the centre’s main contributions to date.
IT IS NOT easy to count the ways Ngā Pae o te Māramatanga is transforming New Zealand’s research scene. But, clearly, it is.

Start by taking a look at the unique scholarly approach the research centre has developed – an approach that seeks to resolve life’s curly conundrums using two cultural perspectives, Māori and New Zealand.

Then there’s the huge number of Māori doctoral students – more than 500 at last count – it supports through mentoring programmes, networking, fellowships, conferences, retreats, workshops and the centre’s own international journal of indigenous scholarship called AlterNative.

Ngā Pae o te Māramatanga’s eclectic group of founding members is impressive too. There’s The University of Auckland, The University of Waikato, Victoria University, The University of Otago, Te Whare Wānanga o Awanuiārangi, Te Wānanga o Aotearoa, Manaaki Whenua Landcare Research and The Auckland War Memorial Museum.

But, be careful not to lose sight of the research itself.

Within the education sector alone, Ngā Pae o te Māramatanga (Ngā Pae) has contributed to the research work of Māori academics Russell Bishop, Margie Hohepa and Häromi Williams.

Waikato University Professor Russell Bishop’s research led to the professional development programme called Te Kotahianga for teachers working in mainstream (English language) schools. It’s a ground-breaking programme now jointly run by the
WHAT WE’RE REALLY AFTER ARE RESEARCHERS WHO CAN REALLY CONTRIBUTE TO THE TRANSFORMATION OF SOCIETY AS A COLLECTIVE, A CRITICAL MASS.

Ministry of Education and Waikato University involving 1,000 teachers and more than 11,000 students. The programme’s primary aim is to raise achievement among Māori learners through excellent teaching.

University of Auckland Dr Margie Hohepa’s research, on the other hand, provides kura teachers with te reo Māori reading comprehension strategies for students in Years four to eight. Her strategies are used in both Māori language and English language classrooms.

Meanwhile, thanks – in part – to Ngā Pae, Tūhoe Education Authority Executive Manager Hāromi Williams is recording the kaumatua stories of ten Tūhoe hapū to develop a teaching resource for local schools.

And, that’s just the tip of the iceberg.

Auckland University Professors Linda Smith and Michael Walker were Joint Directors of Ngā Pae, until recently when Linda moved to the University of Waikato to take up the Pro-Vice Chancellor Māori role and Dr Tracey McIntosh took her place.

“Ngā Pae funds people who might not otherwise get funded or who very often don’t get funded. We support research in health, education, housing, science, the creative arts – there’s a huge range,” says Michael.

“Our work is about creating a space for this work to occur. It’s about creating a space for people to look at a problem from two differing perspectives and see things that other people aren’t seeing.”

And it’s an approach that’s working extremely well, says Michael. The scientific work of Dr Shane Wright is one example. Shane identified the reasons life proliferates more rapidly near the equator – solving a problem that had vexed the biological science community for decades and scoring widespread interest here and overseas.

Michael continues: “We’re not only creating a whole new research environment; we’re also taking Māori potential somewhere new. Ngā Pae is about supporting research and seeing it through to the next step, to the point where it begins to transform society,” he says.

In that sense, Ngā Pae researchers must complete academic work, but they must also be prepared to put their theories into practice. That can mean talking to grass roots communities to identify a problem from the community’s viewpoint, then working with them to solve it. And it can mean coming up with innovative solutions, proven to work, for people developing government policy.

Taking this approach means every Ngā Pae dollar goes a long way, says Michael. It also means a single project can address multiple issues.

For example, one Ngā Pae project, led by Auckland university’s Kēpa Morgan, looks at issues of health, housing, technology and multiple land ownership.

The project focuses mostly on a new building material that reinforces earth with flax fibre or muka. Yet an exciting spin off is a teaching resource, featuring teachers’ notes and a website and CD-ROM called Uku: Earth-Fibre Housing. The resource is part of a professional development package for kaikako teaching tikanga-ā-iwi (social studies), hangarau (technology) and pūtaiao (science) within the Māori language education sector.

Both Tracey and Michael are pleased with the contribution Ngā Pae is making since it was set up in 2002. Although both are quick to say there’s still a long road ahead.

"What we’re really after are researchers who can really contribute to the transformation of society as a collective, a critical mass," says Tracey.

"Then we’d like them to use that critical mass to build the next generation who can continue to plough their efforts back into health, education – all those areas we know need to work better for Māori and for New Zealand as a whole."

Ngā Pae o te Māramatanga is one of seven Centres of Research Excellence set up by the government in 2002.
6.9 Statistics

Graph 21 shows Māori who have a bachelor’s degree or higher have much lower unemployment rates and their unemployment rate is similar to others with the same level of qualifications.

Graph 21: Unemployment rates by educational qualification, 1999 – 2006
Graph 22, from the Statistics New Zealand Household Labour Force Survey, shows that having tertiary qualifications increases the level of income an individual can expect to earn. Both Māori and non-Māori who hold no qualifications have significantly lower incomes than those with qualifications.

Income is generally higher for people with higher levels of qualifications. However, at each level of qualification, the income of Māori is somewhat lower than the rest of the population with similar levels of qualification. This is likely to reflect the actual levels and areas of qualification held by Māori within each broad group.

**Graph 22: Real median hourly wage by highest qualification for Māori and non-Māori, 1999 – 2006**
The percentage of Māori school leavers enrolling in tertiary education grew from 40 percent in 2000 to 51 percent in 2004. However, Māori school leavers were less likely to enrol in degree-level study than non-Māori.

Graph 23: Percentage of school leavers going directly to tertiary education by level of study, 2000 – 2004

Note: Figures in this graph differ from those published in previous reports owing to changes in methodology. The percentage of school leavers progressing directly to tertiary study is now based on tertiary enrolments for the whole year, not as at 1 July.
The percentage of Māori school leavers enrolling in tertiary education within two years of leaving school grew from 23 percent in 1999 to 28 percent in 2004. This compared to 44 percent of non-Māori in 1999 and 49 percent of non-Māori in 2004.

Table 30: Proportion of students entering tertiary study within two years by school leaving year, 1999 – 2004

<table>
<thead>
<tr>
<th></th>
<th>1999</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>Māori</td>
<td>%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>23%</td>
<td>24%</td>
<td>30%</td>
<td>29%</td>
<td>28%</td>
<td>28%</td>
</tr>
<tr>
<td>Number</td>
<td>2,258</td>
<td>2,246</td>
<td>2,908</td>
<td>2,771</td>
<td>2,716</td>
<td>2,961</td>
</tr>
<tr>
<td>Non-Māori</td>
<td>%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>44%</td>
<td>42%</td>
<td>50%</td>
<td>47%</td>
<td>48%</td>
<td>49%</td>
</tr>
<tr>
<td>Number</td>
<td>19,409</td>
<td>19,144</td>
<td>21,845</td>
<td>20,310</td>
<td>20,814</td>
<td>22,049</td>
</tr>
<tr>
<td>All students</td>
<td>%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>40%</td>
<td>39%</td>
<td>46%</td>
<td>44%</td>
<td>44%</td>
<td>45%</td>
</tr>
<tr>
<td>Number</td>
<td>21,667</td>
<td>21,390</td>
<td>24,753</td>
<td>23,081</td>
<td>23,530</td>
<td>25,010</td>
</tr>
</tbody>
</table>

In 2006, 85,733 Māori students participated in tertiary education, representing a decrease of 5.4 percent since 2005. This reflected a wider trend where, overall, the number of students taking part in tertiary education declined in 2006. Wānanga experienced the largest decrease in the number of Māori students from 2005 to 2006, with smaller decreases seen at universities and institutes of technology and polytechnics. Institutes of technology and polytechnics now have the most Māori student enrolments.

