The Ministry of Education would like to thank the students of Te Kura Māori o Porirua whose artwork features on the cover of this report. Thank you also to all the people profiled in the report’s case studies and whose photos illustrate the report.
Kia mārō koe i te ara namunamu
Ki te tāiao, ki te ao hurihuri
Kia kōkiri, kia kōkiri
Ki te ao tūroa

Ka whakawhenua ngā hiringa i kōnei
E mau tō ringa, ki te kete tauauri
Ki te kete tuatea, ki te kete aronui
I pikitia e Tāne-nui-a-rangi
I te ara tauwhāilti

Rua i te pupuke
Rua i te horahora
Rua i te mahara
Rua i te wanawana

Kia areare i taringa ki te whakarongo
Piki atu e koe ngā pikitanga
Whakaangi i runga rā, kia tau atu ana
Ki te taumata
Haramai, puritia i te aka matua
Kia whirirere ake ko te kauwae runga
Ko te kauwae raro
Kia āwhia, kia ātama, kia ita i roto

Te ihi, te wehi, te wana
Te ihi, te wehi, te mana!

I titoa tēnei waiata e Hinewehi Mohi
rāua ko James Hall hei kawe i te
kaupapa “Te Mana – ki te Taumata”
ki te iwi whānui o Aotearoa. Nā te
Tāhuhu o te Mātawaranga te kaupapa
nei i whakairo, i tārai.

I taketake mai te ariā mo tēnei waiata
i ngā oriori ataahua o neherā nā
Te Whānau-a-Tuterangiwhiu, nā
Tuhotoariki o Ngāi Tara, nā Enoka
Te Pakaru o Te Aitanga-a-Mahaki ētahi.
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“E mau tō ringa, ki te kete tuauri, ki te kete tuatea, ki te kete aronui, i pikitea e Tāne-nui-o-rangi i te ara tauwhāiti”.

These are the words taken from the waiata composed by Hinewehi Mohi for the Te Mana – ki te Taumata campaign in the introduction to this report. These words are based on a tauparapara that talks of a very significant event in our history, Tāne-Nui-a-Rangi’s ascent to the twelfth realm in search of the baskets of knowledge, Ngā Kete o te Wänanga.

This event has much relevance to us as Māori in education today, as it represents a story of physical and psychological strength and using all these strengths to overcome obstacles and challenges in one’s path. It represents the importance of having a vision, but also a strategy and commitment to achieving the vision. It shows that the search of knowledge is not only for the betterment of ourselves as individuals, but also for the betterment of the wider community. Last but not least it is about potential, in particular realising your potential.

The events of the past year demonstrate the continued improvement in Māori participation in early childhood and tertiary education, but challenges still exist in the school sector. Supporting school learning is a major focus for government with the development of a schooling strategy and the provision of programmes focused on literacy, numeracy, assessment and teacher capability. Helping parents and whänau to better support their children while they are at school is another major priority. The kaupapa mätauranga Mäori sector provides government with opportunities and challenges, and I’d like to acknowledge the strong focus on learning within this sector – something which has marked this kind of education from the outset. Our primary challenges include meeting the demand for this kind of education and building on the small amount of expertise to meet this demand.

The Hui Taumata Mätauranga last September focused on rangatahi and highlighted the importance of hearing their views about education and learning and what it means to them. Kaumätua spoke also about what it was like when they were young and there were very few differences in the messages between the generations. The overriding message was the importance of education and that it was up to them to get the most value from this, while not being distracted by temptation and shortcuts and always aiming to do the best they could. A kaumätua from the Hauraki iwi education partnership clearly spoke about the difference between learning to be educated and learning to be learned. For Mäori to live as Mäori and to be global citizens we want to be learned.

When I reflect on the past year, I am overwhelmed by the effort and contributions made by iwi, educators, students and whänau and feel very humbled to be part of it. I think of the struggles our mätua and tipuna made to ensure we were brought up strong in our identity and able to contribute positively to our whänau, hapū and iwi and wider New Zealand society. One of the biggest challenges that lies before us is to ensure our children have the same opportunities to realise their potential to be whoever they choose. It is for us to make those opportunities a reality.

Nō reira, huri noa i te motu, tēnā koutou, tēnā koutou katoa.

Hon Parekura Horomia
Associate Minister of Education
The past year, 2004, was a year where we continued to work together to improve the learning opportunities of all Māori children in a variety of ways.

For example, in the early childhood education sector we saw major changes aimed at improving participation in high-quality early childhood education services. In the schooling sector there was a significant investment in literacy, numeracy and assessment, while in the tertiary sector we witnessed the rates of participation and qualification completion among Māori increase. These were just a few of the highlights.

In 2004, relationships among iwi, Māori-based organisations and the Ministry continued to develop. Discussions that were part of the Hui Taumata Mātauranga process provided direction and helped us think more about ways to develop an education system that succeeds for all learners. Working together and building relationships require us all to think, work and relate in new ways, as we share information and knowledge and work together to support Māori learners.

These relationships, combined with the growing evidence base about what works, continued to build the capability of the Ministry’s people, influencing the way Ministry people think about and respond to education issues.

We know from the latest international and national survey data and information that Māori are high achievers and that they have the potential to contribute positively to Māori society and the wider society of New Zealand, now and in the future.

The success of Māori children and young people last year was reflected in the big gains made through education projects such as the school improvement projects in Mangere and Otara, Huntly/ Ngāruawāhia, Paeroa, East Coast and the Far North. It is also reflected in some of the latest statistical data, such as the growing number of Māori leaving school with a qualification.
The challenge last year and in the years ahead is to learn from these and other successes to ensure that all Māori learners are supported to meet their full potential.

One of the most significant ways the Ministry aims to meet this challenge is through three broad areas of focus that we believe will add up to making the greatest difference for all learners. These broad areas are increasing the effectiveness of teaching, improving the quality of providers, and strengthening the role families and communities play in the education of their children.

We believe that our relationship work with Māori through the iwi and Māori education partnerships, for example, will improve provider quality. So too will our range of work with tertiary providers, where our focus (in part) is on supporting kaupapa mātauranga Māori. Improving the quality of education provision is an essential part of all education strategies, including those for the early childhood, school and tertiary sectors.

Our focus on increasing the effectiveness of teaching continued to develop in 2004 and will again in 2005. It is important that teachers understand the considerable influence they have on student achievement and that we aim to support them to meet the challenges involved in responding to student diversity – New Zealand’s population is changing and students from differing backgrounds, nationalities and cultures are a normal part of today’s schooling environment.

Successful teaching and learning requires teachers to connect meaningfully with what it means to be Māori. They require high expectations of what students can achieve, coupled with strategies and practices that show differences being made.

There is a great deal of research evidence and information, gleaned through discussions with Māori and the wider community, that families and whānau want to be part of their children’s learning and education success. Capitalising on this desire of parents and whānau to be more involved in ways that are supportive and empowering to educators, whānau and students was a priority in 2004 and will continue to be a priority throughout 2005.

The years ahead will be challenging as we work closely with the sector, iwi, Māori, communities and educators to ensure the education system supports Māori success. This work will be supported by the policies resulting from the government’s early childhood education and tertiary strategies, which are starting to embed themselves in the sector. The school sector strategies currently being developed will also help the education sector provide high-quality education experiences that lead to Māori success for the generations to come.

Nāku noa, nā.

[Signature]

Howard Fancy
Secretary for Education
Executive Summary

Ngā Haeata Mātauranga – Annual Report on Māori Education, 2004 provides an overview of Māori education, from early childhood through to the tertiary sector. The report provides discussion on key themes influencing the Ministry of Education’s approach towards Māori education as articulated in the Māori Education Strategy (refer to chapter 1). It includes an update on policies and programmes that are designed to improve educational outcomes for all learners, including Māori. It refers to the latest research evidence and data to highlight key issues and achievements in Māori education.

The Ministry’s direction for Māori education continues to be informed by the government’s outcomes and targets for Māori education (see appendix 1), the government’s Education Priorities, the Ministry’s Statement of Intent 2004-2009, the strategic work arising from the Hui Taumata Mātauranga, and the growing number of education partnerships forged among iwi/Māori and the Ministry. Key areas of focus for Māori education continue to be:

- supporting the high-quality provision of kaupapa mātauranga Māori across all sectors
- building strong early learning foundations for Māori children
- supporting high levels of achievement by all Māori school leavers
- encouraging Māori participation in lifelong learning
- improving the engagement of whānau, hapū, iwi and Māori communities in education.

How are we going?

Ensuring the provision of kaupapa mātauranga Māori is well supported and of a high quality, so learners actively participate and achieve within this context, is a priority.

Kaupapa mātauranga Māori provision includes education within total immersion settings such as kōhanga reo, kura kaupapa Māori, bilingual and immersion classes in mainstream schools, and wānanga.

The number of Māori learners attending kaupapa mātauranga Māori has been steady over the past few years in both the early childhood education and school sectors. The participation rate of Māori students in kaupapa Māori-based tertiary organisations such as wānanga has increased dramatically. Achievement is also positive with more
students in wharekura and bilingual schools achieving an NCEA qualification in 2003, some of whom achieved qualifications at levels above their year of schooling.

These achievements are significant given the high demand for curriculum teaching and learning resources in te reo Māori and a small pool of qualified teachers who can effectively teach in these settings.

Building a high-quality infrastructure to support kaupapa mātauranga Māori in the compulsory sector is a growing priority. This work includes providing ICT support for wharekura, and the continued development of teaching and learning resources and materials. The curriculum for kaupapa mātauranga Māori, Te Marautanga, is being reviewed in partnership with the sector and wider community to ensure its relevance and ownership by the sector. The use of assessment tools and exemplars to support learning in te reo Māori continued in 2004.

Encouraging the participation of Māori children and their whānau in high-quality early childhood education continues to be a key priority.

Major changes to early childhood education funding was the most significant development in 2004, with increased funding being made available to services in 2005, and 20 hours of free early childhood education being made available to three and four-year-old children in teacher-led community based services from 2007. These changes, alongside programmes to increase the supply of high-quality services, will contribute to increased participation by Māori in early childhood education during the next few years.

During the past year a number of initiatives got under way to support high-quality early childhood education, including increasing the number of qualified teachers, developing learning exemplars for early childhood education, establishing four new centres of innovation, and reviewing the regulatory framework on which the current early childhood system is based.

While it is difficult to measure the impact of these initiatives on participation, Māori early childhood education enrolments continued to increase, although the Māori
participation rate in early childhood education is still lower than that of non-Māori.

Ensuring Māori students leave school with the skills, knowledge and qualifications they need to successfully participate in, and contribute to, society continues to be a focus.

Māori are high achievers, as shown by international survey results, NCEA achievement data and giftedness indicators. However, there are still far too many Māori learners that are not reaching their potential and leaving school before they are 16. Supporting Māori learners to participate in school and engage in learning requires a systematic and strategic approach, which builds on the knowledge we have of what works in what circumstances and the key role teachers and families play in supporting educational achievement.

The student engagement strategy provides a broad framework to help support the needs of students at risk of educational underachievement and includes a number of initiatives, such as the Suspensions Reduction Initiative, truancy initiatives, and alternative education programmes. The Schooling Strategy, the Curriculum Project, the Literacy and Numeracy Strategy, and the Assessment Strategy will also help guide the sector to meet the learning needs of all students, including Māori learners.

An extensive programme of work is under way to support the range of high-quality teaching and learning initiatives. For example, a number of initiatives are focusing on raising teachers’ expectations of Māori learners, encouraging them to better use assessment information and research to inform their teaching practice. Another important area of focus is supporting and developing the professional capability and leadership of educators working with Māori learners and increasing the supply of high-quality Māori teachers.

Ensuring Māori are engaged in learning at all levels of tertiary education is fundamental to the growth of society and to the creation of new knowledge.

Māori, as a growing proportion of the population, play a key role in the future of the country. Their ability to engage in learning throughout their lives and achieve tertiary qualifications at higher levels will influence the extent to which they can positively contribute to society as Māori and as New Zealanders in the future.

Over the past four years, Māori went from being under-represented at all levels in tertiary education to having the highest participation rates of any ethnic group in the country. Between 1998 and 2003, around 36,000 Māori students entered tertiary education. Most of these students entered tertiary education for the first time, had no or low school qualifications, were women, and were over the age of 25. Most of the growth was in certificate-level qualifications at Te Wānanga o Aotearoa.

The number of Māori completing qualifications more than doubled between 1998 and
The biggest increase in students completing qualifications was within wānanga, with completions increasing from fewer than 2,000 in 2001 to nearly 14,000 in 2003. Māori are also completing their qualifications and going on to further study.

There are a range of pathways learners can take in tertiary education to build their knowledge and foundation skills. The options include industry training, foundation skill programmes such as Youth Training and Training Opportunities, and adult and community education programmes. Māori continued to be strongly represented across all these programmes and outcome data showed that these programmes were leading to employment and/or further study for Māori learners.

Māori participation in higher levels of tertiary study continues to grow, with the number of doctorates completed each year by Māori increasing from seven in 1998 to 29 in 2003. Māori are also playing a crucial role in creating new knowledge through research, as shown through the work being progressed through Ngā Pae o Te Maramatanga and the results from the Performance-Based Research Fund.

A fundamental aspect of the government’s approach to Māori education is the fostering and support for the increased involvement and authority of Māori in education at all levels. Māori as parents and as members of broader collectives such as whānau, hapū, and iwi have a crucial role to play in supporting the participation and achievement of Māori learners. As members of these collectives, Māori can influence the education system by working with the Ministry of Education, with local education providers, and with Māori whānau to support initiatives that promote learning and achievement for all children, including Māori children. Education partnerships between iwi and the Ministry are one example of how organisations, previously working in isolation from one other, can work together to improve Māori educational outcomes.

As parents and whānau members, Māori are in a position to strongly influence their children’s learning in the home and at school by forming positive and empowering relationships with educators. Over the past year a number of initiatives sought to support learning in the home and strengthen relationships among parents, whānau and school staff. Initiatives included parent support and development programmes and parent mentoring initiatives. Providing information is also an important way of engaging parents and whānau to support learning and a number of new initiatives commenced in 2004 to further this aim. For example, 2004 saw the development of information to help parents support assessment and curriculum delivery. It also saw the development of a parent portal as part of the new education website www.edCentre.govt.nz which provides an avenue for parents to access information online held in a number of education agencies.
Ngā Haeata Mātauranga – Annual Report on Māori Education, 2004
1

Introduction

1.0 Ngā Haeata Mātauranga content and purpose

Ngā Haeata Mātauranga – Annual Report on Māori Education, 2004 is the latest in the Ministry of Education's series on Māori education. It provides an overview of the key education policies and programmes in place to enhance the achievement and participation of Māori learners.

In 2004, the Ministry focused on the continued development and implementation of the Māori Education Strategy. The strategy provides a strategic approach towards helping realise the goals and aspirations expressed by the government and Māori over the past four to five years.

Ngā Haeata Mātauranga – Annual Report on Māori Education, 2004 is organised into six chapters. Chapter 2 looks at the kaupapa mātauranga Māori sector and provides information about the participation and achievement of students’ learning in te reo Māori. This chapter also includes a range of information about kōhanga reo through to wānanga.

The following chapter looks at learning in the early childhood education sector. It focuses on the policies and programmes that underpin 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.

The fourth chapter considers the participation and achievement of Māori learners within the school sector. This chapter also examines the impact of high-quality teaching on learning.

Chapter 5 examines Māori learners’ participation and achievement in tertiary education and considers the research, management and governance issues within this sector. It also looks at how tertiary education contributes to the income and employment outcomes of Māori learners.
The final chapter of this report draws on the central role played by whānau, hapū and iwi. This chapter looks at the importance of whānau support for their children’s education, and the involvement and authority of Māori in education.

Appendix 1 outlines government’s goals and targets for Māori education, while Appendix 2 provides a range of statistical information relevant to all education sectors. 2004 data is used wherever possible, although, in some cases, 2003 data was the most recent data available as this report went to print.

This section provides a range of context information. For example, here readers will find the Māori Education Strategy.

1.1 Māori population trends
A large and growing number of Māori learners, whānau, hapū, iwi and Māori-based organisations, educators and researchers are involved in education. Increasingly, the quality of the education system will be demonstrated by the success of Māori learners.

The population of Māori in New Zealand, especially young Māori, is expected to increase significantly. Right now, Māori students make up a significant proportion of the school-age population. Māori learners were 19.9% of all domestic students in 1996, a figure that increased to 21.8% in 2004. Over the next twenty years, while the non-Māori population across many age groups is set to decrease, the Māori population is expected to steadily rise.

In 2001, the estimated resident population of Māori in New Zealand was 585,900, representing 15.1% of the population. In 2021, the number of Māori is expected to reach 749,300, increasing to 16.5% of the total population. Table A shows the projected Māori population by age group.

The points listed below summarise the key expectations of the Māori population during the next 20 years:

- The number of Māori aged under 4 is expected to increase by 8.5%, increasing their proportion of the national population from 26.5% in 2001 to 30.4% in 2021.
- The number of Māori 5 to 12-year-olds is expected to increase by 1.4%, increasing their proportion of the national population from 24.0% in 2001 to 28.1% in 2021.

1 Data based on Statistics New Zealand projections taken from 2001 Census data.
• The number of Māori 13 to 17-year-olds is expected to increase by 10%, increasing their proportion of the national population from 21.4% in 2001 to 24.1% in 2021.
• The number of non-Māori 18 to 25-year-olds is expected to increase by 15.2%, while Māori will increase by 28.8%. This means the expected proportion of 18 to 25-year-old Māori will increase from 18.9% in 2001 to 20.6% in 2021.

1.2 Māori education trends

This report provides a wide range of statistical information about some of the changes happening in key areas of education. The information reveals a mix of positive achievements and areas of attention. The information, while not comprehensive, lets us know what is occurring across the education sector.

For example, figures show:

• Māori participation in early childhood education rose in recent years, with the number of Māori new entrant school students who participated in early childhood education increasing from 84.8% in 2000 to 89% in 2004.
• In 2004, participation by Māori in licensed education and care services was slightly higher than those participating in kōhanga reo, 34% and 32% respectively.

For the school sector, figures show:

• More Māori candidates gained National Certificate of Educational Achievement (NCEA) qualifications in 2003 than 2002 – 40% of Māori Year 11 candidates achieved a Level 1 qualification, 21% of Māori Year 12 candidates achieved Level 1 qualifications, while 40% of Māori Year 12 students achieved a Level 2 qualification.
• Fourteen percent of Māori students were enrolled in some form of Māori medium school education in 2004.
• A high percentage of Year 11 and 12 candidates at Māori immersion schools achieved qualifications at levels above the typical National Qualifications Framework for their year of schooling. In 2003, for example, NCEA candidates from bilingual schools were very successful in gaining NCEA qualifications.
• In 2003, 9% of Māori students gained a qualification that allowed them to attend university. In 2003, the likelihood of a Māori student leaving school with a qualification that allowed them to attend university was roughly the same as in 1993.
• A significant proportion of Māori students were likely to be absent, truant, leave school at a young age or leave school without a qualification. Approximately 5% of Māori students left school in Years 9 or 10 before they gained qualifications such as the NCEA, which starts in Year 11.

In tertiary education, figures show:

• Māori participation in tertiary education increased significantly in recent years, particularly in wānanga and institutions offering Level 1-3 certificate courses\(^2\). In the last couple of years, there has been a growth in participation at polytechnics and in Level 4 certificate courses.
• Māori tended to be over-represented in general subjects and subjects related to society, culture and social services (including health and education).
• Māori students who achieved certificates tended to move on to further study – 51% of Māori students who completed a qualification in 2002 continued to study towards...
a further qualification in 2003, and 64% of wānanga students who completed a qualification in 2002 continued to study towards another qualification in 2003.

1.3 Māori Education Strategy

Background to the strategy

Throughout this report there is reference to the Māori Education Strategy. Like most strategies, the Māori Education Strategy helps clarify what the sector and government want to achieve and sets out how those goals will be realised over time. Putting a strategy into action ensures a focus on things that matter – policies, programmes, practice and ways of working and thinking that make the biggest difference.

Having a strategy and focus on Māori and education is important for many reasons. Education, for example, contributes to the aspirations and goals expressed by Māori and government. Professor Durie, in his address to the 2001 Hui Taumata Mātauranga, said this about the importance of education:

“Although education has a number of other goals including enlightenment and learning for the sake of learning, three particular goals have been highlighted as relevant to Māori: enabling Māori to live as Māori; facilitating participation as citizens of the world; and contributing towards good health and a high standard of living.

Education is not the only factor that will determine fluency in te reo, or readiness for participation in a global society, or good health, but it has the potential to be a major contributor, and educational failure significantly reduces chances in any of the three areas”.

The success of education is found in, among other things, the success of individuals in finding sustainable employment, as well as the level of wages that employers are willing to pay for the skills and knowledge that an individual brings to a job. Education can also contribute positively to the creation and generation of income through business creation and the creation of new knowledge.