Graph 24: Māori students in tertiary education by subsector, 2000 – 2006
Fewer Māori students enrolled in level one to three certificates in 2006. There was also a decrease in the number of Māori enrolled in bachelor-level study. However, there were increases at postgraduate level (honours and postgraduate certificates and diplomas, masters and doctorates).

**Table 31: Māori students in formal education by level, 2000 – 2006**

<table>
<thead>
<tr>
<th></th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>% change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level one to three certificates</td>
<td>26,945</td>
<td>39,764</td>
<td>49,973</td>
<td>52,141</td>
<td>54,832</td>
<td>54,551</td>
<td>49,076</td>
<td>-10%</td>
</tr>
<tr>
<td>Level four certificates</td>
<td>3,325</td>
<td>6,332</td>
<td>14,435</td>
<td>19,910</td>
<td>18,444</td>
<td>17,987</td>
<td>17,162</td>
<td>-5%</td>
</tr>
<tr>
<td>Level five to seven diplomas</td>
<td>9,206</td>
<td>9,285</td>
<td>11,372</td>
<td>11,666</td>
<td>11,308</td>
<td>12,144</td>
<td>11,805</td>
<td>-3%</td>
</tr>
<tr>
<td>Level seven bachelor degrees</td>
<td>12,937</td>
<td>13,608</td>
<td>14,446</td>
<td>15,021</td>
<td>15,172</td>
<td>14,815</td>
<td>14,283</td>
<td>-4%</td>
</tr>
<tr>
<td>Level eight honours/postgrad/cert/dip</td>
<td>900</td>
<td>901</td>
<td>973</td>
<td>1,098</td>
<td>1,276</td>
<td>1,327</td>
<td>1,437</td>
<td>8%</td>
</tr>
<tr>
<td>Level nine masters</td>
<td>850</td>
<td>881</td>
<td>1,029</td>
<td>1,022</td>
<td>1,094</td>
<td>1,162</td>
<td>1,240</td>
<td>7%</td>
</tr>
<tr>
<td>Level 10 doctorates</td>
<td>211</td>
<td>230</td>
<td>235</td>
<td>248</td>
<td>259</td>
<td>275</td>
<td>279</td>
<td>1%</td>
</tr>
<tr>
<td>Total</td>
<td>51,230</td>
<td>65,524</td>
<td>81,936</td>
<td>88,426</td>
<td>90,881</td>
<td>90,667</td>
<td>85,733</td>
<td>-5%</td>
</tr>
</tbody>
</table>

Māori females participated in tertiary education at a higher rate than Māori males across all age groups in 2006.

**Table 32: Māori participation rate in tertiary education by age and gender, 2006**

<table>
<thead>
<tr>
<th></th>
<th>Under 18</th>
<th>18-24</th>
<th>25-39</th>
<th>40+</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>13.2%</td>
<td>36.9%</td>
<td>27.8%</td>
<td>19.1%</td>
<td>24.5%</td>
</tr>
<tr>
<td>Male</td>
<td>12.1%</td>
<td>24.8%</td>
<td>16.9%</td>
<td>11.8%</td>
<td>15.8%</td>
</tr>
<tr>
<td>Total</td>
<td>12.7%</td>
<td>30.9%</td>
<td>22.6%</td>
<td>15.6%</td>
<td>20.3%</td>
</tr>
</tbody>
</table>
After a period of considerable growth in the number of qualifications completed by Māori, the overall numbers have decreased slightly. The main decreases have been in level one to three certificates, bachelor-level qualifications and doctorates. Completions of level four certificates and master’s degrees increased from 2004 to 2005.

Graph 25: Number of qualifications completed by Māori students by qualification level, 2000 – 2006

From 2000 to 2006 the proportion of the Māori population aged 25 to 64 with a bachelor’s degree or higher increased from five percent to eight percent. However, over the same period the proportion of the total population with a bachelor’s degree or higher increased from 13 to 20 percent.

The proportion of the Māori population aged 25 to 64 with tertiary qualifications below degree level is similar to that of the total population at 37 percent in 2006. However, 39 percent of the Māori population aged 25 to 64 had no educational qualifications in 2006, compared with only 22 percent of the total population.
APPENDICES
### Table 33: Māori elected, co-opted and appointed school boards of trustees by region, 2006

<table>
<thead>
<tr>
<th>Region</th>
<th>All members</th>
<th>Elected parent rep</th>
<th>Appointed parent rep</th>
<th>Co-opted member</th>
<th>Number of schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of Māori members</td>
<td>Māori as a proportion of all members</td>
<td>Number of Māori members</td>
<td>Māori as a proportion of all members</td>
<td>Number of Māori members</td>
</tr>
<tr>
<td>Northland</td>
<td>382</td>
<td>36.7</td>
<td>197</td>
<td>37.9</td>
<td>33</td>
</tr>
<tr>
<td>Auckland</td>
<td>454</td>
<td>11.9</td>
<td>261</td>
<td>13.2</td>
<td>23</td>
</tr>
<tr>
<td>Waikato</td>
<td>436</td>
<td>19.5</td>
<td>239</td>
<td>20.2</td>
<td>28</td>
</tr>
<tr>
<td>Bay of Plenty</td>
<td>397</td>
<td>35.2</td>
<td>202</td>
<td>34.6</td>
<td>33</td>
</tr>
<tr>
<td>Gisborne</td>
<td>195</td>
<td>53.1</td>
<td>104</td>
<td>55</td>
<td>11</td>
</tr>
<tr>
<td>Hawke’s Bay</td>
<td>219</td>
<td>23.4</td>
<td>120</td>
<td>25.4</td>
<td>18</td>
</tr>
<tr>
<td>Taranaki</td>
<td>85</td>
<td>12.4</td>
<td>46</td>
<td>12.7</td>
<td>6</td>
</tr>
<tr>
<td>Manawatu-Wanganui</td>
<td>256</td>
<td>17.4</td>
<td>144</td>
<td>18.3</td>
<td>12</td>
</tr>
<tr>
<td>Wellington</td>
<td>229</td>
<td>12.2</td>
<td>134</td>
<td>14.2</td>
<td>9</td>
</tr>
<tr>
<td>Tasman</td>
<td>16</td>
<td>6.6</td>
<td>6</td>
<td>4.8</td>
<td>4</td>
</tr>
<tr>
<td>Nelson</td>
<td>8</td>
<td>4.9</td>
<td>3</td>
<td>3.7</td>
<td>-</td>
</tr>
<tr>
<td>Marlborough</td>
<td>18</td>
<td>8</td>
<td>10</td>
<td>8.1</td>
<td>2</td>
</tr>
<tr>
<td>West Coast</td>
<td>20</td>
<td>7.8</td>
<td>6</td>
<td>4.7</td>
<td>3</td>
</tr>
<tr>
<td>Canterbury</td>
<td>130</td>
<td>5.8</td>
<td>57</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>Otago</td>
<td>67</td>
<td>5.8</td>
<td>33</td>
<td>5.5</td>
<td>3</td>
</tr>
<tr>
<td>Southland</td>
<td>38</td>
<td>5.9</td>
<td>17</td>
<td>4.6</td>
<td>3</td>
</tr>
</tbody>
</table>

**Note:**
- Excludes The Correspondence School and the Chatham Islands.
- Excludes those with unknown ethnicity.
- Where there are fewer than three Māori board members numbers have been suppressed for privacy reasons.
- (Also view the graph on page 35).
### Table 34: Number of schools providing Māori medium education, 2000 – 2006

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Immersion schools</td>
<td>68</td>
<td>75</td>
<td>86</td>
<td>90</td>
<td>88</td>
<td>82</td>
<td>83</td>
<td>22.1</td>
</tr>
<tr>
<td>Bilingual schools</td>
<td>84</td>
<td>83</td>
<td>79</td>
<td>86</td>
<td>94</td>
<td>80</td>
<td>78</td>
<td>-7.1</td>
</tr>
<tr>
<td>Schools with immersion classes</td>
<td>45</td>
<td>50</td>
<td>54</td>
<td>50</td>
<td>50</td>
<td>49</td>
<td>45</td>
<td>0.0</td>
</tr>
<tr>
<td>Schools with immersion and bilingual classes</td>
<td>61</td>
<td>53</td>
<td>36</td>
<td>45</td>
<td>44</td>
<td>50</td>
<td>50</td>
<td>-18.0</td>
</tr>
<tr>
<td>Schools with bilingual classes</td>
<td>172</td>
<td>177</td>
<td>175</td>
<td>174</td>
<td>164</td>
<td>165</td>
<td>165</td>
<td>-4.1</td>
</tr>
<tr>
<td>Total</td>
<td>430</td>
<td>438</td>
<td>430</td>
<td>445</td>
<td>440</td>
<td>426</td>
<td>421</td>
<td>-2.1</td>
</tr>
</tbody>
</table>

(Also view the graph on page 61).

### Table 35: Number of students involved in Māori medium education by type, 2000 – 2006

<table>
<thead>
<tr>
<th>Form of Education</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Māori students</td>
<td>Total students</td>
<td>Māori students</td>
<td>Total students</td>
<td>Māori students</td>
<td>Total students</td>
<td>Māori students</td>
</tr>
<tr>
<td>Immersion school</td>
<td>4,850</td>
<td>4,860</td>
<td>5,028</td>
<td>5,038</td>
<td>5,797</td>
<td>5,828</td>
<td>6,346</td>
</tr>
<tr>
<td>Bilingual school</td>
<td>7,392</td>
<td>9,302</td>
<td>7,045</td>
<td>8,040</td>
<td>6,959</td>
<td>8,102</td>
<td>7,054</td>
</tr>
<tr>
<td>Immersion classes</td>
<td>4,379</td>
<td>4,478</td>
<td>4,217</td>
<td>4,285</td>
<td>3,612</td>
<td>3,669</td>
<td>3,892</td>
</tr>
<tr>
<td>Bilingual classes</td>
<td>9,736</td>
<td>10,731</td>
<td>9,290</td>
<td>10,502</td>
<td>9,286</td>
<td>10,267</td>
<td>9,384</td>
</tr>
<tr>
<td>Total</td>
<td>26,357</td>
<td>29,371</td>
<td>25,580</td>
<td>27,865</td>
<td>25,654</td>
<td>27,866</td>
<td>26,676</td>
</tr>
<tr>
<td>Included in above table:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kura kaupapa Māori</td>
<td>4,946</td>
<td>4,956</td>
<td>4,733</td>
<td>4,739</td>
<td>5,220</td>
<td>5,228</td>
<td>5,491</td>
</tr>
<tr>
<td>Kura teina</td>
<td>-</td>
<td>-</td>
<td>276</td>
<td>276</td>
<td>181</td>
<td>200</td>
<td>293</td>
</tr>
</tbody>
</table>

(Also view the graph on page 61).
Table 36: Highest NCEA qualifications gained by Year 11 candidates, 2004 – 2006

<table>
<thead>
<tr>
<th>Year</th>
<th>Total no. of candidates</th>
<th>Candidates who attained NCEA level one</th>
<th>Candidates who attained NCEA level two</th>
<th>Candidates who attained NCEA level three+</th>
<th>Total candidates who attained an NCEA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>2004</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candidates at Māori medium schools</td>
<td>214</td>
<td>57</td>
<td>26.6</td>
<td>48</td>
<td>22.4</td>
</tr>
<tr>
<td>Māori at other schools</td>
<td>8,964</td>
<td>3,419</td>
<td>38.1</td>
<td>92</td>
<td>1.0</td>
</tr>
<tr>
<td>Non-Māori at other schools</td>
<td>42,338</td>
<td>28,049</td>
<td>66.3</td>
<td>293</td>
<td>0.7</td>
</tr>
<tr>
<td>2005</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candidates at Māori medium schools</td>
<td>215</td>
<td>62</td>
<td>28.8</td>
<td>43</td>
<td>20.0</td>
</tr>
<tr>
<td>Māori at other schools</td>
<td>9,786</td>
<td>4,000</td>
<td>40.9</td>
<td>88</td>
<td>0.9</td>
</tr>
<tr>
<td>Non-Māori at other schools</td>
<td>44,293</td>
<td>29,656</td>
<td>67</td>
<td>429</td>
<td>1.0</td>
</tr>
<tr>
<td>2006</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candidates at Māori medium schools</td>
<td>298</td>
<td>120</td>
<td>40.3</td>
<td>35</td>
<td>11.7</td>
</tr>
<tr>
<td>Māori at other schools</td>
<td>10,613</td>
<td>4,766</td>
<td>44.9</td>
<td>143</td>
<td>1.3</td>
</tr>
<tr>
<td>Non-Māori at other schools</td>
<td>46,903</td>
<td>32,135</td>
<td>68.5</td>
<td>516</td>
<td>1.1</td>
</tr>
</tbody>
</table>

Note:
Māori medium schools refer to the schools where te reo Māori is used for more than 50 percent of the time.
(Also view the graph on page 62).
Table 37: Percentage of candidates in Years 11 to 13 gaining 14 or more credits in some core subjects, 2006

<table>
<thead>
<tr>
<th>Subject</th>
<th>Year 11</th>
<th>Year 12 &amp; 13</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>English</td>
<td>Te Reo</td>
</tr>
<tr>
<td>English with calc</td>
<td>34.2</td>
<td>61.7</td>
</tr>
<tr>
<td>Maths with stats</td>
<td>38.5</td>
<td>54.6</td>
</tr>
<tr>
<td>Biology</td>
<td>64.0</td>
<td>0.4</td>
</tr>
</tbody>
</table>

Candidates at Māori language schools: N=298 in Year 11; N=313 in Years 12&13

Māori at other schools: N=10,613 in Year 11; N=10,936 in Years 12&13

Non-Māori at other schools: N=46,903 in Year 11; N=66,997 in Years 12&13

(Also view the graph on page 63).