There is a substantial body of evidence that shows that people with high levels of education are more likely to participate in the labour market, face lower risks of unemployment, have greater access to further training and receive higher earnings on average. These labour market advantages are an important outcome of education. They may even be the primary economic and social outcome, because earned income enables people to achieve a higher standard of living and many of the other individual and national outcomes associated with education may accrue either directly or indirectly from higher incomes.

On average, people with a tertiary education will earn 33% more than people with a secondary school education. A 2002 New Zealand study by Maani showed that the returns from education tend to be greater for Māori than non-Māori. This is primarily because of the higher proportion of Māori without qualifications or whose education attainment is lower compared to non-Māori. This means their disadvantage is greater, so they have more to gain. Maani found the income disadvantage for Māori women was partly associated with high rates of unemployment and a lower probability of working full-time.

A 2000 study by Maani showed that the link between educational attainment and income level increased throughout the 1980s and 1990s. The study showed that, in 1996, Māori with

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4 Maani, S. Education and Māori relative income levels over time, 2002.

5 Maani, S. Secondary and tertiary educational attainment and income levels for Māori and non-Māori over time, 2000.
no school qualifications were at a greater relative disadvantage than they were in 1986, with
the income gap having narrowed at the tertiary education level, especially for women.

**Developing a strategy for Māori education**

The Māori Education Strategy originated out of consultation between Māori and
government in 1997 and 1998. The themes arising from the consultation included the
desire for:

- greater influence over education policy and its implementation at the national,
  regional and local levels
- greater provider accountability for Māori student outcomes
- more and better information about Māori children’s progress and about the
  performance of the system to improve decision making
- greater provider responsiveness to Māori needs
- increased expectation of what Māori students can and should achieve in education.

Throughout the consultation, emphasis was given to the Treaty of Waitangi’s principles of
governance, autonomy, consultation, partnership and protection. Consultation also
highlighted the need for an education authority or authorities to assist in addressing
these principles.

The Māori Education Strategy has evolved over time. The first iteration of the Māori
Education Strategy had a strong school sector focus. However, since then the strategy has
broadened to include early childhood education and tertiary education. The outcomes
aspired to by the government and Māori have also become more explicit. The
government has included in the strategy the goals and targets of its Reducing Inequalities
programme (Appendix 1) and, more recently, themes from its discussion with iwi,
Māori educational leaders and academics, such as Mason Durie, about the education
aspirations of Māori.

As a result, the strategy does not comprise a single policy or project; instead it
encompasses high level goals and a strategic direction that helps guide policy
development and implementation and a commitment to working with Māori.

The Māori Education Strategy also aims to ensure that all Ministry strategies, policies and
programmes (as well as the education system as a whole) contribute to the success of
Māori in education and reflect the aspirations and expectations of Māori.

The Māori Education Strategy will continue to be shaped and influenced by what is
happening in the sector and by the people who participate in the Māori education sector.

**Strategy policies**

As mentioned above, the Māori Education Strategy has evolved and developed over time.
This section describes the various education policies and initiatives included in the
strategy, which identified three core goals, including:

- raising the quality of education in mainstream education
- supporting the growth of quality kaupapa mātauranga Māori
- supporting greater Māori involvement and authority in education.
In 2000 and 2001, more policies were added and the Ministry's commitment to the Māori Education Strategy strengthened. For example, the following policies and commitments were incorporated:

- Promoting Participation Project in early childhood education
- Review of the relationship between the Crown and Te Köhanga Reo National Trust
- Suspensions Reduction Initiative
- He Ara Tika (mentoring scheme for Māori youth)
- Mapihi Pounamu (financial assistance for at-risk Māori students)
- Iwi Education Partnerships
- Special Supplementary Grants (for tertiary education institutions)
- Te Kauhau, Te Kōtahitanga, the Literacy and Numeracy Strategy, schooling improvement initiatives, and various ICT projects (a range of programmes to improve the quality of schooling)
- Kaupapa Ara Whakawhiti Mātauranga, additional operational funding for kura teina
- Community-Based Languages Initiative (CBLI) (a range of programmes to support Māori medium education)
- Hui Taumata Mātauranga (the annual education hui).

In 2002 and 2003, the Ministry implemented and refined the new policies and commitments begun in 2000 and 2001. It progressed the implementation of the Tertiary Education Strategy and the government's Early Childhood Education Strategy, which both included a focus on Māori education participation and achievement.

Table B shows the Māori Education Strategy today. Almost without exception, all education policies and programmes influence Māori participation and achievement in some manner. The policies and programmes identified in Table B are the strategy's key priorities.

Links to other education strategies

The Māori Education Strategy pre-dates the main education sector strategies in place now and being developed. It also pre-dates the development of the Ministry’s first Statement of Intent. As a result, it has influenced the development of much of this work and continues to do so. The Māori Education Strategy influences how the Ministry thinks about issues and works with Māori to generate solutions and set goals. It is vital the key education sector strategies work well for all learners, including Māori learners.

The strategic plan for early childhood education and the Tertiary Education Strategy both have at their heart a commitment to improving the quality of learning outcomes for children and students. Each is based on the belief in the power of education to enrich lives and strengthen social, cultural and economic wellbeing. Each is based on the belief that everyone deserves the best that high-quality education can offer. They aim to improve student achievement. As a result, they focus on high-quality teaching, high-quality providers, and collaborative relationships between people, institutions, activities, and agencies.
A Schooling Strategy is also in development. This strategy will share similar themes to the early childhood education and tertiary strategies. The ultimate goal of the Schooling Strategy is excellence and equity of learning outcomes for all students. The strategy will provide a five-year framework for the schooling sector. It is expected to incorporate evidence about improving student outcomes taken from the best possible research evidence available today. The Schooling Strategy will help guide education policy and practice to ensure they focus on approaches that will improve the schooling system and that will make the biggest difference to student learning.

Plans and strategies to improve outcomes for specific groups of students, such as the Special Education Action Plan (currently being developed) for children and young people with special education needs, and strategies to strengthen outcomes in particular areas such as literacy, numeracy, and information and communication technology (ICT), will sit within the wider education context.
1.4 Māori success in education

Ensuring Māori achieve greater success in education is a high priority for the Ministry of Education.

The Ministry is committed to working with Māori and the education sector to ensure that, through the Māori Education Strategy, the goals expressed by Mason Durie are recognised. The Ministry is also committed to finding more effective and sustainable ways to contribute to the achievement of the Māori Education Strategy. Increasing the ability of the education system to provide greater value for Māori is a major priority. This includes finding ways to better support those providing and receiving an education in te reo Māori.

The Ministry’s overall mission and three vital outcomes (articulated through its latest Statement of Intent) provide a strong foundation through which it can contribute to improving Māori educational achievement. Focusing on increasing teaching effectiveness, and recognising the diversity of students and of home and community contexts, will strengthen education outcomes for Māori.

To achieve these aims, the Ministry needs to continue to create relationships that strengthen:

- its capability to take account of the education aspirations of Māori
- the ability of Māori to exercise greater influence and responsibility over their education through their different relationships with and within the system
- the responsiveness of the system to the educational aspirations and needs of Māori.

The Ministry works in partnerships or close relationships with iwi and other Māori organisations. These relationships provide opportunities to achieve positive changes. The relationships encourage involvement in policy development and planning processes, and help the Ministry tailor existing policies and initiatives to better meet local needs.

The Ministry recognises that the future will call for more sophisticated ways of working, thinking and relating. It is committed to embedding a strong understanding of Māori education priorities and aspirations across its organisation to ensure that this is reflected through the breadth of Ministry activity.

Improving the way the Ministry works and its capability to effectively respond to Māori educational issues is an ongoing challenge. The Ministry recently underwent significant change with the integration of Specialist Education Services (SES) and Early Childhood Development (ECD). This has given the Ministry access to a wider range of information, skills, knowledge and expertise about Māori education and about working with Māori learners and families. In times of change, maintaining a coherent and strategic approach to Māori education that supports changes in beliefs, attitudes, ways of working and capability is important, and will continue to be a focus in 2005.

To read more about any of the strategies, policies and programmes mentioned in this chapter, refer to [www.minedu.govt.nz](http://www.minedu.govt.nz)
2

Kaupapa mātauranga Māori

2.0 Context

One of the key themes articulated in the Ministry of Education’s Māori Education Strategy is the need to support the growth and quality of kaupapa mātauranga Māori. This key theme acknowledges the importance of whānau, hapū, and iwi in determining and driving kaupapa mātauranga Māori. It also acknowledges the importance of Māori providing education to Māori (“by Māori for Māori”) and that knowledge is unique to each iwi, hapū and whānau. The government, too, has an important role, ensuring the provision of kaupapa mātauranga Māori is well-supported and of a high quality, so learners can actively participate and achieve within this context.

Government’s role and investment in this area across the sectors has varied over time. Its primary contribution is assistance with capital provision and operational funding, curriculum development, and supplying teaching and learning materials. Policy work is under way to give greater direction and coherence to the government’s role and investment in this area.

The government is also examining how it might support the growth and provision of kaupapa mātauranga Māori within the tertiary education sector.

The kaupapa mātauranga Māori sector

A broad range of literature and commentary highlights the principles of kaupapa mātauranga Māori. The principles include:

- the learner can access te reo Māori, tikanga Māori, and mātauranga Māori through te ao Māori teaching and learning practices
- Māori authority and control exists in all aspects of learning and education
- the learner and their wider whānau are central to the learning process
- Māori communities achieve social and economic aspirations as determined by them.

In this chapter, kaupapa mātauranga Māori provision refers to total immersion education based on mātauranga and tikanga Māori pedagogies and philosophies,
including kōhanga reo and kura kaupapa Māori through to education that is set in bilingual immersion classes in mainstream schools. Total immersion schools such as kura kaupapa Māori are either section 156 schools or section 155 kura. Section 155 schools are affiliated to a governing body, Te Rūnanga Nui o Ngā Kura Kaupapa Māori, and abide by Te Aho Matua. Section 156 kura are designated character schools and are usually iwi or hapū based. This chapter also includes discussion on wānanga.

2.1 Participation

Kōhanga reo and Māori immersion early childhood education

In 2004, just over 10,000 children participated in approximately 513 kōhanga reo. The majority of kōhanga reo are located in the Auckland, Far North and Bay of Plenty regions. The number of kōhanga reo has decreased over the past 10 years as has the number of children participating. The change could be due to a number of factors, including parent and whānau choice, access (i.e., the availability of places and location), and the quality and proficiency of te reo, both within the whānau and the kōhanga reo.

The Ministry has been working closely with Te Kōhanga Reo National Trust to support participation in kōhanga reo and to ensure its quality is high. A range of initiatives have been developed specifically for kōhanga reo as part of the government's strategy for early childhood education, discussed in more detail in chapter 3. A business plan to support kōhanga reo has been developed by Te Kōhanga Reo National Trust, in partnership with the Ministry of Education and Te Puni Kōkiri, and further discussions are taking place to support its implementation in 2005 and beyond.

There is a growing number of Māori immersion early childhood services not affiliated to Te Kōhanga Reo National Trust. In 2004, there were 14 of these types of services. These services were using Māori as the language of instruction for more than 80% of the time and were typically early childhood education and care centres. From 2012, these services will need to have registered teachers. In 2004, there were also 63 services where Māori was used as the language of instruction for more than 30% of the time.

The options for learners to continue their education immersed in te reo and tikanga Māori are limited, largely due to the small number of kura and schools offering bilingual or immersion schooling. The majority of learners continue their compulsory schooling in an English-medium context, although some attend a bilingual or immersion unit in a mainstream school. A few attend kura kaupapa Māori.

Kura kaupapa Māori, bilingual and immersion schooling

In 2004, approximately 14.1% of Māori students were enrolled in some form of Māori medium compulsory education. This means 22,639 Māori students received their primary or secondary education through a combination of Māori and English, or through Māori alone.

Forty-three percent of all Māori medium students received instruction at Level 1, which means that they were taught using te reo Māori for between 81-100% of the time. The remaining 66% of Māori medium learners were taught using te reo Māori for more than 31% of the time (at Levels 2 and 3).

6 All staff who count for ratios in teacher-led services must be registered teachers by 2012.
While Level 3 enrolments have decreased since 2003, the number of students studying at Levels 1 and 2 has increased, with Level 2 enrolments rising by 14.9% since 2003.

Within the compulsory Māori medium sector, bilingual classrooms accounted for the largest proportion of Māori medium students, making up 33.9% of all Māori medium enrolments, or 10,042 students. Immersion schools accounted for 29.9% of all Māori medium enrolments, or 6,832 students. Immersion schools include designated character schools as well as kura kaupapa Māori.

The remaining Māori medium enrolments were made up of students in bilingual schools and immersion classrooms:

Table C: Number of enrolments by level of immersion, 2004

<table>
<thead>
<tr>
<th>Level of immersion</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>12,469</td>
</tr>
<tr>
<td>Level 2</td>
<td>5,164</td>
</tr>
<tr>
<td>Level 3</td>
<td>5,086</td>
</tr>
</tbody>
</table>

Level 1: taught using te reo Māori 81-100% of the time.
Level 2: taught using te reo Māori 51-80% of the time.
Level 3: taught using te reo Māori 31-50% of the time.

There were 62 kura kaupapa Māori in 2004, as well as ten kura teina awaiting full kura kaupapa status. This is an increase of one kura since 2003, bringing to three the total number of new kura established since 2000. Of the 62 kura, 20 gained wharekura status by 2004 (ie, they were able to teach some or all of the secondary school curriculum using te reo Māori), and two were applying for wharekura status.

Wānanga and tertiary kaupapa Māori education

In the tertiary sector, there were three wānanga catering for approximately 25,000 students. Each wānanga carves out its own unique area of expertise and knowledge which aligns with the needs of their respective communities and learners, and each supports the development of kaupapa mātauranga Māori. In 2004, the traditions of Māori learning and knowledge were continued in communities through marae-based learning, and Māori private training establishments (PTEs).

Enrolments at Te Wānanga o Aotearoa accounted for the significant growth in Māori participation in tertiary education since 2001. Many of the wānanga’s learners were previously unemployed or not in the labour force, and the majority were female.
A number of learners enrolled in te reo Māori courses across a range of providers in 2003. For example, 39,000 people enrolled in te reo Māori courses, 60% of whom were enrolled in formal courses. Of the total number enrolled, 68% were women and 72% were Māori. Similarly, 3,000 people were enrolled in community education te reo Māori courses run through secondary schools. Two-thirds of participants were non-Māori.

2.2 Achievement

The kaupapa mātauranga Māori sector continued to grow and develop in line with demand in 2004. The relative newness of the sector means that an understanding of what effective teaching and learning looks like in these contexts is still developing. All the same, the markers of success within this sector include the development of identity, language and culture, as well as the involvement of whānau, hapū and iwi in the learning process.

Despite the newness of this sector, there were some promising signs of achievement for learners since 2000. In 2002, results showed that Māori students in Māori immersion schools achieved significantly better in School Certificate and sixth form level English, science, mathematics and te reo Māori than Māori in English-medium or bilingual settings, or than Māori students participating in mainstream schools’ immersion programmes. In 2003, a high percentage of Year 11 and 12 candidates at immersion schools achieved qualifications at levels about the typical National Qualification Framework level for their year of schooling. Nine percent of Year 11 immersion school candidates achieved an NCEA Level 2 or Level 3 qualification, while a quarter of Year 12 immersion school candidates achieved NCEA Level 3 in 2003. School-leaver 2003 data also showed a higher percentage of wharekura students leaving school with Level 2 National Certificate of Educational Achievement (NCEA).

Research suggests that bilingual and immersion programmes in mainstream schools were successful when the kaiako and wider school were supportive of the programmes and committed to the achievement of the learners. The following case study looks at achievement in a Māori immersion unit – Te Puutake – within a mainstream secondary school.

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James Cook High School's graduation will be extra special this year as 20 graduates reflect on five years' education within the school's marae-based learning unit.

James Cook High School's unit, called Puutake, opened in 2001. This year’s 20 Puutake graduates comprise the unit’s first ever intake of Year 9 students.

All teaching and learning within Puutake is carried out in English and te reo Māori and in a context of tikanga Māori. Māori students make up half of the school’s roll of approximately 1,500 students.

Puutake kaiako and deputy principal, Erena Lewthwaite, says graduation 2005 provides the school with an opportunity to acknowledge the significant success of Puutake and its students. It also provides an opportunity to look back at how far Puutake has come in just five years.

An Education Review Office (ERO) report, published in September 2004, noted the majority of Puutake’s 200 students achieved at levels higher than their mainstream peers. Puutake students were also among the decile 2 school’s highest achievers overall.

ERO commended the ways Puutake staff built relationships among teachers, students and whānau, ensuring they were underpinned by concepts of aroha, whānaungatanga, manaakitanga, hūmarie and kanohi-ki-te-kanohi.

Puutake had a positive, safe learning environment that encouraged students to feel confident about taking risks, asking questions and helping other students. As a result, students enjoyed learning, the report said.

Puutake was a successful learning environment because its five teachers were extremely committed and had high expectations of their students' learning and behaviour. The school’s board and principal fully supported the unit too, said ERO.
Erena credits the success of Puutake to the school kaumātua and tumuaki and Manurewa community leader, George Pomana.

“George understands what teaching is really about. He is immensely wise and his knowledge huge. He has been taught the old ways, and this is what he brings to Puutake – we’re incredibly lucky,” she says.

Together, George and Erena developed the unit’s teaching approach, which they characterise by its attitude towards its students.

“It’s about seeing our students as taonga tapu – they are the most tapu things we have in the school.”

In Puutake, each day begins with karakia and himene and all lessons begin and end with karakia. Students’ emotional wellbeing is considered as important as their learning achievement. Kapa haka is compulsory and teaching staff are carefully selected for their willingness to participate in the kaupapa of the unit.

Parents, too, have an important role in the life of Puutake. For example, all parents are explicitly asked to support their children’s learning. For some whānau members, this means taking advantage of the unit’s open-door policy and sitting in on lessons. For others, it means coming to school to cook a shared lunch for Puutake students and teachers or taking time out to clean the Puutake marae, Te Pou Herenga Waka.

Erena says Puutake was developed in direct response to a plea from parents for better teaching and a better teaching environment. Their children weren’t achieving and didn’t want to come to school.

“Puutake was also a part of the school’s commitment to Māori education achievement,” says Erena.

Erena measures the success of Puutake in a number of ways. Students are happy, achieving and taking pride in their learning environment. And many continue their involvement with Puutake by coming back as teachers – two Puutake kaiako were former students – or as helpers at important school events such as camp.

There are other markers of success too. Students interested in attending Puutake now have to go on a waiting list as the demand for the unit’s 220 places continues to rise.

In 2004, the school’s head girl was a Puutake student and more than half a dozen Puutake students won tertiary education scholarships. Two Puutake whānau members were elected to the school’s board of trustees. One is now chair.

Puutake students took out a number of sought-after kapa haka titles in 2004, cleaning up at Te Ahurea Tino Rangatiratanga Kapa Haka Festival, to name just one example.

Increasing numbers of teachers from other departments within James Cook High School are learning to teach within the Puutake environment, as well as sharing their subject knowledge and expertise.

Erena says Puutake shows what can be done within the country’s state schools and what can be expected from educators working in the mainstream.

“We’re a key part of James Cook High School – we’re the heart of the school in many ways. We’re the spiritual and cultural heart.”
**National Education Monitoring Project (NEMP)**

The National Education Monitoring Project (NEMP) has been annually assessing Year 8 students in Māori medium education since 1999. The annual assessments were carried out in parallel with the English-medium NEMP assessments.

NEMP’s assessment aims to gain a representative image of “what New Zealand kids can do and know”. Students use pen and paper, as well as a range of equipment, to ensure they experience hands-on assessment activities. Students take part in individual tasks, group tasks, and teacher-administrated tasks, where an administrator works with each child.

The aim of the NEMP Māori medium assessment is to gain an understanding of what students within the Māori medium setting can do and know. NEMP assesses students in te reo Māori, translating tasks from English. This assessment is conducted on 120 Year 8 students, who have had at least five years’ Māori medium education. (Research shows that students should have at least five years in the target language before being assessed.)

In 2003, Year 8 Māori medium education students were assessed on graphs, tables and maps, visual art, and science. The results are scheduled for release in 2005.

**National Certificate in Educational Achievement (NCEA)**

As mentioned previously, a high percentage of Year 11 and 12 candidates at immersion schools achieved qualifications at levels above the typical National Qualifications Framework level for their year of schooling.

Candidates at bilingual schools were also very successful at gaining NCEA qualifications. In 2003, 74% of Year 11 bilingual school candidates and 79% of Year 12 bilingual school candidates gained an NCEA qualification. A high percentage of these achieved at levels typical for their year of schooling.