Table 38: Number of Māori students at secondary level taking te reo Māori as a subject, 2000 – 2006

<table>
<thead>
<tr>
<th>Year of schooling</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year nine</td>
<td>2,377</td>
<td>2,499</td>
<td>2,782</td>
<td>2,896</td>
<td>3,021</td>
<td>2,562</td>
<td>2,458</td>
</tr>
<tr>
<td>Year 10</td>
<td>2,251</td>
<td>2,379</td>
<td>2,552</td>
<td>2,629</td>
<td>2,779</td>
<td>2,698</td>
<td>2,558</td>
</tr>
<tr>
<td>Year 11</td>
<td>1,897</td>
<td>1,827</td>
<td>2,041</td>
<td>1,931</td>
<td>2,071</td>
<td>1,961</td>
<td>2,034</td>
</tr>
<tr>
<td>Year 12</td>
<td>914</td>
<td>885</td>
<td>973</td>
<td>1,048</td>
<td>1,027</td>
<td>1,011</td>
<td>1,013</td>
</tr>
<tr>
<td>Year 13+</td>
<td>560</td>
<td>485</td>
<td>505</td>
<td>504</td>
<td>543</td>
<td>494</td>
<td>486</td>
</tr>
</tbody>
</table>

Note:

Totals include secondary students at composite schools, restricted composite schools, special schools and The Correspondence School.

Total numbers peaked in 2004 (9,441 Māori students took te reo Māori as a subject for at least three hours per week). Since then numbers have declined by 892 (a 9.4 percent decrease).

(Also view the graph on page 65).
Table 39: Standardised stand-down and suspension rates, by school type and ethnic group, 2006 (standardised rate per 1,000 students)

<table>
<thead>
<tr>
<th>School Type and Ethnicity</th>
<th>Stand-downs</th>
<th>Suspensions</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Māori language (immersion and bilingual) schools Māori</td>
<td>25.6</td>
<td>8.0</td>
<td>12,477</td>
</tr>
<tr>
<td>English language (or mainstream) schools Māori</td>
<td>70.9</td>
<td>18.4</td>
<td>85,349</td>
</tr>
<tr>
<td></td>
<td>36.4</td>
<td>7.2</td>
<td>149,915</td>
</tr>
<tr>
<td>Decile one and two schools total</td>
<td>47.8</td>
<td>11.0</td>
<td>248,355</td>
</tr>
<tr>
<td>National total</td>
<td>-</td>
<td>31.4</td>
<td>7.0</td>
</tr>
</tbody>
</table>

Note:
Decile one to four schools only.
State roll excludes The Correspondence School students, adult students (>19), foreign affairs scholarship and foreign fee-paying students and private students.
The age-standardised stand-down/suspension rate is one where all subgroups, for all years, being compared are artificially given the same age distribution. In this indicator the age distributions of students in each subgroup and year have been standardised to (or weighted by) the set of 2006 age-specific stand-down/suspension rates for all New Zealand.
As stand-downs and suspensions are highest for ages 13 to 15, standardising for age will remove any differences owing to one group having a younger or older population than other groups or if the overall age distribution has changed from year to year. As such, the standardised rate is an artificial measure, but it does provide an estimate of how groups, or overall rates by year, might more fairly compare if they had the same age distribution.
(Also view the graph on page 66).

Table 40: Standardised absence and truancy percentages, by school type and ethnic group, 2006

<table>
<thead>
<tr>
<th>School Type and Ethnicity</th>
<th>Intermittent unjustified absences</th>
<th>Unjustified absences</th>
<th>Truancy</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Māori language (immersion and bilingual) schools Māori</td>
<td>1.0</td>
<td>5.0</td>
<td>6.0</td>
<td>9,367</td>
</tr>
<tr>
<td>English language (or mainstream) schools Māori</td>
<td>3.4</td>
<td>6.2</td>
<td>9.6</td>
<td>79,253</td>
</tr>
<tr>
<td></td>
<td>2.1</td>
<td>3.1</td>
<td>5.2</td>
<td>140,037</td>
</tr>
<tr>
<td>Decile one and two schools total</td>
<td>2.5</td>
<td>4.2</td>
<td>7.6</td>
<td>229,057</td>
</tr>
<tr>
<td>National total</td>
<td>1.8</td>
<td>2.3</td>
<td>4.1</td>
<td>-</td>
</tr>
</tbody>
</table>

Note: Excludes non-Māori students in immersion and bilingual schools. As age was not provided in the attendance survey data, truancy percentages have been standardised by year level. The year level-standardised truancy rate is one where all subgroups being compared are artificially given the same distribution by year level. In this indicator the year level distributions of students in each subgroup have been standardised to (or weighted by) the set of 2006 year level-specific truancy rates for all New Zealand. As the number of truants are highest for ages 13 and over, standardising for year level will remove any differences owing to one group having a younger or older population than other groups. As such, the standardised rate is an artificial measure, but it does provide an estimate of how groups might more fairly compare if they had the distribution of students by year level. As 94 percent of Māori students in immersion and bilingual schools are in decile one to four schools, this comparison only includes data for decile one to four schools.
(Also view the graph on page 67).
### Table 41: Students in te reo Māori courses by gender and age, 2005

<table>
<thead>
<tr>
<th>Age</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;15</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>15-19</td>
<td>1,596</td>
<td>740</td>
</tr>
<tr>
<td>20-24</td>
<td>2,398</td>
<td>970</td>
</tr>
<tr>
<td>25-29</td>
<td>2,203</td>
<td>896</td>
</tr>
<tr>
<td>30-34</td>
<td>2,546</td>
<td>1,081</td>
</tr>
<tr>
<td>35-39</td>
<td>2,565</td>
<td>1,156</td>
</tr>
<tr>
<td>40-44</td>
<td>2,603</td>
<td>1,198</td>
</tr>
<tr>
<td>45-49</td>
<td>2,237</td>
<td>1,068</td>
</tr>
<tr>
<td>50-54</td>
<td>1,711</td>
<td>878</td>
</tr>
<tr>
<td>55-59</td>
<td>1,242</td>
<td>577</td>
</tr>
<tr>
<td>60-64</td>
<td>658</td>
<td>336</td>
</tr>
<tr>
<td>65-69</td>
<td>433</td>
<td>252</td>
</tr>
<tr>
<td>70-75</td>
<td>211</td>
<td>133</td>
</tr>
<tr>
<td>&gt;75</td>
<td>186</td>
<td>75</td>
</tr>
</tbody>
</table>

(Also view the graph on page 68).