**Table E: Year 11 and Year 12 candidates at Māori immersion and bilingual schools by level of highest NCEA qualification achieved, 2003**

<table>
<thead>
<tr>
<th></th>
<th>Total number of candidates</th>
<th>Proportion of candidates achieving Level 1</th>
<th>Proportion of candidates achieving Level 2</th>
<th>Proportion of candidates achieving Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Immersion schools</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 11</td>
<td>122</td>
<td>42%</td>
<td>7%</td>
<td>2%</td>
</tr>
<tr>
<td>Year 12</td>
<td>72</td>
<td>7%</td>
<td>32%</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Bilingual schools</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 11</td>
<td>125</td>
<td>69%</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td>Year 12</td>
<td>91</td>
<td>8%</td>
<td>67%</td>
<td>4%</td>
</tr>
</tbody>
</table>

**Wānanga**

Māori students attending wānanga had the second highest retention rates⁸, particularly at certificate level, with completions increasing from fewer than 2,000 in 2001, to nearly 14,000 in 2003. There was also a significant improvement in retention rates for students who started at wānanga from 1999 onwards.

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⁸ Māori students in colleges of education had the highest rate of retention and completion (which was also true for other groups).
2.3 Quality
Supporting quality in kaupapa mātauranga Māori is a key focus, not only for the administrators and educators working in this area, but also for whānau, iwi and Māori communities who have initiated and contributed to the growth in this sector.

The sector has steadily grown despite a number of limiting factors, including a small pool of qualified teachers proficient in te reo and tikanga Māori, and a limited supply of teaching and learning materials to support a wide range of curriculum areas, especially at secondary level. A number of initiatives have developed over recent years to support three broad areas, including:

- the provision of a high-quality kaupapa mātauranga Māori network
- effective teaching in kaupapa mātauranga Māori
- whānau and community engagement in te reo Māori.

The following case study looks at how one kura kaupapa Māori is building on children’s natural capacity to learn and embrace language. The kura is using language learning as a tool to prepare Māori learners to participate in a global society.
Drop in on a Te Kura Kaupapa Māori o Te Koutu lesson and you’d be forgiven for thinking you were in Spain – not Rotorua, New Zealand.

That’s because, from day one, students who attend Te Kura Kaupapa Māori o Te Koutu, learn to speak Spanish. They also learn te reo Māori and, later in Year 7, English too.

At the kura, classes start an hour earlier to allow for Spanish tuition. All students are encouraged to master three languages and, by doing so, broaden their opportunities later in life.

Principal Uenuku Fairhall explains: “Language is not only an expression of a community; it is a tool, a tool of advantage. We strive really hard to get students to understand this.”

“Fluency in te reo Māori, Spanish and English means students leave the kura with the ability to carve out international careers in industries such as trade, forestry or diplomacy,” he says.

“They’ll also have the ability to develop careers in Rotorua where the flourishing tourism industry prizes locals who speak languages such as Spanish.”

Yet, says Uenuku, the most important basis of being conversant in another language and culture is self-knowledge and an understanding of your own cultural background.

So, like all kura, everything at Te Kura Kaupapa Māori o Te Koutu is taught in te reo Māori, except Spanish and English. And te reo Māori is the language of both the classroom and the playground without exception.
Recently, eight Te Kura Kaupapa Māori o Te Koutu students attended a young leaders’ conference in Washington, United States of America.

“At the drop of a hat, they were up doing haka and waiata. That’s what I’m talking about, it’s this capacity to broker a cultural relationship between peoples by knowing your own culture, while at the same time having the ability to communicate with others in their language,” says Uenuku.

Uenuku, a proficient speaker of all three languages, believes an understanding of language is fundamental to well-oiled thinking.

“The better your language is, the better able you are to organise your thoughts and give meaning to your thinking.”

But it’s more than just being able to communicate, he says. Excellent language skills also enable people to shape and influence others’ thinking and actions.

Students’ knowledge and understanding of one language is raised by a knowledge and understanding of others too, he says.

Te Kura Kaupapa Māori o Te Koutu, a decile 1 school spanning Years 0 to 13, gradually introduced Spanish to the curriculum in 1999 at the suggestion of the kura’s whānau.

Since then, Uenuku has focused on developing teachers’ knowledge of second-language learning theory and pedagogy, as well as their Spanish-speaking skills. For example, the kura’s staff have participated in a range of professional development programmes and benefit from working alongside two Chilean, Spanish-speaking staff members, employed in 2004.

In 2002, an Education Review Office (ERO) report specifically noted the kura’s high-quality language programmes, saying teachers’ planning and teaching practices were sound and responsive to students’ needs, and their use of well-developed resources effective.

All the same, says Uenuku, it’s still early days. And not all the kura’s 157 students and 13 staff are excellent Spanish speakers.

Student achievement results show the kura has made slow and steady progress in the five years since Spanish was introduced. The kura’s 2003 NCEA Spanish results were excellent, says Uenuku.

In the meantime, Uenuku is hoping to build the language proficiency of staff and students by introducing whole-class, one-term exchanges to Mexico every second year. Classroom teachers would accompany the kura’s senior students, teaching in Mexican classrooms and helping Te Kura Kaupapa Māori o Te Koutu students keep on top of their NCEA study.

Uenuku is proud of his students, and what he calls their natural capacity for language learning. Though, in some ways, it’s no surprise, he says.

“When you look back at history, ask yourself who were the soldiers to first pick up Italian during the first world war. It was the Māori battalion.”

“In a way, they exemplify our great facility for language and using it as a speedy waka to take us to the places we want to go,” he says.
Supporting a quality kaupapa mātauranga Māori network

It is important that the kaupapa mātauranga Māori sector is able to accommodate current growth, and that learning opportunities opening up to students in this context produce successful learning outcomes. The quality and growth of kōhanga reo, kura, wharekura and wānanga is currently supported through a number of initiatives aimed at maximising the use of existing resources, and encouraging networks between different providers to ensure that knowledge and resources within the sector are shared.

Supporting the supply of high-quality teachers in kaupapa mātauranga Māori is also fundamental to the growth of the sector. Difficulties in recruiting and retaining teachers in Māori immersion and bilingual settings reflect the special demands placed on teachers working in this sector, including the need to be bilingual and the time involved participating within the wider Māori community.

The following section looks at initiatives and progress in the schooling sector only. Discussion on the range of initiatives to support quality in kōhanga reo is discussed in more depth in chapter 3. Further discussion on wānanga is discussed in chapter 5.

Initiatives and progress in 2004

A list of the key developments in 2004 is included below.

School Staffing Review – This initiative aims to improve student learning outcomes through the reduction of student-to-teacher ratios, giving teachers more time to focus on effective teaching. The recommendations of the School Staffing Review group acknowledged that there were different and greater workload pressures for teachers working in Māori medium classrooms, compared with teachers working in mainstream teaching environments. As a result, maximum Māori medium student numbers reduced from 28 to 26 and base staffing numbers for this sector increased. For classrooms where more than 50% of teaching takes place in te reo Māori, a teacher-to-student ratio of 1:20 was implemented in 2004.

Information and communication technologies (ICT) support for wharekura – A number of initiatives were designed to assist the ongoing development of wharekura and to offset the challenges these schools face in obtaining adequate expertise and resourcing to support the senior secondary curriculum. Initiatives using ICT provided an innovative approach to resourcing constraints, while also increasing opportunities for students and teachers to interact with technology.

An example of one wharekura ICT initiative is the Kaupapa Ara Whakawhiti Mātauranga (KAWM) project, which included the development of an online classroom. The online classroom was designed to increase the range of subjects available to wharekura students and to provide wharekura with the opportunity to draw on the expertise of a group of specially-trained online teachers. In 2004, five subjects were offered through the online classroom (Te Kura Ataata) through the medium of te reo Māori and a total of twelve wharekura took part in the programme.

An evaluation of the KAWM project was completed, using 2002/03 data collected from a sample of six wharekura. The evaluation highlighted areas of concern such as the workload pressures faced by the online teachers and the practical difficulties of
coordinating the teaching and assessment of students from different wharekura.

Generally, however, the online classes were regarded positively by teachers, students, and principals. Schools and teachers were benefiting from their increased use of technology and the programme provided a range of curricula options that were not usually available to wharekura.

**Teaching and learning materials** – The development of more te reo Māori teaching and learning materials continued in 2004. Each year, approximately $8 million is spent on materials, yet a shortage continues to exist. In 2004, materials such as teachers’ notes, junior readers, fiction books, children’s and teenagers’ magazines, audiotapes, activity cards, recreational readers and online materials were produced.

A reo Māori maths dictionary, *Te Reo Pāngarau*, was published and distributed to all Level 1 and 2 Māori immersion schools and classrooms. *Te Reo Pāngarau* is also available online on [www.nzmaths.co.nz](http://www.nzmaths.co.nz). The dictionary is based on lists of mathematical words and books that have been developed over recent years, as well as research conducted in Māori medium classrooms. A range of materials was also developed, produced and distributed by publishers such as Learning Media and Huia Publishers.

An evaluation of Māori medium teaching materials was undertaken in 2004. The evaluation will identify Māori medium materials that teachers are aware of, use and prefer, and will focus on materials published in print, video, and CD-ROM.

**Bilingual/Immersion Education: Indicators of Good Practice** – A report on good practice in bilingual/immersion education was released in 2004 and summarises the key indicators of good practice, emerging out of national and international literature. The report identified the need for teachers in bilingual settings to be familiar with second language acquisition theory and to possess high levels of proficiency in both their first and second language. The report highlighted the need to support teachers’ te reo Māori and pedagogical skills, and so is the focus of a number of ongoing Ministry of Education initiatives.

**Marautanga o Aotearoa** – A further development in this area of support was the refinement and re-clarification of the curriculum for kaupapa mātauranga Māori education, Marautanga o Aotearoa. This work follows on from recommendations from the 2002 Curriculum Stocktake Report to the Minister of Education. The four goals of the Marautanga o Aotearoa project are to:

- clarify and refine learning outcomes
- focus on high-quality teaching
- strengthen school ownership of marautanga
- support communication and strengthen partnerships with whānau and communities.

The project is being developed with the help of people working within the Māori medium sector.

**Assessment tools and exemplars** – 2004 saw the release of Māori exemplars for te reo Māori and pāngarau. More exemplars in hangarau, pūtaiao, tikanga ā ā iwi and hauora will be released in 2005. Exemplars are authentic pieces of student work, annotated to
illustrate learning, achievement and quality in relation to the levels described in the marautanga Māori. Their purpose is to highlight features that teachers need to watch for, collect information about, and act on to promote learning.

**Māori medium Assessment Tools for Teaching and Learning: He Pānaha Aromatawai mō te Whakaako me te Ako (asTTle)** – This project continued in 2004. The project involves the development of literacy and numeracy tools for students in Years 5 to 10. It provides teachers with a CD-ROM that can create customised pencil and paper tests for assessing te reo Māori numeracy and literacy skills. Once the test results are entered into the CD-ROM program, teachers get a diagnosis of a student’s progress relative to curriculum, class, school and national standards. Some 40% of all students in Māori medium classes in Years 5-10 have participated in the trials, giving reliability and validity to the norm-setting process.

**Whakapiki i Te Reo** – This is an intensive professional development programme for primary and secondary school teachers working in Māori medium settings. Two key objectives of this programme are to increase teachers’ knowledge of the marautanga and to improve the quality of teaching and learning in te reo Māori. During 2004, six programmes ran, involving approximately 50 teachers, and it is projected that the number of teachers will increase to 80 in 2005. Providers and participants in the Whakapiki i Te Reo programme reported increased proficiency in te reo Māori. Other gains included assessment skills, knowledge of marautanga and second-language acquisition methodologies.

**Te Poutama Tau** – This is a professional development programme aimed at improving the teaching and learning of numeracy in Māori medium contexts. It grew from the Ministry’s Literacy and Numeracy Strategy. The programme encourages teachers to examine their pedagogical approach to teaching mathematics and to improve their use of te reo Māori to convey mathematical concepts. An evaluation of the 2003 Te Poutama Tau programme found that the growing knowledge of programme facilitators, together with experience gained within the sector, were continuing to help develop effective mathematical teaching strategies.

Aspects of the programme that were found to be effective were the:

- integrated nature of the programme that allowed teachers to assess the present stage of their students as a basis for grouping and planning for instruction
- hands-on nature of the materials and activities
- in-depth, in-school support received from facilitators
- programme’s focus on content, linguistic and pedagogical knowledge of teachers.

Barriers that prevented some participants in Te Poutama Tau from fully utilising new pedagogical techniques were also identified. These included teacher workload, classroom management issues and the willingness to reflect on teaching practice and change.

**Ngā Taumatua** – This programme is a one-year Māori medium literacy training programme for Resource Teachers of Māori (in 2003) and kaiako (in 2004). Trainees undertake research and fieldwork within Māori medium teaching contexts, as well as residential study, and graduate or post-graduate study. Ngā Taumatua graduates return
to schools with specialist literacy skills and knowledge that they practice and share with other teachers in their school, area or cluster group. A third Ngä Taumatua programme has been approved for 2005. It will train a total of 12 kaiako (from Level 1 and Level 2 immersion schools) and Resource Teachers of Māori.

Research into the programme was in its final stage as this report went to print. The results will form the basis of an evaluation of literacy knowledge gained through Ngä Taumatua and an analysis of literacy practice in Māori medium settings. A review of course content and delivery was undertaken at the end of the 2004 training. The findings will inform future training and professional development for graduates.

**Review of Māori medium teacher support** – In 2004, a review was started by a team consisting of the National Association of Resource Teachers and Advisors Māori, New Zealand Educational Institute (NZEI) – Te Riu Roa, and the Ministry of Education. The aim of the review was to coordinate a strategy to align and clarify Māori medium teacher support provision. Its focus is Resource Teachers of Māori and investigating how these positions can best provide effective and supportive professional development to Māori medium teachers. The priority goals of the review are to:

- build the capability of Māori medium teachers
- raise the achievement of children in Māori medium education
- ensure appropriate working conditions for support workers.

**Teacher supply and support** – Increasing the supply of high-quality teachers continued in 2004 with the continuation of Māori medium TeachNZ scholarships, the Māori Immersion Teacher Allowance and bilingual study awards.

In 2003, 535 applications were received for the 205 scholarships available for Māori/Māori immersion students. All 205 scholarships were allocated. In September 2004, changes to the scholarships were announced for those intending to study to become a Māori medium teacher. Changes included paid study fees and a $10,000 total study allowance. Loan support was also extended to Māori medium teachers allowing Māori medium teachers in their second to fourth years of study to receive payments of $2,500 per annum to assist with the repayment of student loans.

Twenty-five teachers completed bilingual study award courses in 2003 across three programmes; the Höaka Pounamu Diploma at Christchurch College of Education, the Te Wānanga o Raukawa Heke Whakaakoranga programme, and the Pōkairua Kaupae-rua Whakaako mo te reo Māori programme at Waikato University.

**Community-Based Language Initiatives** – These initiatives were designed to support parents and caregivers whose children participate in Māori immersion education and to promote learning of iwi-specific language and culture. As well as improving Māori language education outcomes, the programme contributes to the revitalisation of te reo Māori and directly promotes the important role played by different generations in handing down language knowledge.

Underpinning the language initiatives is the need for a coordinated approach to language revitalisation. 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.
Eight iwi organisations have participated in language initiatives to date, during which time they have undertaken various projects related to:

- Māori language planning
- Māori language wānanga
- Māori language resource development
- Māori language and education research
- Māori language promotion.

The Community-Based Language Initiatives programme is now in its fourth year and the Ministry of Education is initiating discussions with five more iwi organisations regarding the language aspirations expressed in their education plans.
3

Early learning foundations

3.0 Context
The 2004 year was an exciting year for the early childhood education sector, with the continued focus on implementing the government’s ten-year strategic plan for early childhood education, Ngā Huarahi Arataki.

The strategy goals reflect community need and the latest research evidence that says participation in high-quality early childhood education is important and provides children with strong learning foundations that will benefit them for life.

Almost two-thirds of Māori children who participate in early childhood education participate in full-day early childhood education services that are led by teachers. These services also tend to be mainstream, with the main language of instruction being English. A small but growing number of teacher-led services (that aren’t kōhanga reo affiliated to Te Kōhanga Reo National Trust) provide a tikanga Māori environment and instruction in te reo Māori for learners. Supporting the growth and high-quality provision of these services, including kōhanga reo, for Māori whānau and children continued to be a priority for the Ministry in 2004.

3.1 Supporting strategies
To support the implementation of the goals and initiatives within the strategic plan, the government focused on reviewing early childhood education funding and regulatory systems. It also began developing an early childhood education Information and Communication Technology (ICT) Strategy.

In Budget 2004, major changes to early childhood education funding were announced, with an additional $365 million invested in early childhood education over the next four years. The increased funding will help early childhood education services achieve high quality, using a cost-driver funding approach. This will help services, for example, to meet the costs of employing registered teachers in teacher-led services. From 2007, three and four-year-old children will receive 20 hours of free early childhood education when they attend teacher-led community-based services. These changes will benefit Māori children who attend teacher-led community-based services, including education and care centres and kindergartens.
Extra financial assistance was provided to early childhood education services through equity funding in 2004. Equity funding supports services that are based in low socio-economic communities or isolated areas. It supports services that draw on a language and culture other than English and services that have a significant number of children with special education needs or who are from non-English speaking backgrounds.

The government is also looking at its investment into parent and whānau-led services, including kōhanga reo and playcentre. Parent and whānau-led services offer unique opportunities for parents and whānau to get involved in the education of their children and in the management and operation of their child’s early childhood education service. Research is currently being undertaken to help understand the contribution these services make to the education outcomes of children and how this contribution is achieved.

In mid-2004, the Ministry consulted on proposed changes to the regulatory framework and baseline standards for early childhood education. Twenty-eight public meetings were held and more than 700 written submissions received. The proposed framework for regulation has the following features:

- A single set of regulations applying to all licensed services
- Minimum standards that a licensed service must meet
- A set of criteria articulating in detail how a standard can be met depending on the structural features of the service type, eg, full-day, sessional, teacher-led etc
- License exemptions for playgroups wishing to receive government funding that are not licensed, but that are certificated and subject to their own regulations
- A mandated curriculum framework for early childhood education services.

In 2005, the focus for the regulatory review will be:

- developing criteria to help services understand and meet regulatory standards
- consulting on the physical space requirements for services and the number of adults per child required in a service
- developing new regulations for the early childhood education sector.

The Ministry is working closely with key groups such as Te Kōhanga Reo National Trust to discuss and explore the opportunities and risks for kōhanga reo as a result of the proposed regulatory changes and the implications of the funding changes.

An Information and Communication Technology (ICT) Strategy is also being developed with the early childhood sector. This strategy will provide the sector with guidance on the integrated use of ICT in early childhood education settings with the key focus on learners and learning. The strategy will consider how ICT can be used to support and enhance children’s learning, improve professional learning for teachers and educators, and improve administration and management. The strategy will provide more ways for parents and whānau who are not involved in the daily education of their children to observe their children’s learning and development through video recordings and digital photos.

Consultation with the early childhood education sector on the draft strategy was carried out in late 2004. The Ministry is now in the process of collating the feedback before drafting the strategy. The strategy should be available for further feedback in 2005.
Evaluating and monitoring the implementation of the strategic plan is critical to understanding if, how, and why the plan is making a difference. As a result, the Ministry has commissioned a longitudinal evaluation to review the implementation of the strategic plan. A case study approach in eight localities has been taken to the first stage of the evaluation, which includes a sample of eight kōhanga reo.

### 3.2 Participation

Māori participate across the range of licensed early childhood education services, most notably in education and care centres, kōhanga reo and kindergartens. A small number of Māori children are also involved in education and care in the home (refer also to chapter 6).

<p>| Table F: Participation and enrolment in early childhood education, 2002-2004 |
|---------------------------------|--------|--------|--------|</p>
<table>
<thead>
<tr>
<th>Indicator</th>
<th>Children</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reported participation in early childhood education on entry to school (includes licensed and license-exempt services)</td>
<td>All</td>
<td>92%</td>
<td>94%</td>
<td>90%</td>
</tr>
<tr>
<td></td>
<td>Māori</td>
<td>86%</td>
<td>88%</td>
<td>85%</td>
</tr>
<tr>
<td>Enrolments in all licensed early childhood education services at 1 July</td>
<td>All</td>
<td>175,288</td>
<td>180,276</td>
<td>184,460</td>
</tr>
<tr>
<td></td>
<td>Māori</td>
<td>32,779</td>
<td>33,892</td>
<td>35,232</td>
</tr>
<tr>
<td>Māori as a proportion of all enrolments</td>
<td></td>
<td>18.7%</td>
<td>18.8%</td>
<td>19.1%</td>
</tr>
</tbody>
</table>

Table F shows an increase in Māori participation over the last three years. In 2004, 10,409 Māori children participated in kōhanga reo, 11,135 participated in education and care services, and 7,885 attended kindergarten. Across most service types there is a growing number of Māori children participating. Since 2003, the number of Māori children attending education and care services has exceeded the number attending kōhanga reo.

Māori was used as the medium of instruction for between 81-100% of teaching contact time in 527 licensed services. Of these, 513 were kōhanga reo and 14 were Māori immersion services. In addition, 428 services provided Māori as the medium of instruction for between 12-80% of teaching contact time.

### Initiatives and progress in 2004

To improve the participation of Māori, there needs to be a demand for early childhood education services and a supply of high-quality services that are responsive to the needs of children and whānau. The following initiatives have been put in place to increase the participation of Māori in early childhood education services.

**Network coordinators** – To increase the supply of high-quality early childhood education services, there are network coordinators who work with local communities to develop solutions that best meet their needs. For example, while some regions require more early childhood education services or different types of services, other regions need to amalgamate existing services to manage declines in their 0 to 5-year-old population. Network coordinators work in areas where participation is low and can help set up new services using capital funding.
**Advice and support coordinators** – There are also advice and support coordinators who work with early childhood education services located in communities with low rates of participation and that need additional support. Throughout 2004, 25 services received governance and management support and more than 50 community-based services attended hui and fono.

**Promoting Participation Project** – First introduced in 2001, this project aims to increase participation in early childhood education. The project contracts organisations to identify children not attending early childhood education, to identify the barriers to their attendance, and to address those barriers once identified. As at June 2004, 1,043 Māori children were enrolled in early childhood education as a result of the project. It is expected that increased early childhood education funding and free early childhood education from 2007 will remove cost barriers for families and will lead to more children participating in early childhood education for longer periods of time.

An evaluation of the Promoting Participation Project is planned for 2005.

**Discretionary Grants Scheme** – In 2004, the Discretionary Grants Scheme was increased by $4 million, bringing the total funding available through this scheme to $12.8 million. The extra funding provided assistance with the property costs of establishing community-based licensed early childhood education centres and covered non-property costs such as the employment of teachers to establish policies. The increased funding contributed a total of 72 grants to early childhood education services, providing places for an extra 418 children. Thirty-four grants were made to Māori immersion services, creating places for an extra 178 children.

Other changes to the scheme include the amalgamation of the three existing funding pools – Māori, General and Pasifika – into one pool with a greater emphasis on targeting low participation, low income and isolated communities. The scheme will also support communities with significant population growth.

The following case study looks at how the Promoting Participation Project, early childhood education network coordinators, and the early childhood education Design and Build Scheme helped a community in Auckland to bring to fruition its dreams to establish a puna reo – a Māori bilingual early childhood centre.
It might have taken three long years, but Pukekohe North’s brand new puna reo is now open to children and their families.

Te Hononga Puna Reo is a Māori bilingual early childhood education centre based on site at Pukekohe North School in South Auckland.

The puna reo officially opened at the end of October 2004, following eight months’ building and two years’ set-up work.

Already the puna reo is full to capacity, with 27 tamariki and their families enrolled. Thanks to a combination of funding from the promoting participation in early childhood education project, the early childhood education network policy, and the design and build scheme, the puna reo’s facilities are top-notch.

It has specialist showering facilities for students with special education needs, as well as sound-proof sleeping rooms for babies. High-quality roof acoustics absorb excess sound, while the building’s ramps and lay out provide full wheelchair access.

Puna reo tamariki are just a stone’s throw from their primary school peers at Pukekohe North School, which hosts a kura rumaki (total immersion unit).

For whanau, there are meeting rooms with large viewing windows, making it easy to keep an eye on their tamariki while they korero with one another and the centre’s three qualified kaiako.

Plans are also under way to use the centre as a base for whanau members interested in training to become early childhood educators through online distance learning this year. So far, six mums are keen.
Tilly Tirirangi Potini, who has been heavily involved in setting up the centre, says the centre’s Māori whanau are really proud of their new building and service.

“Our parents are buzzing – this place is their place. It has a wairua of its own,” she says.

In 2001, as part of the Ministry’s promoting participation in early childhood education project, Tilly made contact with a handful of local families whose children weren’t enrolled in early childhood education.

The low participation rates stemmed from the lack of community-based services available and the cost of attending a service, says Tilly.

But with support, the families agreed to form a playgroup as a first step to enrolling their tamariki in a licensed early childhood education service further down the track.

Then Tilly worked alongside Ministry early childhood education network coordinator, Karen Shields, to identify the sort of service families wanted and a possible service provider.

Survey results showed 80% of families wanted a bilingual service, and community consultation revealed strong support from, and a possible building site at, Pukekohe North School. Te Nuinga Education Trust agreed to become the puna reo service provider.

Funding applications and still more consultation followed and building got under way in March 2004.

"Before we opened we took a moment for a little tangi,” says Tilly. "Our kuia put her arms around us and said: ‘After all that work we finally got here’.”

Tilly, who lost her husband, Tairawhiti Potini, to illness in 2003 says the building’s completion means a lot to her.

“I promised him I’d finish what I’d started. So it’s just awesome to be here.”

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Te Hononga Puna Reo would like to thank all the people who attended the centre opening, including government ministers Trevor Mallard and Nanaia Mahuta; the ASB Charitable Trust; GSE kaumātua and kuia Eru Thompson and Moana Whaanga; pouherenga mātauranga Jerry Norman; Tainui kaumātua Mara Tupara, Chris Atama, and Whare Hiku; GSE district manager Beryl Riley; the Ministry’s GSE and National Operations staff; Pukekohe North School staff and students and, of course, the puna reo whānau and tamariki.

This project is part of the government’s ten-year strategic plan for early childhood education called Ngā Huarahi Aratiki, Pathways to the Future. The government’s aims are to increase participation in quality early childhood education services, and promote collaborative relationships. To find out more about Ngā Huarahi Aratiki, Pathways to the Future, go to www.minedu.govt.nz
3.3 Quality

The majority of Māori children attend a general early childhood education service such as a childcare centre, playcentre or kindergarten. For Māori children, as with all children in any service, it is important that the knowledge and experiences they and their whānau bring with them are validated and built on by the service’s educators. For Māori children this is particularly important, given that the majority of early childhood educators are likely to have cultural backgrounds, beliefs, values and practices that are different from the Māori children they care for.

Te Whāriki (the early childhood education curriculum), the Desirable Objectives and Practices, and the Best Evidence Synthesis on Quality Teaching Early Foundations, all provide a strong platform to support educators to provide quality teaching and learning experiences for children. To ensure positive experiences and learning outcomes for Māori children and whānau requires educators to reflect on and adjust their teaching practice specifically, and the quality of their service broadly.

Children in kōhanga reo, Māori immersion and kaupapa Māori services learn within a context that is immersed in tikanga Māori, kaupapa Māori and te reo Māori. Theirs is an environment that involves kaiako, kaumātua, parents and whānau. The challenge for these services in providing a high-quality learning experience for tamariki, mokopuna and whānau that is based on Te Whāriki, largely revolves around their collective skills and knowledge of te ao Māori and te ao Pākehā, and their ability to transfer their knowledge using a rich and varied Māori language vocabulary.

Initiatives and progress in 2004

The following initiatives are expected to improve the overall quality of early childhood education services, including their responsiveness to Māori children and whānau. This section is organised around two key themes: supporting effective teaching and increasing the supply of high-quality teachers.

Theme one – supporting effective teaching

Professional development – During 2004, the Ministry contracted 14 providers to ensure early childhood education services were supported to run high-quality programmes and implement the early childhood education curriculum, Te Whāriki.

A second Hui Tōpū was held in June 2004, bringing together all professional development facilitators and directors, including Te Kōhanga Reo National Trust and other Māori medium/kaupapa Māori early childhood education providers. The hui focused on critiquing the effectiveness of professional development for early childhood education. During 2005 and 2006, a number of contract issues will be addressed, including those relating to programmes and strategies that support rural/isolated services and issues relevant to providing effective professional development for Māori and Pasifika services.

Whakapiki i te reo – The Ministry contracts organisations to provide professional development to support educator proficiency in te reo Māori. Te Kōhanga Reo National Trust receives whakapiki funding to support language learning for kōhanga whānau.

11 Quality Teaching: Early Foundations
Kei Tua o te Pae, Assessment for Learning: Early Childhood Exemplars – The exemplars provide a model for assessing children’s learning and teaching practice in early childhood education. They make children’s learning and development visible to teachers, families, whānau and children. The exemplars project emphasises bicultural and inclusive learning and assessment practice.

In Budget 2004, $12 million over four years was allocated to the implementation of the early childhood education exemplars project. The project includes in-depth professional development for educators working in approximately 3,500 services over five years, starting in 2005. In 2004, the exemplars were distributed to licensed services. A second set of exemplars is currently under development and will be published at the end of 2005.

A copy of the early childhood education exemplars will be sent to primary school junior classes. Primary schools will be included in the early childhood education exemplar professional development programmes, to help smooth transitions between early childhood and primary schooling for children, parents and whānau.

The Kaupapa Māori Learning and Assessment Early Childhood Education Exemplar project is under way and six Māori immersion centres from across the country are beginning to develop assessment for learning exemplars. Discussions have been held with Te Köhanga Reo National Trust about assessment for learning exemplars in Köhanga reo.

Self-review guidelines – Guidelines are being developed with the early childhood education sector to help services review their practices and make linkages between their practice and children’s learning. The guidelines draw from concepts and practices traditional to Māori, in particular raranga and whāriki. The use of these concepts supports the interweaving of learning and development for tamariki as expressed through the curriculum document, Te Whāriki, and the self-review process. The term raranga (to weave) also expresses unity, togetherness and the weaving together of all parts of the early childhood education community to support learning.
The self-review guidelines will be trialled and published in 2005. A professional development programme pilot will be developed and delivered during 2006. The pilot will help inform future effective review processes within early childhood education.

**Centres of Innovation** – This early childhood education research project supports the research and development of innovative early childhood education practice. The project aims to build an understanding of, and result in evidence about, the effectiveness of teaching practice in different settings.

At the project’s beginning, six early childhood education services were selected to take part as centres of innovation. By February 2004, the government announced a further $2 million would be set aside for the project’s second cycle in 2005. As a result, four more centres of innovation were selected and, this time, asked to focus on infants’ and toddlers’ learning as well as networking and collaboration among agencies and services.

One of the centres selected in the second cycle was Te Kopae Piripono, a Māori immersion early childhood education service in New Plymouth. Te Kopae Piripono will focus on educational leadership and te ao Māori knowledge. An evaluation of the centres of innovation programme is due in 2005.

A kōhanga reo was one of the first six services chosen to be part of the project’s first cycle. Te Kōhanga Reo o Puau Te Moananui a Kiwa was selected to showcase innovative teaching and learning practices in its kaupapa Māori service. The following case study describes in more detail their journey and vision for the future as told by the kōhanga whānau.
Case Study no. 4

Kaupapa Māori at the centre of kōhanga research project

Taking part in an action research project represents a life’s work to Te Kōhanga Reo o Puau Te Moananui a Kiwa.

Kōhanga kaiako Hereraina Eketone says her involvement is about ensuring future generations continue to have access to, and flourish within, kaupapa Māori education.

“We do this because it’s about life and Māoridom as a whole – I’m helping the next kaimahi take my place so there will always be someone there to teach the next generation,” she says.

Researcher Kanewa Stokes agrees: “Aunty [a researcher] and I will be part of this kōhanga until we die. We now have a continuous obligation and responsibility to this mahi.”

In 2003, the kōhanga was nominated by Te Kōhanga Reo National Trust to take part in a three-year early childhood action research project called the Centres of Innovation.

In total, six early childhood education services throughout New Zealand are participating in the first round of the project. Te Kōhanga Reo o Puau Te Moananui a Kiwa, which is based in Auckland’s eastern suburbs at Glenn Innes, is the only kōhanga reo.

To be eligible, each service had to show that innovative teaching and learning practices were the norm within their service. They had to agree to research and develop their practices using a method called action research, and they had to commit to sharing their findings with the wider early childhood education community at the project’s end.

They also had to sign up to working with researchers to pose and answer research questions. For example, the question posed by Te Kōhanga Reo o Puau Te Moananui a
Kiwa is: “What are the effects of kaupapa-based teaching on te reo Māori learning and the development of Māori identity?”

For kōhanga participants, the project is a challenging, yet rewarding, experience.

Kōhanga kaiwhakahaere Mere Austin explains: “While it is an honour and a privilege to be involved in the project, coming to terms with mainstream tauiwi research terminology and practice has been difficult at times.”

“Partly that’s because kōhanga is different from early childhood education in its philosophy and in the way we teach our mokopuna,” she says.

Researchers Hariata (Nan) Pohatu and Kanewa agree that many aspects of the project haven’t aligned well with the kaupapa of kōhanga reo. But, by supporting one another and working closely with kōhanga staff and whānau, they continue to make good progress.

To date, they have built up a range of innovative teaching and learning practices and have successfully adapted the research framework to suit the kaupapa Māori context. They have also developed a prototype te reo assessment tool, as well as a range of teaching strategies for kaitiaki.

In September 2003, kōhanga staff and researchers presented their interim findings at an early childhood education convention, which they later followed up with a presentation to an audience of researchers. In April this year they plan to publish their first paper.

Before the project ends in 2006, kōhanga staff and researchers will develop a dissemination strategy describing how they plan to share their findings with Te Kōhanga Reo National Trust and, later, the wider sector.

Kanewa is excited about sharing their research findings and contributing to the country’s wider research base. She believes their findings will be particularly useful to researchers and policy makers whose knowledge of kaupapa Māori education is limited.

For Mere, who has worked at the kōhanga since its inception, the project is also about continuing what was envisaged by the kōhanga’s namesake – Whaea Puau Te Moananui a Kiwa Kopua – 14 years ago.

Whaea Puau was a Māori health officer and life member of the Māori Women’s Welfare League. She was a fervent supporter of kaupapa Māori education, but died before the kōhanga reo opened in 1991.

“Our kaupapa and its principles have been passed on over many, many years from our tipuna. It’s our job to try our best to continue passing on that knowledge and wisdom to the next generation,” says Mere.

The research project is part of the government’s ten-year strategic plan for early childhood education called Ngā Huarahi Arataki, Pathways to the Future. To find out more about Ngā Huarahi Arataki, Pathways to the Future, go to www.minedu.govt.nz
Theme two – increasing the supply of high-quality early childhood education teachers

In 2004, there were approximately 1,865 Māori teachers working in licensed early childhood education services, excluding kōhanga reo. This represents 8.4% of the total early childhood education teacher population. Overall, there were around seven Māori teachers for every 100 Māori children in the early childhood education sector.

Research shows that teacher qualifications are a key factor in delivering high-quality early childhood education. Research also tells us that regular and high-quality early childhood education makes a noticeable and positive impact on a student’s educational success later on. From 2005, all persons responsible in a teacher-led service must be registered early childhood education teachers. From 2012, all staff who count for ratios in teacher-led services and coordinators in home-based services must be registered teachers too. The aim is to have 50% of staff qualified by 2007, 80% by 2010 and 100% by 2012. The following table shows the percentage of registered teachers across all teacher-led early childhood education services.

Table 6: Registered teachers in early childhood education services, 2002-2004

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Children</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of teachers with a qualification that meets teacher-registration requirements</td>
<td>All</td>
<td>41%</td>
<td>42%</td>
<td>44%</td>
</tr>
<tr>
<td></td>
<td>Māori</td>
<td>29%</td>
<td>31%</td>
<td>33%</td>
</tr>
<tr>
<td>% of registered teachers</td>
<td>All</td>
<td>24%</td>
<td>25%</td>
<td>28%</td>
</tr>
<tr>
<td></td>
<td>Māori</td>
<td>16%</td>
<td>15%</td>
<td>17%</td>
</tr>
</tbody>
</table>

The qualification requirements do not apply to those services where the education is provided by parents or whānau such as kōhanga reo and playcentre. These services have their own qualifications and learning pathways. Te Kōhanga Reo National Trust, for example, offers Te Ara Tuatahi, Te Ara Tuarua and Tino Rangatiratanga Whakapakari to its whānau. These are qualifications unique to the kōhanga reo movement.

The changes do apply to Māori immersion early childhood centres. There are approximately 14 services (not affiliated to Te Kōhanga Reo National Trust) that use Māori as the language of instruction for more than 80% of the time – nine are located in Auckland. All of these services may not have enough qualified teachers to fill the number of positions needed to effectively run the service (based on an assumption that a service will need two qualified people as a minimum to meet this requirement in a full-day service).

There were also 63 services where Māori is used more than 30% of the time, the majority also located in Auckland. Of these, 49 services were at risk of not meeting the above requirement and are spread throughout Auckland (39%), the Bay of Plenty (14%) and Waikato (12%).

To support services to meet the teacher registration targets, a number of initiatives were made available, including incentive grants and recognition of prior learning programmes.
Other initiatives were also announced in 2004, including an investment of $55 million (over four years) to increase the pool of qualified and registered teachers in the early childhood education sector. The investment includes scholarships (up to $20,000) to help cover the fees and allowances of students studying towards an early childhood education teaching qualification. Eligible students will begin their study in 2005 and must meet a low-income test or enrol in a kaupapa Māori teaching qualification.

Other 2005 support includes:

- national and international relocation grants
- loan support
- teacher allowances
- study grants for primary-qualified teachers to enrol in early childhood education teacher education
- a teacher-relief funding pool for early childhood education services
- beginning teacher resource for teachers to help with the process of registration
- promotional campaign aimed at secondary students.

**Supply of Māori teachers** – Scholarships, mentoring and proactive recruitment programmes continued to increase the supply of Māori early childhood education teachers in 2004. The number of available early childhood education TeachNZ scholarships rose from 75 to 100. The scholarships were for people of Māori descent who wished to study to become early childhood education teachers by enrolling in an approved early childhood teacher education qualification – 153 applications were received and the panel offered $10,000 scholarships to 108 successful candidates.

In 2005, there will be more than 700 early childhood education scholarships available for students of any ethnicity. The new scholarships will pay a student’s fees directly to the provider and provide an annual allowance at the end of each year of successful study directly to the individual. There will be two streams of scholarship available – one for students enrolling in specific Pasifika or kaupapa Māori-focused early childhood education teacher education qualifications, and the other for students whose income is below the threshold required for a community services card.

**Face-to-face recruitment** – A 2004 pilot for a kanohi-ki-te-kanohi recruitment initiative in Auckland and Bay of Plenty was designed to promote early childhood education teaching as a career to Māori. The initiative involved linking into Māori communities through established organisations such as the Māori Women’s Welfare League to identify role models to promote early childhood teaching to Māori. The initiative also involved identifying Māori interested in early childhood teaching and working with education providers to make Māori aware of their options and the support available. Promotional material and Māori radio and magazine advertorials were developed to support the initiative.

Due to the success of the pilot, a contract has been let from January 2005 to June 2006 to continue this work. In addition, the contractor will employ Māori kanohi-ki-te-kanohi recruitment brokers to work with individuals in each rohe to provide information and assistance about teacher education options and registration. The brokers will match potential teachers with teacher education programmes that best suit their lifestyles, family and work commitments, and geographic locations.
**Kaupapa Māori teacher education programme development** – In 2004, the Ministry supported Wellington College of Education, Waiairiki Polytechnic and Te Wānanga o Aotearoa to develop kaupapa Māori early childhood teacher education programmes that will lead to teacher registration. The programmes will be relevant to the needs of their communities and relevant to kaupapa Māori and Māori immersion settings. Te Wānanga o Raukawa, Te Wānanga o Awanuiārangi, and Te Köhanga Reo National Trust also indicated an interest but were working to develop programmes within their own timeframe. Wellington College of Education and Te Wānanga o Awanuiārangi will deliver their programmes in 2005.

3.4 Collaborative relationships

Promoting collaborative relationships is the third goal in the government’s ten-year strategic plan for early childhood education, Pathways to the Future: Ngā Huarahi Arataki. This goal seeks to create an environment where:

- the wider needs of Māori children, their parents and whānau are recognised and acknowledged
- early childhood education services are supported to build strong links with whānau, hapū and iwi to help the services be more responsive to the needs of Māori children
- the transition between home and early childhood education, and early childhood education and school are smooth for Māori children, particularly Māori children who are moving from Māori immersion to English-medium schooling.

In 2004, the Ministry moved closer towards achieving this goal through its inter-sectoral work with the Ministry of Social Development. For example, the organisations developed an early intervention system of support for vulnerable children aged 0-6 years and a Family Strategy. The Ministry of Social Development also set up a Family and Community Services division.

The Ministry of Education also intends to map the locations of the country’s early childhood education services and share the information with other agencies involved in mapping their services for children and young people. Collating and redeveloping information for parents about high-quality early childhood education is under way too, and will be shared across agencies.

In 2004, education sector agencies including the Ministry of Education developed an online area for parents to go to for information about early childhood education, as part of the education sector website that went live in 2005. Refer to [www.edCentre.govt.nz](http://www.edCentre.govt.nz)

The Ministry is continuing to develop collaborative relationships within the early childhood education sector, building on its partnership with Te Köhanga Reo National Trust (discussed further in chapter 6) and increasing the involvement of iwi in the sector.
Successful Māori school leavers

Part A – Student engagement in school

4.0 Participation

Research shows that achievement and participation are linked, and the chances of improved life outcomes increase the longer someone stays at school. Achievement improves when students have more time in class. Students who are out of school for lengthy periods of time potentially miss out on a substantial part of the school year, placing them at a greater risk of not attaining positive learning outcomes.

Table H shows the proportion of the school-age population who are Māori, from 1996 to 2004. In 2004, 21.5% of New Zealand’s school students aged between 5-18 were Māori. This compares with 20% in 1996.