### Table 42: Number of Māori language sector early childhood education services, 2002 – 2006

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Te kōhanga reo</td>
<td>545</td>
<td>526</td>
<td>513</td>
<td>501</td>
<td>486</td>
<td>-10.8%</td>
</tr>
<tr>
<td>Licence-exempt kōhanga reo</td>
<td>14</td>
<td>12</td>
<td>13</td>
<td>11</td>
<td>8</td>
<td>-42.9%</td>
</tr>
<tr>
<td>Ngā puna kōhungahunga</td>
<td>24</td>
<td>32</td>
<td>43</td>
<td>49</td>
<td>41</td>
<td>-</td>
</tr>
</tbody>
</table>

(Also view the graph on page 59).
Table 43: Number of Māori enrolments and teachers as a percentage of all enrolments and teachers in licensed early childhood education services, 2001 – 2006

<table>
<thead>
<tr>
<th>Year</th>
<th>Total number of Māori teachers</th>
<th>Total number of non-Māori teachers</th>
<th>Total number of Māori students</th>
<th>Total number of non-Māori students</th>
<th>Māori teachers as a proportion of all teachers</th>
<th>Māori students as a proportion of all students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>No.</td>
<td>No.</td>
<td>No.</td>
<td>No.</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>2001</td>
<td>815</td>
<td>10,886</td>
<td>19,677</td>
<td>123,233</td>
<td>7</td>
<td>13.8</td>
</tr>
<tr>
<td>2002</td>
<td>882</td>
<td>11,355</td>
<td>20,629</td>
<td>125,169</td>
<td>7.2</td>
<td>14.1</td>
</tr>
<tr>
<td>2003</td>
<td>1,016</td>
<td>12,021</td>
<td>21,507</td>
<td>128,347</td>
<td>7.8</td>
<td>14.4</td>
</tr>
<tr>
<td>2004</td>
<td>1,124</td>
<td>12,381</td>
<td>22,457</td>
<td>130,210</td>
<td>8.3</td>
<td>14.7</td>
</tr>
<tr>
<td>2005</td>
<td>1,120</td>
<td>12,650</td>
<td>23,235</td>
<td>131,216</td>
<td>8.1</td>
<td>15</td>
</tr>
<tr>
<td>2006</td>
<td>1,184</td>
<td>13,169</td>
<td>23,539</td>
<td>132,222</td>
<td>8.2</td>
<td>15.1</td>
</tr>
</tbody>
</table>

Note:
Licensed early childhood education services exclude kōhanga reo data because the ministry does not collect information on kōhanga reo teacher ethnicity.
The number of ECE teachers include teachers at kōhanga reo data because the ministry does not collect information on kōhanga reo teacher ethnicity.
The number of ECE teachers include teachers at casual education and care services. Casual education and care services do not have a regular roll and are thus excluded from the number of children.
(Also view the graph on page 91).

Table 44: Number of registered early childhood education teachers, Māori and non-Māori, 2002 – 2006

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Māori</td>
<td>210</td>
<td>222</td>
<td>261</td>
<td>424</td>
<td>533</td>
</tr>
<tr>
<td>Non-Māori</td>
<td>4,032</td>
<td>4,322</td>
<td>4,779</td>
<td>6,735</td>
<td>7,558</td>
</tr>
<tr>
<td>Total</td>
<td>4,242</td>
<td>4,544</td>
<td>5,040</td>
<td>7,159</td>
<td>8,091</td>
</tr>
</tbody>
</table>

(Also view the graph on page 92).
Table 45: All students by ethnicity and decile at July, 2006

<table>
<thead>
<tr>
<th>Decile</th>
<th>Māori</th>
<th>Total</th>
<th>Non-Māori</th>
<th>Māori</th>
<th>Non-Māori</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Number</td>
<td>Number</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Decile one</td>
<td>28,296</td>
<td>57,743</td>
<td>29,447</td>
<td>49.0</td>
<td>51.0</td>
</tr>
<tr>
<td>Decile two</td>
<td>27,402</td>
<td>58,692</td>
<td>31,290</td>
<td>46.7</td>
<td>53.3</td>
</tr>
<tr>
<td>Decile three</td>
<td>22,174</td>
<td>60,476</td>
<td>38,302</td>
<td>36.7</td>
<td>63.3</td>
</tr>
<tr>
<td>Decile four</td>
<td>20,656</td>
<td>73,887</td>
<td>53,231</td>
<td>28.0</td>
<td>72.0</td>
</tr>
<tr>
<td>Decile five</td>
<td>17,764</td>
<td>77,446</td>
<td>59,682</td>
<td>22.9</td>
<td>77.1</td>
</tr>
<tr>
<td>Decile six</td>
<td>12,047</td>
<td>71,504</td>
<td>59,457</td>
<td>16.8</td>
<td>83.2</td>
</tr>
<tr>
<td>Decile seven</td>
<td>10,798</td>
<td>80,876</td>
<td>70,078</td>
<td>13.4</td>
<td>86.6</td>
</tr>
<tr>
<td>Decile eight</td>
<td>8,126</td>
<td>69,835</td>
<td>61,709</td>
<td>11.6</td>
<td>88.4</td>
</tr>
<tr>
<td>Decile nine</td>
<td>7,224</td>
<td>78,687</td>
<td>71,463</td>
<td>9.2</td>
<td>90.8</td>
</tr>
<tr>
<td>Decile 10</td>
<td>6,023</td>
<td>109,266</td>
<td>103,243</td>
<td>5.5</td>
<td>94.5</td>
</tr>
<tr>
<td>Decile not available</td>
<td>1,875</td>
<td>22,349</td>
<td>20,474</td>
<td>8.4</td>
<td>91.6</td>
</tr>
<tr>
<td>Total</td>
<td>162,385</td>
<td>760,761</td>
<td>598,376</td>
<td>21.3</td>
<td>78.7</td>
</tr>
</tbody>
</table>

(Also view the graph on page 116).

Table 46: Number of Māori teachers and students in state schools who are Māori, 2006

<table>
<thead>
<tr>
<th>Sector</th>
<th>Total number of Māori teachers</th>
<th>Total number of Non-Māori teachers</th>
<th>Total number of Māori students</th>
<th>Total number of non-Māori students</th>
<th>Māori teachers as a proportion of all teachers</th>
<th>Māori students as a proportion of all students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>No.</td>
<td>No.</td>
<td>No.</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Primary</td>
<td>2,562</td>
<td>22,297</td>
<td>101,556</td>
<td>332,312</td>
<td>10.3</td>
<td>23.4</td>
</tr>
<tr>
<td>Secondary</td>
<td>1,438</td>
<td>17,413</td>
<td>47,844</td>
<td>207,120</td>
<td>7.6</td>
<td>18.8</td>
</tr>
<tr>
<td>Composite</td>
<td>620</td>
<td>1,508</td>
<td>9,310</td>
<td>15,633</td>
<td>29.1</td>
<td>37.3</td>
</tr>
<tr>
<td>Special</td>
<td>44</td>
<td>899</td>
<td>675</td>
<td>2,118</td>
<td>4.7</td>
<td>24.2</td>
</tr>
<tr>
<td>Included in above table:</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Kura kaupapa Māori</td>
<td>539</td>
<td>45</td>
<td>5,917</td>
<td>19</td>
<td>92.3</td>
<td>99.7</td>
</tr>
</tbody>
</table>