<table>
<thead>
<tr>
<th>Year</th>
<th>% aged 5-12</th>
<th>% aged 13-18</th>
<th>% aged 5-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996</td>
<td>21.5%</td>
<td>16.97%</td>
<td>20.01%</td>
</tr>
<tr>
<td>1997</td>
<td>21.58%</td>
<td>16.84%</td>
<td>20.01%</td>
</tr>
<tr>
<td>1998</td>
<td>21.56%</td>
<td>17.28%</td>
<td>20.11%</td>
</tr>
<tr>
<td>1999</td>
<td>21.64%</td>
<td>17.05%</td>
<td>20.13%</td>
</tr>
<tr>
<td>2000</td>
<td>21.88%</td>
<td>17.43%</td>
<td>20.41%</td>
</tr>
<tr>
<td>2001</td>
<td>22.23%</td>
<td>17.79%</td>
<td>20.77%</td>
</tr>
<tr>
<td>2002</td>
<td>22.40%</td>
<td>17.93%</td>
<td>20.88%</td>
</tr>
<tr>
<td>2003</td>
<td>22.75%</td>
<td>18.25%</td>
<td>21.19%</td>
</tr>
<tr>
<td>2004</td>
<td>22.95%</td>
<td>18.83%</td>
<td>21.46%</td>
</tr>
</tbody>
</table>
Māori are currently over-represented in statistics for non-participation in schooling.

Current data shows Māori were more likely to leave school before completing senior schooling or without qualifications. The data shows that Māori were suspended, stood-down, truant or excluded from school, and were participating in alternative education programmes at higher rates than non-Māori.

Table I depicts the retention rate of 16-year-old Māori students. The retention rate of Māori 16-year-olds is calculated by dividing the number of Māori 16-year-olds enrolled at school by the number of Māori 14-year-olds enrolled at school two years prior.

Enrolment

Parents of students may apply to the Ministry of Education for an early leaving exemption (at the age of 15) because of a student’s educational problems, their conduct, and the minimal benefit they are likely to derive from the mainstream educational setting (s22(1) Education Act 1989). Parents are required to give details about training programmes or employment that the student would take up in the event the exemption is granted. In recent years, there has been a dramatic increase in the number of early leaving exemptions granted.

In 1998, 298 early leaving exemptions were granted to Māori students – by 2004 this increased almost five-fold to 1,424. The total number of exemptions for all students granted in 1998 was 1,669 – by 2004 this had roughly doubled to 3,832, a small decrease from 3,840 in 2003. In 2004, Māori students were granted 37.2% of all early leaving exemptions.
Presence in school

Being enrolled in schooling does not necessarily mean that students are participating in schooling. Many students may be enrolled but not present, through either truanting, being suspended or being stood down.

Research shows that quantity of schooling is very important – it may seem obvious, but it is important to remember that being in the classroom matters. Table K shows what a typical group of 15-year-olds would be doing educationally on a typical day.

Table K: Presence at school

<table>
<thead>
<tr>
<th></th>
<th>% of Māori</th>
<th>% of Non-Māori</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a regular classroom</td>
<td>69.3%</td>
<td>81.6%</td>
</tr>
<tr>
<td>In alternative education</td>
<td>1.7%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Truant for the whole day</td>
<td>4.7%</td>
<td>2.7%</td>
</tr>
<tr>
<td>Truant for part of the day</td>
<td>3.8%</td>
<td>3.5%</td>
</tr>
<tr>
<td>Absent, but justified to the school</td>
<td>5.7%</td>
<td>5.4%</td>
</tr>
<tr>
<td>Suspended or stood down</td>
<td>0.2%</td>
<td>0.1%</td>
</tr>
<tr>
<td>In homeschool</td>
<td>0.4%</td>
<td>0.9%</td>
</tr>
<tr>
<td>Enrolled in some form of schooling</td>
<td>86.0%</td>
<td>94.5%</td>
</tr>
<tr>
<td>Not enrolled at school (ie, have been granted an early leaving exemption)</td>
<td>14.0%</td>
<td>5.5%</td>
</tr>
</tbody>
</table>

A research survey, called Attendance and Absence in New Zealand Schools in 2002\(^2\), found that Māori students had double the truancy rate of New Zealand European and Asian students. Unjustified absence\(^3\) was the main factor contributing to the high truancy rates for Māori. Māori were also more likely to be frequent truants, ie, students who were unjustifiably absent for three or more days during the week of the survey. Māori girls had a truancy rate slightly higher than Māori boys.

Schools have available to them a number of services to help deal with truancy issues, including the following two services.

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\(^2\) Robert Cosgrave, Fred Bishop, Ngaire Bennie (2003). Attendance and Absence in New Zealand Schools in 2002. Wellington: Ministry of Education. The survey was conducted early in September 2002 and carried out by schools over a one-week period. Responses from 2,195 schools were received, representing 86% of schools. The survey is conducted every two years, with the next research report due out in mid-2005.

\(^3\) Unjustified absences are absences that are not explained or not explained to the satisfaction of the school.
District Truancy Services assist schools by patrolling for truanting students, receiving referrals of truanting students and assisting students’ return to full attendance. The Non-Enrolment Truancy Service receives information from schools about young people who may be non-enrolled as students. The service finds students who are not enrolled in school and helps them enrol in a new school. For students aged 15 years or older, the Non-Enrolment Truancy Service may help them apply for an exemption for a course or a job.

Statistics collected since July 1999 indicate that Māori are consistently stood down, suspended and excluded from school at higher rates than non-Māori. Māori students are predominantly stood down or suspended for drug and substance abuse, continual disobedience and physical assault on other students.

Statistics for 2004 show the rate of:

- suspensions and stand-downs of Māori students was 64.8 per 1,000, slightly lower than the rate in 2003 of 68 per 1,000
- suspensions of Māori students was 14.3 per 1,000, compared with 4.4 per 1,000 for non-Māori
- stand-downs of Māori students was 50.5 per 1,000, compared with 20.1 per 1,000 for non-Māori, although slightly lower than the rate in 2003 of 53.1 per 1,000
- suspensions and stand-downs for Māori male students was higher than for Māori female students.

Figures show the average stand-down and suspension rate for Māori students by region was 65 per 1,000 Māori students. The Marlborough region had the lowest rate of stand-downs and suspension (34 per 1,000 Māori students) and the Canterbury region had the highest (86 per 1,000 Māori students). Overall, the rate for Māori was nearly three times the rate for non-Māori. However, the number of stand-downs and suspensions represented a small proportion of the total student population.

In 2003, 703 Māori students were excluded (47% of all exclusions), with 675 Māori students excluded in 2004 (48% of all exclusions). Although the number varied throughout the country, statistics indicate that it took an average of 74 calendar days to return an excluded student (all ethnicities) to an educational setting.

Since the Suspension Reduction Initiative was introduced in 2001, within the schools participating in the initiative the suspension rates for Māori have reduced. Figures show there was a drop in Māori suspension rates from 76 per 1,000 in 2000, to 39 per 1,000 in 2004. There was also a drop in national Māori secondary school suspension rates from 48 per 1,000 in 2000, to 36 per 1,000 in 2004.

The aim of the Suspension Reduction Initiative is to increase the participation, retention and achievement of Māori secondary students by reducing suspensions and stand-downs.

Eighty-six schools with histories of high suspension rates for Māori students were involved in 2003 and the Suspension Reduction Initiative continues to show encouraging results. Secondary schools with a history of high suspensions work together, sharing information on best practice, to better their performance in managing student behaviour and meeting the needs of at-risk students. Schools are encouraged to look at their
whole-school systems and practices, to make systemic changes where required, and focus on engaging students in learning.

The Alternative Education policy was introduced in 1999, providing an alternative setting for students aged between 13 and 15 who have become alienated from mainstream education. Data collected in 2004 found that Māori made up 60% of Alternative Education enrolments, totalling 2,179 students. Sixty-three percent of the Māori students enrolled in Alternative Education were male. The Auckland region had the largest number of Māori students enrolled in the programme.

Since 1999, funding for students placed in Alternative Education increased from 400 to 1,820 in 2003. By the end of 2002, 44% of students who left the programme went on to achieve a positive outcome, including either returning to mainstream schooling or going on to employment. In 2004, approximately 57% of Māori students who left the programme went on to achieve a positive outcome.

4.1 Achievement

Māori education success and achievement can be measured or depicted in a variety of ways. Many Māori students are high achievers, as shown by international survey results, NCEA achievement data and giftedness indicators. However, there are still far too many Māori learners who are not reaching their potential and leaving school before they are 16.

This next section looks at Māori learners’ NCEA qualifications and National Education Monitoring Project 2003 results. Results for Māori who took part in the two international studies, the Programme for International Student Assessment (PISA) 2003 and the Trends in International Mathematics and Science Study (TIMMS) 2002-2003, will be available in 2005.

Qualification attainment

Gaining qualifications is an important part of senior secondary school. School qualifications provide students with pathways to higher qualifications and to employment opportunities in adult life. The percentage of Māori candidates gaining qualifications is increasing faster than for other groups, but Māori candidates are still less likely than non-Māori candidates to gain a qualification.

To achieve NCEA Level 1, candidates must achieve at least 80 credits from standards registered on the National Qualifications Framework. Students also need to attain a minimum of eight credits in required numeracy standards and eight credits in required literacy standards.

To achieve an NCEA Level 2 qualification, a candidate must attain 80 credits, of which at least 60 must be at Level 2 or above from anywhere on the National Qualifications Framework.

In monitoring NCEA qualification achievement, it is possible to assess how many students are on the way to achieving qualifications as well as those who have achieved the qualification. For example, a student may not achieve NCEA Level 1 in one year, but may attain 60 of the 80 credits, and complete the final 20 credits the following year. The most recent achievement data available relates to the 2003 calendar year – here is a summary of the main points:

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15 A candidate is a student who has achieved at least one credit on the National Qualifications Framework. Candidates who did not report their ethnicity are not included in this analysis.
More Māori candidates gained NCEA qualifications in 2003 than in 2002. However, the percentage of Māori candidates gaining qualifications remains lower than the percentage of non-Māori candidates.

Just over half of the Year 11 Māori candidates who did not gain a qualification in 2002 stayed on at school and either completed a qualification or gained more credits towards a qualification in 2003.

58% of Year 11 Māori candidates met the literacy and numeracy requirements for a Level 1 NCEA qualification in 2003.

Of all Māori Year 11 candidates, 41% gained an NCEA qualification in 2003. This compared to 65% of non-Māori Year 11 candidates. The 2003 results for Māori Year 11 candidates were an improvement of five percentage points on 2002, where 36% gained an NCEA qualification. By contrast, the 2003 results for non-Māori Year 11 candidates was a two percentage point improvement on the 2002 results, where 63% of candidates gained an NCEA qualification.

Māori Year 12 candidates were more likely to gain an NCEA Level 1 qualification than their non-Māori counterparts. This suggests that Māori students who gained Level 1 credits, but not a qualification in Year 11, were returning and completing a Level 1 qualification in Year 12.

**Literacy and numeracy requirements**

To gain a Level 1 NCEA qualification, candidates need to achieve eight credits from specified literacy standards and eight credits from specified numeracy standards. The literacy and numeracy requirements are an important part of an NCEA Level 1 qualification.
Forty-two percent of Māori Year 11 Level 1 candidates did not meet the literacy and numeracy requirements for Level 1 NCEA (Table M). Some of the candidates who did not meet both the literacy and numeracy requirements gained one but not the other. This impacts negatively on the number of Māori Year 11 candidates who were able to gain an NCEA Level 1 qualification and partly explains the lower rate of qualification achievement for Māori Year 11 candidates. Overall, 32% of Māori Year 11 candidates did not meet the literacy requirements and 25% did not meet the numeracy requirements.

<table>
<thead>
<tr>
<th>Year 11 Level 1 candidates</th>
<th>Met both the literacy and numeracy requirements</th>
<th>Did not meet both of the literacy and numeracy requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number % of Level 1 candidates Number % of Level 1 candidates</td>
<td></td>
</tr>
<tr>
<td>Māori</td>
<td>6,719 58% 2,831 42%</td>
<td></td>
</tr>
<tr>
<td>Non-Māori</td>
<td>40,719 75% 10,136 25%</td>
<td></td>
</tr>
</tbody>
</table>

TABLE M: Year 11 candidates who met and did not meet the literacy and numeracy requirements for NCEA level 1, 2003

Forty-two percent of Māori Year 11 Level 1 candidates did not meet the literacy and numeracy requirements for Level 1 NCEA (Table M). Some of the candidates who did not meet both the literacy and numeracy requirements gained one but not the other. This impacts negatively on the number of Māori Year 11 candidates who were able to gain an NCEA Level 1 qualification and partly explains the lower rate of qualification achievement for Māori Year 11 candidates. Overall, 32% of Māori Year 11 candidates did not meet the literacy requirements and 25% did not meet the numeracy requirements.

Table N: Year 11 Level 1 candidates who did not meet literacy requirements for NCEA Level 1, 2003

<table>
<thead>
<tr>
<th>Year 11 Level 1 candidates</th>
<th>Did not meet literacy requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number % of Level 1 candidates Number % of Level 1 candidates</td>
</tr>
<tr>
<td>Māori</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>3,125 1,184 38%</td>
</tr>
<tr>
<td>Female</td>
<td>3,594 964 27%</td>
</tr>
<tr>
<td>Non-Māori</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>20,299 4,869 24%</td>
</tr>
<tr>
<td>Female</td>
<td>20,420 2,560 13%</td>
</tr>
</tbody>
</table>

Table O: Year 11 candidates who did not meet numeracy requirements for NCEA Level 1, 2003

The gender patterns in literacy and numeracy achievement (Tables N and O) were similar for Māori and non-Māori. A higher proportion of males than females did not meet the literacy requirements. There was little gender difference in the achievement of numeracy standards.
**Subject participation and achievement**

The proportion of candidates gaining credits by learning area is illustrated in Table 15 in Appendix 2. There was little difference between proportions of Māori and non-Māori candidates gaining credits in most learning areas. In te reo Māori, there were 1,564 Māori Year 11 candidates and 693 Māori Year 12 candidates. A higher percentage of Māori candidates than non-Māori candidates gained credits in health and physical education. A lower percentage of Māori gained credits in science and languages (other than te reo Māori and English).

The Ministry will continue to track senior school subject participation and achievement as it works closely with iwi and Māori to help develop educational plans and determine the leadership, skills, capability and expertise required from future generations of Māori learners.

**NEMP results for Māori in mainstream schools**

The National Education Monitoring Project (NEMP) is part of the government’s assessment strategy. NEMP is funded by the Ministry of Education and administered by the Education Assessment Research Unit of Otago University. The main goal of NEMP is to provide detailed information on what a representative sample of students in Year 4 and Year 8 know and can do. The information is intended to help identify patterns of performance and success. Assessment data will help shape educational practice and develop teaching and learning resources. The assessment of Year 8 students in Māori medium education became part of NEMP for the first time in 1999. NEMP assessment in Māori medium education is discussed in chapter 2.

Every year, a national sample of 1,440 Year 4 and 1,440 Year 8 students is selected for assessment. Assessment is conducted in all areas of the curriculum, including some subjects that span several curriculum areas. Different curriculum areas and skills are assessed each year over a four-year cycle.

In 2003, graphs, tables and maps, visual art, and science were assessed. The assessment in these areas marked the beginning of the third cycle or round of NEMP assessment. Below is a brief overview of the 2003 assessment results and an overview of the patterns of disparity for Māori students in English-medium schools across all the NEMP assessment areas.

**Graphs, tables and maps**

The graphs, tables and maps NEMP assessment incorporates several learning areas of the New Zealand Curriculum Framework, including mathematics, science, technology, and social science. The assessment tasks focus on students’ ability to understand and use information presented in the forms of graphs, tables and maps, with assessment being conducted in two areas: interpreting information, and constructing and presenting information.

In 2003, the findings from the graphs, tables and maps assessment showed that there was an increase in disparity between Year 4 and Year 8 Māori students. Year 4 Māori students had better results in interpreting graphs, tables and maps, while Year 8 students scored better on constructing tasks.
As with all students, Māori students had difficulty in completing tasks when the use of more than one variable was needed. Students were more able to complete a task if they were asked to build on an identified model.

**Visual art**

The central organising and assessment theme for the NEMP visual arts framework is: students making and responding in the visual arts.

As with the other assessment areas in 2003, the average achievement of Māori children was lower than for Pākehā students in visual art. However, this difference in achievement was found to be smaller for making art than in responding to art.

In general, the levels in achievement were lower in tasks where higher-order thinking was required, with students less likely to reason and identify arguments that supported their initial responses or elaborately discuss art works.

These results were a concern given that the attitudes to art section stated that Māori students enjoyed art, that students thought that they were good at it and spent lots of time doing art at school.

**Science**

The central organising theme of the NEMP framework for science is: science in everyday contexts, with assessment focused on the living, physical and material worlds, and planet earth and beyond.

The findings from the 2003 science assessment showed that there was an increase in disparity between Year 4 and Year 8 Māori students.

This difference in achievement was smallest for tasks that involved the physical world as a content area. In the other content areas, planet earth, living world and material world, differences in the levels of achievement were similar. The findings from the science survey found that more Year 8 Māori students reported greater involvement in research and projects at school.

**Patterns of disparity for Māori learners across all NEMP assessment areas**

Overall, since the beginning of the NEMP assessment, results show that non-Māori students perform better than Māori students in both Year 4 and Year 8. Students in high-decile schools outperformed those in low-decile schools at both year levels. There were gender differences in some curriculum areas and the differences in student achievement by school size, type or geographic zone were very small.

**Patterns of disparity for Year 4 Māori**

An overview of NEMP assessments at Year 4 shows the assessment in most areas favouring non-Māori students. Even though this is concerning, NEMP assessment also shows some positive results.

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16 Defined by NEMP as non-Māori and non-Pasifika students.

17 By a statistically significant amount of \( p < 0.01 \).
As Table P suggests, the most marked achievement disparities favouring non-Māori were in reading (over 83% of tasks), mathematics (75%), English speaking (67%) and technology (53%). The significantly increased disparities evident in English speaking and technology were of particular concern, as was the increasing gap in art and science between the second cycle and third cycle assessment results.

Māori students performed significantly better than non-Māori students on 19% of physical education tasks in the first cycle, although this decreased to 14% of tasks in the second cycle. Māori also performed significantly better than non-Māori on specific NEMP tasks, such as a social studies task featuring a marae context, a reading task using Māori text, and a music task requiring imitating music heard from a laptop computer.

The considerable reduction in disparity for Māori achievement in information skills, and listening and viewing was very positive. There were also dramatic improvements for Māori that were not evident in the results from students in low-decile schools. This was particularly true in science where the disparities for Māori in cycle 2 and cycle 3 were consistently lower than the disparities in science between students from low-decile and students from high-decile schools. There may have been an association between the improvements in the science area and the inclusion of Māori culture and learning contexts in that curriculum.
Table Q: Cross-curriculum disparities favouring Year 8 Māori and non-Māori students from NEMP

<table>
<thead>
<tr>
<th>Curriculum Area</th>
<th>Cycle 1</th>
<th>Cycle 2</th>
<th>Cycle 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>30%</td>
<td>20%</td>
<td>10%</td>
</tr>
<tr>
<td>Graphs, tables and maps</td>
<td>30%</td>
<td>20%</td>
<td>10%</td>
</tr>
<tr>
<td>Health</td>
<td>20%</td>
<td>10%</td>
<td>0%</td>
</tr>
<tr>
<td>Information skills</td>
<td>20%</td>
<td>10%</td>
<td>0%</td>
</tr>
<tr>
<td>Listening and viewing</td>
<td>20%</td>
<td>10%</td>
<td>0%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>20%</td>
<td>10%</td>
<td>0%</td>
</tr>
<tr>
<td>Music</td>
<td>20%</td>
<td>10%</td>
<td>0%</td>
</tr>
<tr>
<td>Physical education</td>
<td>20%</td>
<td>10%</td>
<td>0%</td>
</tr>
<tr>
<td>Reading</td>
<td>20%</td>
<td>10%</td>
<td>0%</td>
</tr>
<tr>
<td>Science</td>
<td>20%</td>
<td>10%</td>
<td>0%</td>
</tr>
<tr>
<td>Social studies</td>
<td>20%</td>
<td>10%</td>
<td>0%</td>
</tr>
<tr>
<td>Speaking</td>
<td>20%</td>
<td>10%</td>
<td>0%</td>
</tr>
<tr>
<td>Technology</td>
<td>20%</td>
<td>10%</td>
<td>0%</td>
</tr>
<tr>
<td>Writing</td>
<td>20%</td>
<td>10%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Cycle 3 data only exists for Art and Science.

Table Q illustrates an overall pattern of disparity for Year 8 Māori students, although there are some exceptions. Māori students performed better than non-Māori on 29% of physical education tasks in cycle 1, on one science task using kai moana (seafood) as an assessment context, on two social studies tasks using Māori cultural contexts (marae), and two reading tasks that involved reading in Māori.

However, there were increases and sustained substantial disparities in art, graphs, tables and maps, information skills, music, science, social studies, technology and writing. The disparity in achievement favouring non-Māori in social studies was of particular concern because of the widening disparity gap between Year 4 and Year 8. Māori achievement in mathematics was substantially lower than that for non-Māori at Year 8 level.

Even though the disparities in achievement in Year 8 were marginally better than the disparities in Year 4, the Year 8 NEMP results did not show the marked and even dramatic improvements between cycles for Māori in some curriculum areas in Year 4.

4.2 School leavers

The transition from school to tertiary education or employment holds more promise for those who leave school with at least NCEA Level 2, Sixth Form Certificate or an equivalent qualification. A greater proportion of school leavers in 2003 had such a qualification (67%) compared to 63% in 2002. However, more than one in three students still left school without gaining this level of qualification.

A formal school qualification is a measure of the extent to which young adults have completed a basic prerequisite for higher education, training and many entry-level jobs. An entrance qualification enables students to go directly into further tertiary study at degree level. Educational qualifications are also linked to labour force status and income.

In 2003, a greater proportion of Māori school leavers had qualifications at the level (or equivalent) of NCEA Level 2 or Sixth Form Certificate, up from 39% in 2002 to 45% in 2003. The proportion of Māori leavers with no qualification declined from 35% in 2002 to 30% in 2003.
In 2003, more than a quarter (29%) of school leavers achieved at least an entrance qualification, allowing them to go directly into tertiary study at degree level. For Māori students, the proportion was much lower than the overall average (at 9%). The percentage of wharekura students with at least an entrance qualification was 31%. However, interpreting this information requires caution because the number of school leavers from Māori immersion schools is currently quite small (around 100 annually), and the percentage results may be prone to volatility across years.

### Table R: Percentage of school leavers gaining a university entrance qualification or higher, 1993-2003

<table>
<thead>
<tr>
<th>Year</th>
<th>Non-Māori</th>
<th>Māori</th>
</tr>
</thead>
<tbody>
<tr>
<td>1993</td>
<td>28.9</td>
<td>7.5</td>
</tr>
<tr>
<td>1994</td>
<td>30.8</td>
<td>7.9</td>
</tr>
<tr>
<td>1995</td>
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<td>7.6</td>
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<td>32.3</td>
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<td>7.5</td>
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<td>2001</td>
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<tr>
<td>2002</td>
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<td>7.5</td>
</tr>
<tr>
<td>2003</td>
<td>31.2</td>
<td>8.9</td>
</tr>
</tbody>
</table>

### Part B – Effective teaching

#### 4.3 Context

The previous section looked at some of the outcomes that indicate the extent to which Māori are participating in school and achieving. While there are increasing numbers of Māori who are achieving and participating in school, there is still a large number who are not and who also leave school with low or no qualifications. The outcomes for Māori learners (both positive and negative) raise challenges for the existing schooling system, ie, is what is being taught at school relevant? And, how is it being taught? Addressing these questions requires a strategic and systematic approach.

The Schooling Strategy, the Curriculum Project, the Student Engagement Strategy, the Literacy and Numeracy Strategy, the Assessment Strategy, and the E-Learning Framework are all broad strategies aimed at supporting the schooling sector to meet the learning needs of all students, including Māori learners, in collaboration with schools, families and communities.

Feeding into these broad strategies is information about what works in what circumstances and the key role teachers and families play in supporting educational achievement. This next section looks specifically at the influence of high-quality teaching. Chapter 6 looks at the role of whānau, hapū, iwi and communities in supporting learning.
4.4 Quality
Research indicates that what teachers know and do in the classroom is one of the most important influences on students’ learning. The evidence about high-quality teaching indicates that gains are possible for low achievers, high achievers, students from different socio-economic backgrounds and ethnic heritage, and students with special education needs within the same class grouping. Research-based projects like Te Kötahitanga, Early Childhood Primary Link and the literacy and numeracy initiatives show that, with the right combination of support and evidence-based practice, teachers and schools can produce outstanding results for diverse groups of students.

The best evidence syntheses of research into what makes the most difference in learning outcomes for diverse learners in schools, research-based projects, and consultations with communities on sector strategies, provide a better understanding of the key elements of effective teaching.

Effective teachers share four main characteristics. They have:
• high expectations of all learners’ ability to achieve
• in-depth knowledge of their subject
• an ability to teach very well, using a range of teaching strategies that change in light of new information such as assessment information
• a caring attitude towards their students

Professional development programmes for teachers in mainstream schools have helped teachers to critically reflect on their attitudes and practices towards students from different cultural backgrounds. It is expected that such programmes will benefit Māori student achievement.

Supporting special education needs and gifted learners through high-quality teaching
Research shows that not only is it possible, through effective teaching, to teach learners with special education needs alongside their peers, but also that doing so can lead to improved learning for all students.

As at July 2004, 1,629 Māori received support for severe behaviour challenges, 1,607 for communication disorders and delays, and 558 received support for moderate needs relating to hearing loss. Furthermore, 1,917 Māori infants and young children received early intervention support. Nationally the figures show that, while Māori make up 21% of the total school population and 19% of the total early childhood education population, Māori are significantly over-represented in the behaviour services (34%) and moderate needs services relating to hearing loss (37%) provided by the Ministry of Education’s Group Special Education.

Nineteen percent of ORRS-funded students up to July 2004 were Māori, representing approximately 839 students.

While government provides specialised support and equipment for learners with special education needs, there is a short supply of specialists, particularly Māori specialists, such as therapists, speech-language therapists and psychologists. All schools receive a Special Education Grant and can access Resource Teachers: Learning and Behaviour to ensure their students with special education needs access the curriculum and take part in education. Fifty Resource Teachers: Learning and Behaviour positions are designated as

Resource Teachers: Learning and Behaviour (Māori). Their role is to provide a service that is culturally responsive to the needs of Māori students with moderate learning and behavioural needs in Māori immersion classes, kura kaupapa Māori and in English-medium schools.

During the past two years, the Education Review Office (ERO) has evaluated both the Resource Teachers: Learning and Behaviour and the Resource Teachers: Learning and Behaviour (Māori) service. Research that looked into Māori perspectives on Autistic Spectrum Disorder was also carried out. Information from these reports, along with information from general research into effective teaching for diverse students, is being used to shape policy for Māori learners with special education needs.

Supporting educators to work with gifted learners is also central to effective teaching practice. As part of the government’s response to the gifted and talented students’ working party, which reported to government in November 2001, a contestable funding pool was established to help schools set up new programmes to support gifted and talented students. Seventeen innovative programmes for gifted and talented learners, called Talent Development Initiatives, received funding from this pool from 2002 to 2005. Funding is designed to support the establishment of innovative programmes rather than fund ongoing operations and staffing.

Two of the Talent Development Initiatives, specifically for Māori learners, are run by Aranui High School in Christchurch and Tōku Mapihi Maurea Kura Kaupapa Māori and Te Kura Kaupapa Māori o Te Ara Rima in Waikato.

Funding applications for Talent Development Initiatives get under way in mid-2005.

4.5 Support for high-quality teaching

In 2004, work continued to support educators of Māori learners through:

- raising teacher expectations of Māori learners
- supporting professional capability of educators working with Māori learners
- supporting professional leadership
- increasing the supply of high-quality teachers.

Raising teacher expectations of Māori learners

A teacher’s beliefs and expectations influence how they teach. Teaching practice that is based on a deficit view of learners can limit learning.

Research on high-quality teaching for diverse students in schooling found that high expectations of learners were necessary, but not sufficient, and could be counterproductive when not supported by high-quality teaching. Even when teachers were focused on student learning, inappropriate teacher expectations could undermine students or constitute a barrier to effective practice. Teacher expectations were found to vary in relation to student ethnicity, disability, gender and other student characteristics unrelated to the student’s actual capability.

A way to change a teacher’s beliefs, expectations and practices included integrating assessment for learning into classroom practice.

Since 2001, the importance of assessment has been emphasised by the Education Review Office (ERO) in its reports on Māori learners in mainstream schools. In ERO’s first report,
it found that only a minority of schools had comprehensive plans for improving the learning outcomes of Maori students.

In its third report, completed in 2003, ERO found that most schools analysed achievement information in some curriculum areas and had begun to implement initiatives focusing on improving the achievement of Maori students. While a range of initiatives were being implemented by schools, the majority were cultural programmes and often did not have strong links with identified educational issues or underachievement. In addition, most schools were not able to determine or report if the initiatives they had implemented led to the improved educational achievement of Maori students.

In its fourth report, completed in 2004, ERO found that, overall, schools had made significant progress in collecting and analysing achievement information on Maori learners. Most schools were now collecting separate and comprehensive information about the achievement of Maori students in all major learning areas. They were most likely to analyse and use this information for strategic planning and individual student development plans, and for monitoring and reporting on student achievement.

Since 2000, a range of assessment tools and professional development opportunities has been provided to help schools and educators effectively collect, analyse and use student assessment information. These include the New Zealand curriculum exemplars, Assessment Tools for Teaching and Learning (asTTle), and a range of diagnostic tools to support the curriculum in primary and secondary schools in both English and Maori medium settings. It is important for the sector to effectively use these tools for learning and make well-informed decisions about their teaching practice using assessment information.

In 2004, literacy and numeracy initiatives focused on building the capability of educators and challenging their expectations of learners by using evidence-based teaching practices continued. Almost $28 million of the government’s contribution in 2003 was invested in literacy and numeracy programmes.

The following case study looks at how a cluster of intermediate schools in Kaitaia embarked on a three-year project to improve students’ writing skills. The project is called the Kaitaia Literacy Pathway.

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21 Maori students in mainstream schools, June 2003.
Education Review Office.

22 Maori student achievement in mainstream schools, June 2004.
Education Review Office.
A three-year project to improve students’ writing skills also helped teachers become better teachers, says Kaitaia Intermediate School principal Kelvin Davis.

“Getting up to speed with the project’s teaching model made a huge difference to me. A light bulb went off, and I thought why hadn’t I heard about this ten years ago,” says Kelvin.

Kelvin was one of 50 teachers and seven principals who upskilled in formative teaching practice and assessment as part of being involved in a project called Kaitaia Literacy Pathway (KLit). The project ended in 2004.

KLit kicked off in 2001 after assessment results showed only four percent of Kaitaia Intermediate School’s 262 students were writing at the levels expected of their age group.

A subsequent audit of other Northland schools found the problem widespread, and by June the following year, Kaitaia Intermediate School and six local primary schools joined forces to form the KLit project cluster.

Teachers from all seven schools took part in a one-off professional development programme, specifically aimed at improving the teaching and assessment of writing.

Some became lead teachers, studying the project’s formative teaching model in depth to ensure they could provide ongoing advice and support to their colleagues throughout the project and after the project ended.

Principals set up a project committee to coordinate the project’s policy and strategic direction. And they, too, learned about the project’s teaching model.
“It’s a fantastic model that sees teachers share with kids what they’re going to learn at the beginning of each lesson. We call this sharing our ‘learning intentions’,” says Kelvin. It sets out success criteria, too, which means students can check their progress against the criteria and take responsibility for their learning.

At the end of a lesson, teachers discuss what students have learned, and how they know when they have successfully learned something. Teachers also talk with students about any challenges or difficulties they’ve experienced, using supportive learning language.

Kelvin says KLit has successfully highlighted the importance of using good teaching strategies. And while the project’s focus was students’ writing, Kelvin believes teachers’ improved understanding of good teaching practice will help raise student achievement in other curriculum areas.

As part of the project, all seven KLit schools worked together to set cluster achievement targets and benchmarks, and develop assessment and data collection processes. They also identified common systems for collecting, storing and sharing data.

In March 2004, two years into the project, the Education Review Office (ERO) published a review of the Kaitaia Literacy Pathway project, looking at three key areas of students’ writing: quality, structure and editing.

It analysed achievement data collected in November 2003 and found that, over a 12-month period, five schools had achieved the cluster targets for writing quality for students in Years 2 to 5. The previous year, only three schools had met the targets.

ERO found six schools had achieved the cluster targets for Year 6 students’ writing quality. The review noted improvements in writing structure and editing too.

Ministry of Education Kaitaia Literacy Pathway project manager, Bruce Collett, is pleased with the results.

“In each year group we’ve seen a large increase in the percentage working at or above the desired target levels, especially from 2002 to May 2003.”

He says this year’s challenge, now the project has finished, is to keep building on the gains made so far.

And this work is well under way, he says.

Lead teachers are continuing to work alongside their colleagues to improve teaching practice and to upskill new teaching staff in the formative teaching model.

New funding has been obtained to provide all teachers with laptops, to network all classroom computers, and to ensure school servers can handle and easily share assessment data. New computer software should also help schools collect, process and share data, he says.
Support for effective teaching practice in numeracy and pāngarau continued in 2004, with nearly 14,000 primary teachers participating in numeracy projects in primary schools. In 2004, participation in Te Poutama Tau enabled about 200 teachers in Māori medium settings to enhance their teaching of pāngarau. Evaluation reports for all numeracy projects are available on Te Kete Ipurangi (TKI), go to www.tki.org.nz.

The number of publications provided to support the teaching and learning of pāngarau in Māori medium settings also grew significantly in 2004. The Ministry published booklets in the He Tau Ano Te Tau series, the Pipi Pāngarau series and extended the units available at the Rauemi Reo Māori website, go to www.nzmaths.co.nz/Maori/index.htm.

It published Te Reo Pāngarau (a te reo Māori dictionary of mathematics), as well as material in the He Pūtahi Pāngarau series (a large box of pāngarau activities for teachers and young children).

Supporting professional capability of educators

There are many programmes focused on improving teachers’ responsiveness to Māori students in mainstream settings. Initiatives include Te Kauhua, Te Kötahitanga, and Te Mana Korero, as well as Te Hiringa i te Mahara which focuses on the professional development of Māori teachers in secondary schools.

In addition, a strategy to improve the teaching and learning of te reo Māori in English-medium schools continued and a strategy to prepare graduates to teach diverse learners was released.

Te Kauhua – This is a programme designed to support schools, in partnership with their Māori community, to pilot new and innovative approaches to professional development. Their professional development approaches must enhance the effectiveness of teachers working with Māori students in mainstream educational settings.

The theoretical underpinnings of Te Kauhua are based on research that shows productive professional development needs to give teachers a safe process for reflecting on what is happening for Māori students. It must also enable the development of effective pedagogy and wider practices that challenge the deficit attribution theory amongst teachers. This approach challenges the way teachers think about their world, their cultural identity, the curriculum and the cultural process in the classroom23.

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The key aims of Te Kauhua are to:

- build a professional learning community
- raise teacher expectations
- change teacher attitudes, skills and professional practice.

An evaluation of Te Kauhua, completed in 2004, highlighted aspects of the programme that worked well. A number of findings are listed below.

- The importance of constructive learning partnerships or relationships among teachers and other adults in the school community, including parents and whānau, to educational achievement.
- The importance of a school culture that emphasises teacher collegiality and collaboration, particularly among Māori and non-Māori staff.
- Teacher self-efficacy, or a belief that they have the ability to make change was a powerful mechanism for realising Māori student achievement.
- An increase in Māori representation in schools, including an increase in Māori staff, Māori trustees, Māori parents interacting in the school, and Māori students returning to the school as role models and Māori tutors.

The following case study looks at the experiences of a school involved in the Te Kauhua programme and the difference it has started to make for the school and the learners.
Case Study no. 6

Proud faces abound at Cobden Primary School

Last year, Cobden Primary School, a decile 3 school located in Greymouth, began its involvement in a two-year professional development programme for teachers working in the mainstream.

The programme is called Te Kauhua. It is a nationwide programme involving six schools throughout 2004 and 2005. Te Kauhua encourages teachers to develop new and innovative ways to improve Māori education achievement.

In the past year, the number of Māori students enrolled at Cobden doubled and more students than ever before joined the school’s kapa haka group.

Increased self-esteem and confidence among the school’s 215 students is being reported by teachers. And there’s a growing pride in things Māori at Cobden Primary School, too.

Cobden Primary School parent, Rebecca Hodgkinson, whose daughter Brooke has attended the school for about four years, couldn’t be happier.

“Over the past year I’ve watched the school’s awareness of people’s needs and culture blossom. It’s amazing, people in our school community are excited about things. It’s revitalised the life of our school,” says Rebecca.

Yet, instilling pride in things Māori is just one element of the school’s overall aim of raising student achievement.

Cobden Primary’s Te Kauhua facilitator and classroom teacher, Yvonne Feast, explains: “For us it was important to change the deficit views of our teachers and replace them with a strong desire to raise Māori educational achievement,” says Yvonne.
To do this, Yvonne held professional development workshops for teachers, supplied teaching staff with professional reading about kaupapa Māori, and provided one-on-one te reo and tikanga tutorials.

Noula Kazakos-Tomczyk, classroom teacher and deputy principal, says last year staff developed a better understanding of using different teaching methods, too.

Power-sharing methods, in particular, give students more ownership of their learning and help foster positive relationships between students and teachers, she says.

Throughout the year, Yvonne also encouraged the school’s eight non-Māori teachers to enhance the physical environment of their classrooms by creating te reo Māori labels for everyday objects. Yvonne also worked alongside teachers to adapt the curriculum to better reflect tikanga Māori.

The results have been immediate, she says.

Classroom teachers use te reo more often, and one teacher now prefers to be called “Whaea Corinna” instead of “Miss O’Neill”.

Teachers more frequently tap into the community’s knowledge of things Māori as they plan their lessons and seek to improve their knowledge of te ao Māori. For example, one whānau member working in the health sector contributes workshops on the Treaty of Waitangi, while others, such as Nanny Hariata Murphy and Nanny Eileen Royal, contribute their knowledge of harakeke (flax) weaving and local pakiwaitara (legends).

For parents, the school hosted a dinner in their school hall during September. The dinner aimed to strengthen the relationship among school staff, parents and the wider community.

It also provided an opportunity to build on the school’s developing relationship with local iwi, Kati Waewae, and tell parents more about Te Kauhua.

“It’s a mark of our success when we see parents come to school more regularly and feel like they belong here,” says Yvonne.

About 50 parents attended. They ate together; watched the school’s senior kapa haka group perform; mingled with teaching staff and one another; and, in groups, answered a series of questions about the characteristics of a good school and their expectations of teachers.

Noula agrees the parent dinner was an important event in the school’s calendar.

“It was the first time we’d done anything like it and we were delighted with the turn out – it was the most parents we’d ever had under one roof,” says Noula.

This year, Yvonne plans getting into the deeper aspects of Te Kauhua, such as Māori pedagogy, and working out how to sustain the programme in the long term.

She’ll also begin the process of analysing student achievement data to see if education achievement has risen in the time Te Kauhua has been running at the school.

“I’m expecting to see a positive impact on achievement, but on the social side of things I can already see change. Our Māori students feel valued, and both their self-esteem and confidence has risen. But I mean, how can you measure that? I just look at their faces.”

“Te Kauhua, te waka hei tautoko, hei whakapakari a tatou tamariki.”

“Te Kauhua, the vehicle that supports and strengthens our children.”
Te Kōtahitanga – This study of Year 9 and 10 Māori students identified the most important influence on their achievement was the quality of the relationships and interactions between themselves and their teachers. Te Kōtahitanga identified deficit thinking on the part of teachers as a key impediment to improving classroom pedagogy. Te Kōtahitanga showed that it is possible, within a relatively short period of time, to improve Māori students' educational achievement through improving classroom interaction. The project also suggested that neither assumed cultural deficiencies nor the structure of the education systems should be the primary focus for improving Māori educational achievement. Rather the project confirmed that it is teachers' classroom performance that has the greatest impact on student learning24.

Te Hiringa i te Mahara – This project started in June 1998 to help reduce the stress experienced by Māori secondary teachers whose workloads were excessive. Te Hiringa i te Mahara continued in 2004 and focused on:

- increasing Māori secondary teacher knowledge of assessment pedagogy to support the quality of their assessment practice
- trialling a te reo Māori programme in school clusters as part of an approach to improve the teaching practice of te reo Māori teachers and increase their understanding of second language acquisition and pedagogy
- supporting Māori managers to be effective professional leaders
- strengthening online professional learning communities and resources.

The government’s Te Reo Māori Strategy for English-medium schools continued in 2004 and aimed to improve the teaching and learning of te reo Māori as a second language in English-medium schools. It also aimed to improve te reo Māori speaking competence of English-medium teachers. The strategy has three main parts: the production of a curriculum for the teaching and learning of Māori in mainstream settings, the development of supplementary materials to support the curriculum, and the provision of teacher professional development.

Current work on this strategy is listed below.