Note:
Excludes The Correspondence School students and teachers.
Domestic students only.
Excludes teachers with unknown ethnicity.
Kura kaupapa Māori are mainly composite schools and have not been extracted from the composite totals.
School teacher numbers are as at April. All other figures are as at July.
(Also view the graph on page 116).
Table 47: Proportion of Māori and non-Māori students to meet both the literacy and numeracy requirements for NCEA level one by the end of Year 11, 2004 – 2006

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student roll</td>
<td>Gained an NCEA, n</td>
<td>Gained an NCEA, %</td>
</tr>
<tr>
<td>Māori</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>5,339</td>
<td>1,560</td>
<td>29.2</td>
</tr>
<tr>
<td>Female</td>
<td>5,690</td>
<td>2,082</td>
<td>36.6</td>
</tr>
<tr>
<td>All</td>
<td>11,029</td>
<td>3,642</td>
<td>33.0</td>
</tr>
<tr>
<td>Non-Māori</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>23,723</td>
<td>12,947</td>
<td>54.6</td>
</tr>
<tr>
<td>Female</td>
<td>23,750</td>
<td>15,421</td>
<td>64.9</td>
</tr>
<tr>
<td>All</td>
<td>47,473</td>
<td>28,368</td>
<td>59.8</td>
</tr>
</tbody>
</table>

Note: Foreign fee-paying and NZAID students are excluded; from 2005 qualifications gained by students who have not paid their NZQA exam fees are included. (Also view the graph on page 117).

Table 48: Year 12 Māori and non-Māori students to gain an NCEA level two qualification or higher, 2004 – 2006

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student roll</td>
<td>Gained a level two or higher NCEA, n</td>
<td>Gained a level two or higher NCEA, %</td>
</tr>
<tr>
<td>Māori</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>3,153</td>
<td>1,024</td>
<td>32.5</td>
</tr>
<tr>
<td>Female</td>
<td>3,968</td>
<td>1,598</td>
<td>40.3</td>
</tr>
<tr>
<td>All</td>
<td>7,121</td>
<td>2,622</td>
<td>36.8</td>
</tr>
<tr>
<td>Non-Māori</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>19,042</td>
<td>10,692</td>
<td>56.1</td>
</tr>
<tr>
<td>Female</td>
<td>20,466</td>
<td>13,587</td>
<td>66.4</td>
</tr>
<tr>
<td>All</td>
<td>39,508</td>
<td>24,279</td>
<td>61.5</td>
</tr>
</tbody>
</table>

Notes: Owing to methodological changes in the allocation of attainment levels in 2004, for leavers achieving a qualification between little or no formal attainment and university entrance standard, the percentages of leavers with at least NCEA level two in 2004 is not comparable with other years and has been omitted. Foreign fee-paying and NZAID students are excluded; from 2005 qualifications gained by students who have not paid their NZQA exam fees are included. (Also view the graph on page 118).
Table 49: Year 13 Māori and non-Māori students to gain an NCEA level three qualification or higher, 2004 – 2006

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student roll</td>
<td>Gained a level three or higher NCEA, n</td>
<td>Gained a level three or higher NCEA, %</td>
</tr>
<tr>
<td>Māori</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>1,837</td>
<td>358</td>
<td>19.5</td>
</tr>
<tr>
<td>Female</td>
<td>2,151</td>
<td>624</td>
<td>29.0</td>
</tr>
<tr>
<td>All</td>
<td>3,988</td>
<td>982</td>
<td>24.6</td>
</tr>
<tr>
<td>Non-Māori</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>13,097</td>
<td>6,017</td>
<td>45.9</td>
</tr>
<tr>
<td>Female</td>
<td>14,753</td>
<td>8,586</td>
<td>58.2</td>
</tr>
<tr>
<td>All</td>
<td>27,850</td>
<td>14,603</td>
<td>52.4</td>
</tr>
</tbody>
</table>

Note: Foreign fee-paying and NZAID students are excluded. From 2005 qualifications gained by students who have not paid their NZQA exam fees are included.
(Also view the graph on page 119).
Table 50: Early leaving exemptions rates per 1,000, Māori and non-Māori, 2000 – 2006

<table>
<thead>
<tr>
<th>Ethnic Group</th>
<th>Rate per 1,000</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2000</td>
</tr>
<tr>
<td>Māori</td>
<td>136</td>
</tr>
<tr>
<td>Non-Māori</td>
<td>48</td>
</tr>
</tbody>
</table>

(Also view the graph on page 122).

Table 51: Early leaving exemptions rates per 1,000 (Māori and non-Māori), 2000 – 2006

<table>
<thead>
<tr>
<th></th>
<th>Māori</th>
<th>Non-Māori</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Age 16</td>
<td>Age 17</td>
</tr>
<tr>
<td>2000</td>
<td>66.4</td>
<td>40.3</td>
</tr>
<tr>
<td>2001</td>
<td>62.6</td>
<td>38.4</td>
</tr>
<tr>
<td>2002</td>
<td>61.6</td>
<td>36.2</td>
</tr>
<tr>
<td>2003</td>
<td>62.7</td>
<td>36.7</td>
</tr>
<tr>
<td>2004</td>
<td>63.7</td>
<td>39.5</td>
</tr>
<tr>
<td>2005</td>
<td>62.7</td>
<td>39.4</td>
</tr>
<tr>
<td>2006</td>
<td>60.8</td>
<td>38.9</td>
</tr>
</tbody>
</table>

(Also view the graph on page 122).
### Table 52: Unemployment rates by educational qualification, 1999 – 2006

<table>
<thead>
<tr>
<th></th>
<th>1999</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Māori</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>25.1</td>
<td>19.1</td>
<td>16.4</td>
<td>15.7</td>
<td>14.1</td>
<td>12.8</td>
<td>12.1</td>
<td>9.5</td>
</tr>
<tr>
<td>School</td>
<td>16.1</td>
<td>9.9</td>
<td>11.2</td>
<td>9.</td>
<td>7.8</td>
<td>7.4</td>
<td>10.2</td>
<td>7</td>
</tr>
<tr>
<td>Cert or dip</td>
<td>12.7</td>
<td>10.9</td>
<td>9.3</td>
<td>9.2</td>
<td>10</td>
<td>7.4</td>
<td>6</td>
<td>8.8</td>
</tr>
<tr>
<td>Bachelors or above</td>
<td>2.9</td>
<td>-</td>
<td>4.2</td>
<td>4.6</td>
<td>4.1</td>
<td>2.8</td>
<td>1.7</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>11.7</td>
<td>10.4</td>
<td>8.9</td>
<td>7.8</td>
<td>7.1</td>
<td>6.3</td>
<td>6.4</td>
<td>5.2</td>
</tr>
<tr>
<td>School</td>
<td>7.2</td>
<td>6.2</td>
<td>6</td>
<td>5.4</td>
<td>5</td>
<td>4.5</td>
<td>4.2</td>
<td>4.1</td>
</tr>
<tr>
<td>Cert or dip</td>
<td>5.5</td>
<td>4.6</td>
<td>3.6</td>
<td>4.1</td>
<td>3.8</td>
<td>3</td>
<td>2.5</td>
<td>2.9</td>
</tr>
<tr>
<td>Bachelors or above</td>
<td>3.2</td>
<td>3.6</td>
<td>3.3</td>
<td>3.6</td>
<td>3.4</td>
<td>2.7</td>
<td>2.2</td>
<td>2.1</td>
</tr>
</tbody>
</table>

(Also view the graph on page 142).

### Table 53: Real median hourly wage by highest qualification for Māori and non-Māori, 1999 – 2006

<table>
<thead>
<tr>
<th></th>
<th>1999</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Māori</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>13.2</td>
<td>12.7</td>
<td>12.8</td>
<td>13.1</td>
<td>13.7</td>
<td>12.8</td>
<td>13.4</td>
<td>13.5</td>
</tr>
<tr>
<td>School</td>
<td>14.4</td>
<td>13.5</td>
<td>13.7</td>
<td>14.0</td>
<td>13.3</td>
<td>13.9</td>
<td>13.9</td>
<td>15.0</td>
</tr>
<tr>
<td>Cert or dip</td>
<td>15.0</td>
<td>15.8</td>
<td>15.3</td>
<td>15.0</td>
<td>15.5</td>
<td>16.0</td>
<td>16.6</td>
<td>16.8</td>
</tr>
<tr>
<td>Bachelors or above</td>
<td>20.7</td>
<td>22.6</td>
<td>21.3</td>
<td>20.5</td>
<td>21.0</td>
<td>20.5</td>
<td>22.4</td>
<td>22.2</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>13.1</td>
<td>13.1</td>
<td>13.6</td>
<td>13.3</td>
<td>13.3</td>
<td>13.2</td>
<td>13.5</td>
<td>14.0</td>
</tr>
<tr>
<td>School</td>
<td>14.4</td>
<td>14.1</td>
<td>14.2</td>
<td>13.9</td>
<td>14.0</td>
<td>14.4</td>
<td>14.6</td>
<td>14.9</td>
</tr>
<tr>
<td>Cert or dip</td>
<td>17.5</td>
<td>17.7</td>
<td>17.1</td>
<td>17.2</td>
<td>17.5</td>
<td>18.1</td>
<td>18.2</td>
<td>18.0</td>
</tr>
<tr>
<td>Bachelors or above</td>
<td>22.9</td>
<td>22.6</td>
<td>22.3</td>
<td>22.5</td>
<td>22.6</td>
<td>23.0</td>
<td>23.2</td>
<td>23.0</td>
</tr>
</tbody>
</table>

(Also view the graph on page 143).
Table 54: Percentage of school leavers going directly to tertiary education by level of study, 2000 – 2004

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Māori</td>
<td>Non-Māori</td>
<td>Māori</td>
<td>Non-Māori</td>
<td>Māori</td>
</tr>
<tr>
<td>Degree level</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Certificate level</td>
<td>3.88</td>
<td>5.15</td>
<td>4.79</td>
<td>5.14</td>
<td>4.58</td>
</tr>
<tr>
<td>Total (%)</td>
<td>39.60</td>
<td>52.32</td>
<td>53.22</td>
<td>57.10</td>
<td>54.45</td>
</tr>
<tr>
<td>Total number of school leavers</td>
<td>9,453</td>
<td>45,180</td>
<td>9,688</td>
<td>43,829</td>
<td>9,445</td>
</tr>
</tbody>
</table>

Note: Figures in this table differ from those published in previous reports owing to changes in methodology. The percentage of school leavers progressing directly to tertiary study is now based on tertiary enrolments for the whole year. Totals may not add up owing to rounding. (Also view the graph on page 144).

Table 55: Māori students in tertiary education by subsector, 2001 – 2006

<table>
<thead>
<tr>
<th>Māori Students</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subsector</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University</td>
<td>12,369</td>
<td>12,936</td>
<td>13,055</td>
<td>13,111</td>
<td>13,779</td>
<td>13,401</td>
<td>290</td>
<td>2%</td>
</tr>
<tr>
<td>Institute of technology/polytechnic</td>
<td>20,554</td>
<td>22,323</td>
<td>27,011</td>
<td>32,222</td>
<td>33,543</td>
<td>32,095</td>
<td>-127</td>
<td>0%</td>
</tr>
<tr>
<td>Wānanga</td>
<td>14,965</td>
<td>34,722</td>
<td>39,280</td>
<td>33,268</td>
<td>29,872</td>
<td>25,230</td>
<td>-8,038</td>
<td>-24%</td>
</tr>
<tr>
<td>College of education</td>
<td>1,624</td>
<td>1,694</td>
<td>1,772</td>
<td>1,764</td>
<td>623</td>
<td>585</td>
<td>-1,179</td>
<td>-67%</td>
</tr>
<tr>
<td>Private training establishment</td>
<td>20,990</td>
<td>20,801</td>
<td>17,453</td>
<td>2,0751</td>
<td>21,666</td>
<td>21,577</td>
<td>826</td>
<td>4%</td>
</tr>
<tr>
<td>Total</td>
<td>66,696</td>
<td>85,417</td>
<td>88,509</td>
<td>90,967</td>
<td>90,765</td>
<td>85,733</td>
<td>-5,234</td>
<td>-6%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2004–2006 change</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td></td>
</tr>
<tr>
<td>%</td>
<td></td>
</tr>
</tbody>
</table>

(Also view the graph on page 145).
Table 56: Number of qualifications completed by Māori students by qualification level, 2000 – 2006

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Level one to three certificates</td>
<td>5,502</td>
<td>7,357</td>
<td>10,312</td>
<td>12,750</td>
<td>14,169</td>
<td>13,685</td>
<td>9,867</td>
<td>132%</td>
<td>-30%</td>
</tr>
<tr>
<td>Level four certificates</td>
<td>851</td>
<td>1,323</td>
<td>3,859</td>
<td>8,017</td>
<td>5,121</td>
<td>5,667</td>
<td>4,958</td>
<td>842%</td>
<td>-3%</td>
</tr>
<tr>
<td>Level five to seven diplomas</td>
<td>1,853</td>
<td>1,917</td>
<td>2,327</td>
<td>2,411</td>
<td>2,384</td>
<td>2,455</td>
<td>2,420</td>
<td>30%</td>
<td>2%</td>
</tr>
<tr>
<td>Level seven bachelor degrees</td>
<td>2,222</td>
<td>2,225</td>
<td>2,226</td>
<td>2,211</td>
<td>2,353</td>
<td>2,214</td>
<td>2,354</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Level eight honour degrees/</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>postgrad cert/dip</td>
<td>361</td>
<td>389</td>
<td>388</td>
<td>415</td>
<td>483</td>
<td>471</td>
<td>459</td>
<td>15%</td>
<td>-5%</td>
</tr>
<tr>
<td>Level nine master’s degrees</td>
<td>174</td>
<td>167</td>
<td>154</td>
<td>156</td>
<td>187</td>
<td>207</td>
<td>184</td>
<td>-10%</td>
<td>-2%</td>
</tr>
<tr>
<td>Level 10 doctorates</td>
<td>17</td>
<td>21</td>
<td>23</td>
<td>28</td>
<td>33</td>
<td>24</td>
<td>24</td>
<td>65%</td>
<td>-27%</td>
</tr>
<tr>
<td>Total</td>
<td>10,980</td>
<td>13,399</td>
<td>19,289</td>
<td>25,988</td>
<td>24,730</td>
<td>24,723</td>
<td>20,266</td>
<td>137%</td>
<td>-18%</td>
</tr>
</tbody>
</table>

(Also view the graph on page 147).
Realising education success for Māori

Māori success is Aotearoa New Zealand’s success. Māori enjoying educational success today provides the basis for Māori and Aotearoa New Zealand’s success tomorrow.