- A draft curriculum is being trialled in five regions. From April 2005, the draft curriculum will be made available to all primary and secondary schools nationally. In 2006/07, the final curriculum document will be published. School Support Service Advisers have been employed to facilitate mainstream teachers’ use of the draft curriculum in primary and secondary schools.
- Proposals are being sought for the development of multimedia materials to help generalist Years 7 and 8 teachers to teach te reo Māori. This part of the Te Reo Māori Strategy reflects the government’s Learning Languages Strategy, which states that all schools with Year 7-10 students must, by 2009, offer second-language learning.
- Proposals are being sought for the development of materials to support the curriculum (the materials will shaped by curriculum trials and evidence from a review of the literature on effective second-language teaching/learning).
- Proposals are being sought to establish pilot programmes for mainstream teachers who want to improve their competence in te reo Māori. (The pilot programmes will take account of a 2004 scoping exercise that identified teachers’ skill needs.)

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Support for initial teacher education – This continued in 2004 with the release of a strategy to prepare graduate teachers to effectively teach diverse groups of learners. The strategy has a draft action plan and discussion document. The action plan includes research into initial teacher education policy and practice in New Zealand. The strategy initially focused on effectively teaching Māori learners and was a response to recommendations made by Te Puni Kōkiri. The strategy was later broadened to apply to diverse learners, with a focus on those groups that systematically underachieve in the compulsory education sector.

4.6 Professional leadership

The principal leadership and management development initiative – The Ministry announced this initiative in 2001 and it continued throughout 2002 and 2004. The initiative acknowledges that taking on a principal’s job is an enormous professional challenge and is based on the premise that better-prepared principals are better able to develop successful schools and support effective learning. In 2004, 11.9% of all principals were Māori, similar to 2003. The first-time principals’ induction programme continued in 2004 and was extended another 18 months, allowing for another three residential. The New Zealand Council for Educational Research conducted an evaluation of the induction programme.

The council’s key findings are listed below.

- Some principals on the induction programme had very limited teaching experience, no relevant leadership skills and little professional preparation for the responsibilities of a principal. They were unable to benefit fully from the induction programme because they were ill-equipped to handle a principalship.
- The residential and mentoring components of the programme were received most positively by principals. These components improved principals’ understanding of the functional aspects of running a school. The programme’s online component appeared to have minimal impact on the principals’ learning and behaviour.

Principals’ Development and Planning Centres – A second pilot of the Principals’ Development and Planning Centres was run by the Ministry of Education in September 2004. The centres are designed for principals with at least five years’ experience and provide principals with a professional development plan and up to $2,000 to implement the plan over two years. Seven highly-experienced principals, including one Māori immersion school principal, were selected to train as facilitators and 24 participants, representing a range of regions and school types, were chosen to take part in the pilot. All participants were extremely positive about their experiences. The development and planning centres will be implemented from 2005. The centres will take place in Wellington.

4.7 Teacher supply

In 2003, 169 Māori received teaching scholarships. In September 2004, a scholarship scheme was announced to provide intensive support to students undertaking study to become Māori medium teachers and teachers of particular secondary school subjects (te reo Māori, physics, chemistry, maths and technology). Under this scheme recipients will receive:

- paid study for each year of study
- an allowance worth $10,000 in total (full time students only)
- a bonded teaching position, where the graduate would teach in New Zealand for a period equivalent to that for which support is given.

5

Motivated and self-directed lifelong Māori learners

5.0 Context
Tertiary education provides opportunities for people to build their skills and knowledge. It helps people increase their potential to improve their standard of living and contribute positively to the various communities they move within.

Māori, as a growing proportion of the population, play a key role in the future of the country. How Māori participate locally, nationally or globally is greatly determined by their ability to define their own pathways and learn new skills and knowledge. In turn, the participation of Māori in the tertiary education sector is influenced by the ability of the tertiary education system to respond to and support Māori development.

Achievement of tertiary education qualifications is strongly linked with employment, income levels and standards of living. Therefore completing qualifications at higher levels of tertiary education is vital.

The tertiary education system has diversified over the years. Providers offer a variety of ways to learn, in some cases, working together to offer off-site courses that would not normally be available to remote communities. This approach by providers has contributed significantly to the growth of Māori enrolments in tertiary education over the past four years.

The Tertiary Education Strategy introduced in 2002 was another catalyst for change in the sector. The strategy’s statement of tertiary education priorities, charters and profiles encourage tertiary education providers to be strategic in their approach, to align their programmes with the government’s priorities, and to be accountable to their communities. Te Rautaki Mātauranga Māori (the Tertiary Education Strategy’s second strategy) and the Māori Tertiary Education Framework assist and support relationship growth between providers and communities.

In recent years, there has been significant growth in the provision of kaupapa Māori education – currently there are three wānanga and 162 registered providers identifying as Māori providers. There has also been great interest from different iwi and Māori
groups wanting to establish or develop different options and models of education that advance their own knowledge, customs, practices and language. Kaupapa Māori providers such as wānanga play a significant role in introducing second-chance learners to tertiary education. A challenge will be supporting and encouraging many of these learners into higher level qualifications that will more likely lead to labour market participation, further training and higher earnings.

The Tertiary Education Strategy has also articulated, through its second strategy, the need for kaupapa Māori tertiary education that reflects Māori aspirations. In response to this need, the Ministry of Education is exploring kaupapa Māori tertiary education and exploring what the government’s role might be in it. The Ministry’s overall aim is to develop policy that strengthens and supports access to a type of tertiary provision that enables Māori to live as Māori, while learning skills to be active global citizens.

Improving the quality of teaching and learning in the tertiary sector and enhancing the professional development of the tertiary teaching workforce was a focus in 2004. This continues to be a priority, and gathering high-quality research data will help to inform progress in this area.

Investing in workplace learning – industry training and modern apprenticeships, in particular – continues to be a priority. The investment in this area ensures the accessibility and the affordability of tertiary education. It also aims to make the sector more responsive to the needs of Māori learners, communities and industry partners.

5.1 Participation

The past four years saw a significant turnaround in Māori participation in tertiary education. Māori went from being under-represented at all levels to having the highest participation rates of any ethnic group in the country. Given the nature of the data collection and analysis in this sector, 2003 data is the most recent data available. The data uses the term EFTS, or equivalent full-time student, as a way to count tertiary student numbers. For example, 1.0 EFTS refers to a student taking a normal year’s full time study or the equivalent of 120 credits on the National Qualifications Framework.

From 1999 to 2002, there was a large increase in the number of Māori aged 25-44 years, mainly women with low or no school qualifications entering formal tertiary education for the first time. The estimated numbers increased from 1,300 in 1999 to 9,750 in 2002. Over the six-year period from 1998 to 2003, around 30,600 Māori students entered tertiary education. This growth is largely attributed to the growth in wānanga.

Most of the growth in Māori participation was in certificate-level qualifications, particularly certificate levels 1-3. The Māori participation rate at certificate level in 2003 was 12.9%, compared with 6.8% for all students. Information on retention, completion and progression rates showed that Māori students, studying at certificate level, achieved qualifications and moved on to further study at higher rates than non-Māori.
While there was growth in Māori participation at degree level and above, the growth was much slower. Māori participation rates at these higher levels of tertiary education were still lower than those of non-Māori. Māori students also had lower retention and completion rates at these levels.

There was continued growth in the number of Māori participating in industry training, which includes participation in the Modern Apprenticeships scheme. The number of Māori, and non-Māori, participating in Youth Training and Training Opportunities decreased, while participation in Skill Enhancement was steady. There was an increase in positive outcomes – both in employment and further education and training as a result of training. For more information about industry training, refer to page 82.

The proportion of the Māori population participating in formal tertiary education has risen significantly since 1998. In 1998, the Māori participation rate was 7.4%, less than the rate for all students, which stood at 8.6%. By 2003, the Māori participation rate increased to 20.2%, compared with 13.4% for all students.

Table 5: Age standardised participation rates in formal tertiary education for Māori and all students, 1994-2003

<table>
<thead>
<tr>
<th>Year</th>
<th>Māori students</th>
<th>All students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1994</td>
<td>7.5%</td>
<td>10.0%</td>
</tr>
<tr>
<td>1995</td>
<td>8.0%</td>
<td>10.5%</td>
</tr>
<tr>
<td>1996</td>
<td>8.5%</td>
<td>11.0%</td>
</tr>
<tr>
<td>1997</td>
<td>9.0%</td>
<td>11.5%</td>
</tr>
<tr>
<td>1998</td>
<td>9.5%</td>
<td>12.0%</td>
</tr>
<tr>
<td>1999</td>
<td>10.0%</td>
<td>12.5%</td>
</tr>
<tr>
<td>2000</td>
<td>10.5%</td>
<td>13.0%</td>
</tr>
<tr>
<td>2001</td>
<td>11.0%</td>
<td>13.5%</td>
</tr>
<tr>
<td>2002</td>
<td>11.5%</td>
<td>14.0%</td>
</tr>
<tr>
<td>2003</td>
<td>12.0%</td>
<td>14.5%</td>
</tr>
</tbody>
</table>

Data before 1999 excludes PTE and other tertiary education provider students. Data relates to domestic students enrolled at any time during the year with a tertiary education provider in formal qualifications of greater than 0.03 EFTS. Participation rate is the percentage of the population aged 15 and over who were enrolled at any time during the year. These rates have been adjusted to correct for the differing age distributions of each group. Data excludes all non-formal learning, on-job industry training and PTEs that neither received tuition subsidies nor were approved for student loans and/or allowances.

In 2003, the Māori participation rate at degree level was 3.2%, compared with 4.1% for all students.

Māori student numbers at wānanga and polytechnics
Since 1999, there has been a huge growth in the number of Māori students attending wānanga, with the result that, since 2002, more Māori enrolled at wānanga than in any other sub-sector. Most of this growth was at Te Wānanga o Aotearoa. In the past two years, there was a significant increase in non-Māori students at wānanga.
Over the past two years, there was increased growth in the numbers of both Māori and non-Māori at polytechnics. While, in 2003, the growth in the number of Māori students at wānanga began to level off, growth at polytechnics increased.

Since 2001, the number of Māori students attending private training enterprises (PTEs) declined, as it did for non-Māori. This was largely as a result of government policies to limit enrolments at PTEs. Participation in other sub-sectors remained fairly steady after 1998, with an increase in Māori students studying in more than one sub-sector from 2% of total Māori students in 1998, to 13% of total Māori students in 2003.

In 2003, Māori women were more likely to attend wānanga and Māori men were more likely to attend polytechnics. Of Māori women students, 49% were enrolled in wānanga and a further 31% in polytechnics. For Māori men, these figures were 33% and 39% respectively.

In 2003, the provider with the most EFTS who were Māori was Te Wānanga o Aotearoa. Massey University had the second largest number of EFTS who were Māori. Between 2002 and 2003, the polytechnic with the most EFTS who were Māori was The Open Polytechnic of New Zealand.

**Tertiary subject choice in 2003**

In general, data shows Māori tended to be over-represented in general subjects and subjects related to society, culture and social services (including education and health). The subject choice of Māori men was more evenly spread across fields than the subject choice of Māori women, with the exception of study at postgraduate level. Māori men were consistently under-represented in management and commerce, information technology and sciences at all levels.
In summary, during 2003:

- Two thirds of the EFTS who were Māori women were enrolled in Level 1-3 certificate courses in the fields of management, commerce, society and culture.
- Seventy percent of the EFTS who were Māori men were enrolled in Level 1-3 certificates across mixed field programmes, society and culture, engineering, management and commerce, agriculture and environment.
- More than 70% of the EFTS who were Māori women were enrolled in bachelor’s degrees that focused on society and culture, education and health.
- Seventy percent of the EFTS who were Māori men were enrolled in bachelor’s degrees focused on society and culture, management and commerce, education and the creative arts.
- More than 70% of the EFTS who were Māori women were enrolled in postgraduate qualifications in the fields of society and culture, education and health. A further 10% were in management in commerce.
- Seventy-one percent of the EFTS who were Māori men were enrolled in postgraduate qualifications across the fields of society and culture, management and commerce and sciences. A further 9% were in education.

(Refer to the appendices section for more data.)

5.2 Achievement

In 2003, 25,732 Māori students completed a total of 28,295 qualifications through formal tertiary education. The number of Māori students completing qualifications more than doubled between 1998 and 2003. The number of qualifications completed increased by nearly three times over the same period. The proportion of Māori students completing more than one qualification in a year increased from around 3% in 1998 to around 10% in 2003.

Table U: Māori students who completed qualifications through formal tertiary education by sub-sector, 1998-2003

Data before 2000 excludes PTE and OTEP students.
Data relates to domestic students enrolled at any time during the year with a tertiary education provider in formal qualifications of greater than 0.03 EFTS.
Data excludes all non-formal learning, on-job industry training and PTEs that neither received tuition subsidies nor were approved for student loans and/or allowances.
Students who studied in more than one sub-sector have been counted in each sub-sector. Consequently, the sum of the students in each sub-sector may not add to the total number of students.
The biggest increase in students completing qualifications by sub-sector was within wānanga, with completion increasing from fewer than 2,000 in 2001 to nearly 14,000 in 2003. This reflects the significant increase in enrolments in wānanga, discussed earlier.

Māori completed certificate level qualifications in increasing numbers. From 1998 to 2001, the biggest number of Māori completed Level 1-3 certificates. Since 2001, the most significant growth was in the number of Māori taking Level 4 certificate qualifications. This reflected the patterns of enrolments as discussed above.

There was moderate growth in the number of qualifications completed at higher levels, with the exception of master’s degree completions, which stayed static. The number of doctorates completed each year by Māori increased from seven in 1998 to 29 in 2003.

Māori retention and completion rates in tertiary education
Completion rates refer to the proportion of students who completed a qualification within a five-year period. Retention rates refer to the proportion of students (studying in 1999) who were either still studying or who had completed their qualification within a five-year period. Therefore, retention rates include completion rates, plus the proportion still studying towards completion.

Māori students who started study at a public tertiary provider in 1999 had slightly higher rates of retention and completion overall than non-Māori. However, both retention and completion rates for Māori students were:
• higher than for non-Māori in qualifications below degree level, especially for certificates
• lower than for non-Māori in bachelor’s degrees, postgraduate certificates and diplomas, honour degrees and master’s degrees.

Across sub-sectors, Māori students in colleges of education had the highest rates of retention and completion (which was also true for other groups). Colleges of education had particularly high levels of retention and completion rates for Māori students studying for degrees. Māori students at wānanga had the second highest rates, particularly at certificate level. There was significant improvement in retention rates for students who started at wānanga from 1999 onwards, coinciding with the growth in enrolments.

5.3 Industry training and Modern Apprenticeships
In 2003, 20,500 Māori trainees participated in industry training, with a further 950 participating in the Modern Apprenticeships scheme. This represented an increase of 4,900 and 600 trainees respectively since 2001.

The proportion of Māori trainees who were women remained fairly similar in both programmes over the past three years. In 2003, 29% of Māori industry trainees were women, compared with 28% in 2001. In 2003, 10% of Māori Modern Apprentices were women, compared with 9% in 2001.

In 2003, 38% of Māori industry trainees (including Modern Apprentices) had no prior qualifications, 44% had a school qualification as their highest qualification and 18% held a tertiary qualification. These proportions were similar in previous years, although the proportion with no previous qualifications declined by four percentage points from 2001.

A higher proportion of Māori industry trainees were studying at Levels 1 and 2 than for non-Māori in 2003. The largest proportion of students were studying at Levels 3 and 4, for both Māori and non-Māori. Recent policy changes have allowed industry training organisations (ITOs) to fund qualifications above Level 4. A small proportion of students were enrolled at higher levels. The relative distribution of training by level was fairly stable for both Māori and non-Māori over the past four years.

Māori men were less evenly spread across ITOs than non-Māori men. In December 2003, 30% of male Māori industry trainees were registered with the forestry training organisation and a further 24% were registered with the engineering, food and manufacturing training organisations; the meat and dairy industry training organisation; and the road transport industry training organisation. Only 41% of non-Māori men were registered with these four training organisations.

However, Māori female trainees were more evenly spread across ITOs than non-Māori female trainees. At December 2003, 26% of female Māori trainees were registered with the community support and hospitality standards ITOs. However, 29% of non-Māori female trainees were registered with these two ITOs.

The following case study takes a closer look at Māori involvement and participation in industry training.
Adapting industry training to meet the needs of Māori organisations and trainees is all about doing good business, says Darel Hall, the executive director of the country’s Industry Training Federation.

“ITOs have to be integrated with their industries, adapting to their changing needs. So, it’s the same when Māori are in industry,” he says.

The Industry Training Federation (ITF) represents all 41 industry training organisations (ITOs). It promotes and supports high-quality industry training across the ITO sector. In turn, ITOs develop, coordinate and monitor industry training provided in thousands of workplaces and tertiary education organisations throughout New Zealand.

Industry training is certificate and diploma-level training owned and developed by industry for employees and employers. Mostly it is carried out in the workplace (on the job). Sometimes it is carried out in polytechnics or private training establishments (off the job).

Recent statistics show the number of industry trainees jumped 19%, with 126,870 trainees enrolled in industry training in 2003. The number of employers participating in industry training also jumped 19% to almost 30,000 during the same period.

In 2003, industry invested more than $41.6m in industry training, on top of the government’s $98.4m contribution.
Statistics also show industry training – across areas such as forestry, seafood and social services – is particularly popular among Māori, who represent 17% of all industry trainees. In contrast, Māori represent 10% of the country’s labour force.

At current growth rates, another 50,000 Māori trainees could be expected to take part in industry training over the next few years, says Darel.

He says ITOs are effectively responding to this context and to the needs of Māori organisations and trainees in a number of ways.

Here is a snapshot of just some of the activity.

The Hospitality Standards Institute is developing a marae-catering qualification, while Te Kaiawhina Ahumahi (the ITO for social services) is developing a national diploma in whānau/family and foster care. These two new qualifications add to more than a dozen qualifications and 600 unit standards drawing on Māori pedagogy, knowledge and skills.

Meanwhile, the Electricity Supply Industry Training Organisation (ESITO) is implementing a plan to increase the participation of Māori, Pasifika and women trainees.

Darel says while it’s exciting to see these developments, it’s actually about doing smart business. Responding to the needs of Māori industry is an integral part of how ITOs work and operate.

ITF research project manager, Rachael Curson, says Māori organisations have become increasingly significant players in the New Zealand economy, with an estimated asset base of $5.2 billion, concentrated in farming, fisheries and forestry. And, as iwi, they are identifying the education and training required to achieve their wider economic, social and cultural goals, she says.

This means employees with the right blend of knowledge and skills are in demand, she says.

Some of the benefits of industry training include:

Money – With the country’s current skill shortage, trades workers’ salary and wage rates are at their highest for more than 20 years. For example, top builders, toolmakers, printers and roofers are making more than $70,000 a year. And trainees don’t take on student loans and continue to earn while they study\(^3\).

Improved career opportunities – More than half of all trainees have no more than a Fifth Form Certificate qualification. For Māori trainees, the figure is even higher. People are attracted to industry training because it increases pay rates and the likelihood of promotion, and improves job satisfaction and employability\(^3\).

Increased productivity, output quality and staff retention – A report by the New Zealand Institute of Economic Research (NZIER) shows a trainee after training is likely to be between 5 to 20% more productive\(^3\).

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30 Industry Training Federation salary information, September 2004.
Achievement in industry training and Modern Apprenticeships

The total number of credits achieved by Māori trainees in industry training and Modern Apprenticeships has steadily increased, in line with increased numbers of Māori trainees.

Industry training figures show Māori men achieved more credits (15 credits in 2003) on average than Māori women (13 credits in 2003). Māori men achieved more credits in Modern Apprenticeships per trainee (27 credits in 2003) than Māori women (21 credits in 2003). However, there was a steady increase in the average number of credits achieved by Māori women over the past three years.

In 2003, 67% of the total credits achieved by Māori trainees in industry training and Modern Apprenticeships were Level 3 or above. This proportion remained fairly steady throughout the past three years.

5.4 Raising foundation skills

Supporting students to enter tertiary education from school

Programmes such as the Secondary-Tertiary Alignment Resource (STAR) and Gateway are designed to create opportunities for students to experience tertiary education while they are still at school.

STAR has been available to secondary schools since 1996 and is available to all students. Its main purpose is to smooth a student’s transition from school to employment or tertiary study and improve retention in senior secondary schooling. Funding for STAR in 2003 was $24 million, with more than 100,000 students enrolled in STAR programmes at schools. In 2003, 2,600 Māori students enrolled in STAR courses through tertiary education organisations. This represented an increase of 19% since 2000. Around 60% of these students were women.

Gateway is designed to broaden educational options for senior secondary students by offering workplace learning that is integrated with school education. During 2003, 2,608 students participated in Gateway, of whom nearly 1,000 (36%) identified as Māori. This represented a significant increase on the previous year, largely due to increased funding of the programme. Just over half (53%) of the Māori students in 2003 were men.

In 2003, most Māori Gateway students (71%) achieved between one and 20 credits on the National Qualifications Framework. Twelve percent achieved more than 20 credits and slightly fewer than one in five students (17%) achieved no credits. The majority of Māori students on Gateway achieved credits at Levels 1 and 2 of the framework, with around a quarter achieving credits at Level 3.

Students were placed in more than 30 different industries, though most were placed in the hospitality, motor engineering, retail, engineering and education industries. Of the students who participated in Gateway in 2003, 30% moved on to full-time employment. Sixty-five percent carried on to further training or education. Many students returned to school to complete qualifications.