There have been gains in Māori education since the first Māori Education Strategy in 1999 but we still face challenges. We must do better.

‘Ka hikitia’ means to ‘step up’, to ‘lift up’, or to ‘lengthen one’s stride’. In the context of Ka Hikitia – Managing for Success: The draft Māori Education Strategy 2008–2012, it means stepping up the performance of the education system to ensure Māori are enjoying educational success as Māori.

To achieve this we must put every student and their achievement at the heart of education, and recognise and act on the fact that ‘one size does not fit all’ – that is, an approach that makes learning relevant to every student. ‘21st Century Learning’ is about this.

21st Century Learning

21st Century Learning means that the system must fit the student rather than the student fitting the system. This means that students know what education can offer them, feel supported by educators, families and whānau to become more involved in their learning and take greater personal responsibility for it. Learning can and does happen anywhere and everywhere. It all counts.

21st Century Learning requires working in partnership where students, educators, families, whānau and communities learn from each other.

The role of Ka Hikitia – Managing for Success

Ka Hikitia – Managing for Success sets out what the Ministry of Education will do to make the education system more effective for Māori. It identifies:

- areas to focus on based on those which have the greatest potential to accelerate Māori student success
- goals and priorities for action in each focus area
- a range of actions that will achieve what we want
- targets and measures to keep us on track and to measure our success.

Desired education outcomes for Māori

The overarching strategic outcome in Ka Hikitia – Managing for Success is:

Māori students enjoying education success as Māori.

The broad outcomes include:

- Māori students working with others to find and follow successful learning and education pathways
- Māori students’ cultural and distinctive contributions successfully realised through education
- Māori students successfully contributing to te ao Māori
- Māori students successfully contributing to Aotearoa New Zealand and the world.

Approach

Within early childhood education and schooling the key to effective learning is ako.

Key aspects of ako are:

- culture counts – knowing where students come from and building on what students bring with them
- productive partnerships – Māori students, families, whānau and educators working together to produce better outcomes.

Schooling is the key to Māori students’ access to and success in, tertiary education. Therefore, in tertiary education, Ka Hikitia
Managing for Success will sit alongside the Tertiary Education Strategy 2007–2012, which sets out how the tertiary education system aims to realise Māori aspirations and development.

**Levers for change**

Research in Māori education has increased significantly in the past few years so we know more about what works for Māori students than ever before.

The plan for action in Ka Hikitia – Managing for Success is based on what the research evidence shows can make the most difference for Māori students:

- professional learning and capability of educators
- responsible and accountable professional leadership
- high-quality Māori language education
- family, whānau and iwi engagement in education
- government agencies working together.

**Areas of focus**

*Ka Hikitia – Managing for Success* has identified four focus areas which have the greatest potential to rapidly improve Māori student outcomes.

**Foundation years**

It is essential to develop strong foundations for learning early in life. The ministry will continue to focus on ensuring Māori children are:

- participating in quality early childhood education
- moving successfully into school
- building strong literacy in the first four school years.

**Young people engaged in learning**

Further on in the education system we know that many Māori students, particularly boys, disengage from secondary school, especially in their first two years there.

*Ka Hikitia – Managing for Success* compliments the Realising Youth Potential work, an inter-agency programme led by the Ministry of Education that focuses on 15-19-year-olds staying in education and training for both their social wellbeing and the country’s long-term economic success.

*Ka Hikitia – Managing for Success* focuses on ensuring Māori youth, particularly in Years 9 and 10:

- attend school, are engaged in learning and are achieving
- have strong literacy and numeracy knowledge and skills
- help teachers and their schools to make decisions that affect the quality of their education
- make informed choices about their future education pathways.

**Māori language education**

Language is the essence of culture. Through te reo Māori spirituality and thought are both expressed and valued. People with te reo are confident in te ao Māori. It is a treasure passed down from ancestors that must be nurtured. It is protected by Te Tiriti o Waitangi but for a language to live it must be spoken.

*Ka Hikitia – Managing for Success* will focus on ensuring that Māori students:

- can access the Māori language education options they want
- build mātauranga and knowledge of tikanga Māori
- see the broad value of te reo Māori in society
- develop quality reo Māori through proficiency, accuracy and complexity.
Organisational success

Success for Māori students is the responsibility of everyone in the Ministry of Education. *Ka Hikitia – Managing for Success* means supporting people in the ministry to increase their confidence, and ability to connect with Māori, so they know why, where and how to focus work to get the best outcomes for Māori students. It is not about special treatment but rather professional treatment.

*Ka Hikitia – Managing for Success* therefore focuses the ministry on:

- stronger leadership and relationships within and across the government and education sector
- increasing the confidence people have to work with Māori, and their capability to effectively deliver for Māori students, families, whānau and communities
- accountability for outcomes through performance management and business planning
- using and acting on evidence about what works for Māori.

*Ka Hikitia – Managing for Success* includes an action plan that sets out the priorities, actions, targets and outcomes for the next five years for each of the four areas of focus. Proposed priorities for action include:

- improved communications between, within and across boards of trustees, principals, teachers, their respective representative organisations and families, whānau, iwi, and Māori communities
- focusing on responsible and accountable professional leadership
- continued focus on participation in quality early childhood education
- improving the transition to school for children and their families and whānau
- building on the gains from current literacy, numeracy, and professional development programmes that show what works for Māori
- more responsive English medium schooling that builds on programmes that are working for Māori
- a focus on reducing early leaving exemptions and more effective transition stages for young people between school and tertiary pathways
- continued focus on high quality Māori language education
- focused interactions with families, whānau, iwi, and Māori communities on developing productive partnerships where personal, parental, and professional responsibility for student presence, engagement, and achievement is shared.

Provisional targets have been developed, and actions may be refined or added to the plan as the evidence base develops.

Annual progress on the plan will be reported through *Ngā Hauetanga Mātauranga*, the annual Māori Education Report, and will contain both qualitative and quantitative information on gains for Māori.

You can refer to *Ka Hikitia – Managing for Success* for the full action plan.
The Ministry of Education would like to thank the people whose photographs feature throughout the report. Thank you also to all the people profiled in the report’s case studies.