The transition from school to tertiary education is better for students who leave school with NCEA Level 2 or equivalent. The proportion of Māori school leavers with qualifications at or equivalent to NCEA Level 2 or higher, increased from 39% in 2002 to 45% in 2003. Māori school leavers with no qualifications dropped from 35% in 2002 to 30% in 2003.
Thirty-two percent of 2002 Māori school leavers enrolled in tertiary courses in 2003, representing a drop of 5% on the previous year and similar to Māori who left school in 2000. This decrease was similar for other groups and may reflect a move by students to employment in the context of a strong labour market.

Māori who left school in 2002 and went directly to tertiary education the following year mostly enrolled in certificate-level qualifications (16% of 2002 Māori school leavers). The proportion of Māori school leavers going directly to degree level was significantly lower than for all students. Nine percent of 2002 Māori school leavers went directly into degree studies, compared with 23% of all students.

**Adult literacy**

Literacy is key to successful participation in society, in lifelong learning and in employment. In 1996, the International Adult Literacy Survey found that Māori and Pasifika people were more likely to have low levels of functional literacy. The survey found 30% had adequate levels of functional literacy compared with 60% for New Zealanders of European ethnicity. Given the relationship between literacy and educational attainment, the government is strongly focused on ensuring all New Zealanders have the reading, writing and broader communication skills to participate in work, family and the community.

The government’s adult literacy strategy, More than Words, launched in 2001, and Te Kawai Ora: Reading the World, Reading the Word, Being the World, launched by Te Puni Kōkiri, provide the broad frameworks to achieve adult literacy goals. In 2003, the Adult Literacy Innovations Pool funded 43 projects totalling $1.77 million. A further seven projects focused on Māori learners.

Projects to support literacy in the workplace continued in 2003, funded by the Workplace Basic Skills Fund, with 15% of learners in these projects identifying as Māori. Literacy in the community continued through Literacy Aotearoa which provided literacy education to 6,320 learners, of whom 31% were Māori. Literacy Aotearoa also received funding for seven family/whānau literacy projects. Interim evaluations have been completed on the whānau literacy projects.

**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 life-long learning.

Schools continued to provide adult and community education programmes for adults in addition to their regular daytime curriculum in 2003. Figures show there were 201,671 enrolments in school community education programmes. Of the total number of people who enrolled in these programmes, 8,909 identified as Māori. The most popular course categories were art, music and craft, Māori language and computing.

In 2003, community education programmes were provided by 29 tertiary education institutions, including five universities, 19 polytechnics, three colleges of education and two wānanga. From 2000, the number of students in tertiary community education increased by 355% (from 63,000 to 286,700 students). Funding increased from $13 million in 2000 to $48 million in 2003. In 2003, Māori represented 20% (56,400) of all enrolments.
Foundation skill programmes

The government funds a range of transition, pre-employment, life and job skill programmes, called foundation skill programmes, which provide learners with foundation skills and improved employment prospects.

Foundation skill programmes are courses on Levels 1-4 on the National Qualifications Framework, categorised as mixed-field programmes (covering general education, social skills and employment skills) and/or language and numeracy programmes.

In 2003, there were 81,900 people enrolled in one or more foundation skills programmes (a 416% increase from 2000). Forty percent were Māori, mainly Māori women.

One of the reasons for the increased number of enrolments is related to the growth in the wānanga over that time, in particular, Te Wānanga o Aotearoa.

The wānanga offers a foundation skills programme called Mahi Ora, which is a zero-fee, home-based, 12-month distance learning programme that leads to the National Certificate in Employment Skills. The programme offers instruction in book, video and audio cassette and covers all aspects of life, work, educational choice, health, finance, housing and business development within a Māori context. The programme and qualification has been very successful in encouraging many Māori learners into tertiary education for the first time.

Mahi Ora programme enrolments made up approximately 50% of Te Wānanga o Aotearoa’s EFTS, or equivalent full-time student numbers, with 3,089 in 2001, increasing to 7,207 in 2003.

Table V: Enrolment profile of Mahi Ora, 2001-2003

<table>
<thead>
<tr>
<th></th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ethnicity</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Māori</td>
<td>89%</td>
<td>80%</td>
<td>80%</td>
</tr>
<tr>
<td>European</td>
<td>8%</td>
<td>15%</td>
<td>13%</td>
</tr>
<tr>
<td>Other</td>
<td>3%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>79%</td>
<td>80%</td>
<td>80%</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Over 25 years</td>
<td>60%</td>
<td>Average 33</td>
<td>Average 33</td>
</tr>
<tr>
<td><strong>Tertiary</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undertaking</td>
<td>48%</td>
<td>51%</td>
<td>53%</td>
</tr>
<tr>
<td>Tertiary ed.</td>
<td>for the first time</td>
<td>for the first time</td>
<td>for the first time</td>
</tr>
<tr>
<td><strong>Secondary</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No formal</td>
<td>70%</td>
<td>66%</td>
<td>68%</td>
</tr>
<tr>
<td>Secondary qu.</td>
<td>secondary qualifications</td>
<td>secondary qualifications</td>
<td>secondary qualifications</td>
</tr>
<tr>
<td><strong>Prior activity</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beneficiaries</td>
<td>54%</td>
<td>51%</td>
<td>51%</td>
</tr>
<tr>
<td>Worker/sel.</td>
<td>21%</td>
<td>26%</td>
<td>26%</td>
</tr>
<tr>
<td>Other studies</td>
<td>25%</td>
<td>23%</td>
<td>23%</td>
</tr>
<tr>
<td>Unpaid emp.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
There are three main training programmes for people with low qualifications and who lack vocational skills. Skill Enhancement provides vocational education and training to Māori and Pasifika youth aged 16-21 with low qualifications. Training Opportunities and Youth Training are second-chance education programmes.

In 2003, 14,417 Māori learners participated in these programmes. The largest number took part in Training Opportunities (8,025), followed by Youth Training (5,602) and Skill Enhancement (790). In 2003, Māori learners made up 42% of those taking part in Training Opportunities, 47% of those taking part in Youth Training and 79% of those involved in Skill Enhancement.

In 2003, Māori women represented 54% of Māori Skill Enhancement trainees, 52% of Training Opportunities trainees and 46% of Youth Training trainees.

In 2003, 65% of Māori trainees who completed Training Opportunities and Youth Training courses achieved one or more credits on the National Qualifications Framework and 25% achieved more than 20 credits.

The proportion of trainees who achieved more than 20 credits declined from 2000. However, over the same period, the proportion who moved from these programmes to employment and further training and education increased. In 2003, 45% of Māori trainees moved onto employment and 20% to further training and education.

Table W: Outcomes for Māori trainees completing youth training and training opportunities, 1998-2003

<table>
<thead>
<tr>
<th>Year</th>
<th>Employment</th>
<th>Further training and education</th>
</tr>
</thead>
<tbody>
<tr>
<td>1998</td>
<td>40%</td>
<td>30%</td>
</tr>
<tr>
<td>1999</td>
<td>42%</td>
<td>28%</td>
</tr>
<tr>
<td>2000</td>
<td>43%</td>
<td>26%</td>
</tr>
<tr>
<td>2001</td>
<td>44%</td>
<td>25%</td>
</tr>
<tr>
<td>2002</td>
<td>45%</td>
<td>24%</td>
</tr>
<tr>
<td>2003</td>
<td>46%</td>
<td>23%</td>
</tr>
</tbody>
</table>

Data relates to total number of trainees during the year.
Source: Tertiary Education Commission.

In 2003, 54% of Māori trainees who completed the Skill Enhancement programme achieved one or more credits on the National Qualifications Framework and 45% achieved more than 20 credits.

The proportion of Māori Skill Enhancement trainees who achieved 20 or more credits dropped between 2000 and 2001 and remained steady overall. From 2001 to 2003, there was an increase in the proportion achieving 60 or more credits.
In 2003, 40% of Māori trainees who completed Skill Enhancement programmes moved onto employment and a further 42% moved onto further education or training. These proportions have been quite steady since 2001.

**Table X: Outcomes for Māori trainees completing skill enhancement, 1998-2003**

Data relates to total number of trainees during the year.
Source: Tertiary Education Commission.

5.5 Providers
This section provides a more in-depth focus on one provider type, highlighting the contribution they make to Māori participation, achievement and to the development of mātauranga Māori. For this report, the focus is on Māori private training establishments (PTEs). The following case study highlights the work and experiences of one PTE in the Bay of Plenty – the Anamata Private Training Establishment.
A small teacher-education organisation is working closely with its Tuhoe community to bring Tuhoetanga to classrooms across the Bay of Plenty.

The organisation, called Anamata Private Training Establishment, specialises in educating graduates to work in a range of settings, including Māori medium primary schools, primary schools with bilingual classes or units, and Tuhoe primary schools.

Anamata is particularly focused on supporting and developing graduates who are able to teach in the Tuhoe takiwa’s 13 schools.

And it is achieving this goal in a number of ways.

For example, Anamata is located on site at Taneatua School, a Tuhoe school where trainees enjoy a wide range of teaching and learning opportunities and exposure to Tuhoetanga.

An advisory group of Tuhoe school principals help guide Anamata’s day-to-day and strategic work.

Anamata itself offers a specially-designed three-year teaching diploma, called Te Pukenga, which draws from Tuhoe tikanga and reo. Its bachelor’s degree in te reo Māori is also grounded in Tuhoetanga. So, too, is its teaching degree, still in the process of being accredited.

Anamata formalised their relationship with the Tuhoe Education Authority (TEA) in 2002 when both parties signed a Memorandum of Understanding. The relationship provides each partner with the chance to feed back on a range of issues and Anamata student teachers have the opportunity to take part in some of the authority’s education projects.
In 2004, for example, two Te Pukenga graduates became part of a working party developing a curriculum framework for Tuhoe schools. Other trainees are helping the authority develop literacy assessment tools.

Te Pukenga programme leader, Lynndon Barton, says: “Our whole ‘for Tuhoe, by Tuhoe’ approach still means we’re focused on high-quality teaching and meeting the needs of students. It’s about recognising that our success and the success of our Tuhoe community are inextricably linked.”

She says Anamata grew from a 1997 report by Anamata chair, Tamati Kruger, who identified the need for high-quality teaching in Māori medium settings. Te Pukenga, for example, was mooted in the report and, later during consultation, strongly endorsed by the local Tuhoe community.

Lynndon says Anamata graduates have come from a range of iwi affiliations and, throughout their training, were expected to be equally versed in both the English and te reo Māori curriculum documents.

“We’re certainly not exclusive. But we do want to meet the education needs of our Tuhoe tamariki,” she says.

Anamata’s first student teachers graduated in 2001 and were snapped up, says Lynndon. Since then, graduates have found work in Māori medium schools, mainstream schools and tertiary institutions. Some have gone on to do more study.

And surveys show employers are very happy with Anamata graduates and their high-quality teaching and ability to deliver the curriculum through the medium of te reo Māori, says Lynndon.

Lynndon believes the challenge for Anamata is to educate more graduates, particularly men. Another future goal is to provide initial teacher education to student teachers located in Tuhoe’s rural communities through online distance learning.

Most of all though, Anamata aspires to support the growth of the Tuhoe language and to produce confident and effective kaupapa Māori educators for Māori medium schools.
Māori private training establishments

In 2003, there were 122 private training establishments (PTEs)\(^3\) that self-identified as Māori providers and provided data returns to the Ministry of Education. In July 2003, there were a total of 5,518 domestic students\(^4\) enrolled with these providers, of whom 3,683 were Māori.

Māori PTEs cover three broad types of provider – those that are approved to grant degrees, those eligible for student component funding, and those that are not eligible for student component funding and are reliant on funding from targeted training programmes such as Training Opportunities and Youth Training.

Figures show Māori PTE enrolment numbers were stable between 1998 and 2003 overall, despite a spike in numbers in 2002 due to the expansion of Carich Training Centre Ltd before it went into receivership the following year. The underlying trend in Māori PTE student numbers contrasts with the greater growth and subsequent decline in numbers in the PTE sector overall.

Table Y: Total enrolments in Māori and all PTEs, 1998-2003

<table>
<thead>
<tr>
<th>Year</th>
<th>All PTEs</th>
<th>Māori PTEs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1998</td>
<td></td>
<td></td>
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<tr>
<td>1999</td>
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<td></td>
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<tr>
<td>2000</td>
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<td>2002</td>
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<td></td>
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<tr>
<td>2003</td>
<td></td>
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</tr>
</tbody>
</table>

Māori PTEs account for a large proportion of Māori students in the PTE sector. In 2003, 29% of Māori students enrolled in PTEs were enrolled with a Māori PTE. As with overall student numbers, Māori student numbers in Māori PTEs were steady, with the exception of 2002.

In 2003, 55% of students in Māori PTEs were female. From 1998 to 2003, female student numbers in these providers increased by 6% overall and male numbers declined by 3% overall. In July 2003, 77% of students in Māori PTEs were studying for certificate-level qualifications. A further 17% were enrolled in diploma-level qualifications.

Māori PTEs had a significant role providing bachelor’s and postgraduate qualifications for Māori within the PTE sector. There were 203 Māori bachelor-level students enrolled in Māori PTEs in 2003, representing 75% of the student population studying at this level across all PTEs. Similarly, five of the seven Māori studying at master’s degree level were enrolled in Māori PTEs.

33 Some of these providers are classed as “other tertiary education providers”. However, for ease of reference, they are all referred to as PTEs in this section.

34 The student numbers in this section are as at 31 July 2003 and include formal students in PTEs which are not eligible for student loans and student component funding. Student counts are based on enrolment counts at each PTE. Where a student is enrolled in more than one PTE at the same time, the student will be counted twice. This has been done to combine data from PTEs providing electronic single data returns and those providing paper-based returns.
Half the students enrolled in Māori PTEs in 2003 were enrolled in mixed-field programmes. This was consistent with the high number of students funded through Training Opportunities and Youth Training to take mixed-field programmes or programmes that focused on literacy, numeracy and employment skills. The next most popular fields of study were creative arts, education, society and culture. The large number of enrolments in management and commerce in 2002 were at Carich Computer Training Centre Ltd.

5.6 Research and knowledge creation

Ngā Pae o te Maramatanga – The National Institute of Research Excellence for Māori Development provided a major focus on Māori research excellence in the areas of health, education and science. The institute, hosted by the University of Auckland and involving two wānanga (Awanuiärangi and Aotearoa), three other universities (Otago, Victoria and Waikato) and the Crown Research Institute, Landcare Research, brings together Māori and western intellectual traditions to generate new knowledge and technologies.

An inaugural retreat for 32 Māori doctoral students was hosted by Ngā Pae o te Maramatanga and held at the Waikato Tainui Endowment College in Hopuhopu in early January 2004. The focus of the programme was to support students’ thesis writing, share ideas, think, talk and reflect on students’ work.

Postgraduate work

There was a moderate growth in the number of qualifications completed at higher levels with the exception of master’s degree completions, which remained static. The number of doctorates completed each year by Māori increased from seven in 1998 to 29 in 2003.

Performance-Based Research Fund

The new Performance-Based Research Fund (PBRF) involved evaluating tertiary education research. A number of subject-based panels were set up to evaluate the research quality, with one focused on Māori knowledge and development.

Tertiary education staff undertaking research based on Māori world-views (both traditional and contemporary) and Māori methods of research were able to submit their evidence portfolios to either the Māori Knowledge and Development Panel or to another appropriate subject-based panel. The Māori Knowledge and Development Panel took a Māori research approach in its assessment and considered the holistic elements of the research as well as its disciplinary strengths.

The results from the Māori Knowledge and Development Panel did not provide a total picture of research in this area. A proportion of researchers working in this area chose to submit to other subject-based panels, so the results of the Māori Knowledge and Development Panel provide an indication only of the many and varied fields of academic inquiry from Māori researchers using Māori research methods.

Staff research portfolios were evaluated on the quality of research output, peer esteem and their contribution to the research environment.

The quality evaluation results were expressed as letter-based scores, where in general:

- 'A' represented highly original work that was of international standing
- 'B' represented original work that was of national standing
- 'C' represented work that met or exceeded accepted research standards.
Research portfolios that did not meet these levels were given an ‘R’ score. In general, this research had insufficient output of the type required for the fund assessment over the past six years. They included relatively new research, as well as research by a very experienced researcher who was not actively focused on research output. It is important to note that an ‘R’ score reflected low-quantity over a specific time period, not low-quality.

A total of 150 research staff submitted research portfolios to the Māori Knowledge and Development Panel. They represented 142 full-time equivalent (FTE) staff. Staff were from 17 of the 22 tertiary education organisations that participated in the Performance-Based Research Fund process. Four organisations submitted the largest number of portfolios and constituted over half of the staff (or FTEs) considered by this panel.

The proportion of portfolios assessed as ‘B’ by the panel was very similar to the proportions assessed as ‘B’ across other panels. Results showed that there was a core group of researchers who produced innovative research that was nationally recognised.

The proportion assessed as ‘R’ in this area was larger than most. Results probably reflected a predominance of newly-established researchers in this area. Results possibly reflected the choice of some more experienced researchers to submit to other subject panels.

Three research portfolios received ‘A’ ratings, which was a much lower proportion than across other panels. There was a lot of discussion about the meaning of “world class” in this area. The panel took the view that world class research in this area needed to be seen in terms of leadership in indigenous research internationally.

‘A’ and ‘B’ scores were concentrated in portfolios from Massey University, the University of Auckland and the University of Waikato.

**Māori researcher results**

A total of 364 research staff who submitted portfolios for Performance-Based Research Fund evaluation, across all the panels, declared their ethnic group as Māori. They represented 337 FTE staff. Māori staff made up only 6.1% of FTE staff, with a declared ethnic group, assessed for the PBRF.

More Māori research staff had their portfolios assessed as ‘R’ (57%) than non-Māori staff (39%). At the top end, the proportion of Māori research staff whose work was assessed as ‘A’ or ‘B’ was half (17%) that of non-Māori staff (30%).

The subject area attracting the greatest number of portfolios by Māori researchers was Māori Knowledge and Development, followed by Education. Four of the ten ‘A’ rated portfolios and 52% of all assessed portfolios were in these two subject areas. Māori staff submitted portfolios in 38 out of the total 41 subject areas.

**5.7 Support for Māori tertiary students**

In 2003, a total of $6.8 million was paid to tertiary education institutions in grants to support the achievement of Māori and Pasifika students. The grants provided additional funding to tertiary education institutions to assist them to:

- increase the retention and completion rates of Māori tertiary students
- encourage Māori tertiary students to enter higher education and pursue subject areas where they were under represented.

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40 Around a quarter of PBRF eligible staff did not declare their ethnic group in the PBRF staff census.
Tertiary education institutions use the grants in different ways, though many report using it to successfully increase the participation of Māori students in non-traditional subjects and to aid retention.

**Allowances and other cash assistance**

Support for full-time students from low-income families is available through the student allowances scheme. In 2003, 11,700 Māori students received an allowance, compared with 13,300 in 2002 and 11,200 in 2001. This trend reflected an overall decrease in the number of students receiving student allowances in 2003.

In addition, some financial assistance was available, specifically for Māori, in 2003. This assistance included:

- TeachNZ scholarships and allowances to support an increase in early childhood and primary school teachers.
- Manaaki Tauira to support tuition fees based on financial need, academic merit and commitment to Māoritanga/Māori community development. The pool is capped at $4.3 million. Between 8,000 and 9,000 awards, valued at around $500, are made annually.
- Māori and Pacific Higher Education Scholarships valued at $10,000 per annum. Fifteen scholarships are awarded annually on academic grounds.
- Ngarimu VC and 28th Māori Battalion Memorial Fund Scholarships are designed to promote academic excellence. The value of the awards is $5,000.

**Student Loan Scheme**

Student loans assist tertiary students to meet tuition fees, course-related costs and living costs. The number of Māori who used the Student Loan Scheme in 2003 was 26,233, compared with 24,509 in 2002 and 16,987 in 2000. The 2003 figure represents a 7.4% increase since 2002.

While the number of Māori students accessing student loans is increasing, the proportion of borrowers who were Māori decreased in 2003. Māori were 12% of all borrowers in 2003, compared with 16% in 2001 and 2002 and 13% in 2000. Of borrowers with a declared ethnic group, 20% were Māori, compared with 19% of borrowers with a declared ethnic group in 2002 and 18% in 2000. The 2003 figure was comparable to the proportion of all students who were Māori (20%).

On average, Māori have borrowed less than students in other ethnic groups, reflecting the higher proportion of Māori students enrolled in certificate-level qualifications, zero-fee qualifications, and the number who access fee support through iwi and other scholarship funds.

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41 It is not mandatory for those applying for a student loan to state their ethnic group.
Table Z: Average amount borrowed from the Student Loan Scheme for Māori and all students, 1992-2003

Source: Ministry of Social Development – Study Link.
6
Whānau, hapū, iwi and community authority and engagement

6.0 Context
Ensuring Māori achieve success in all parts of the education system is a high priority for the Ministry of Education. A key aim of the Māori Education Strategy is the development of key partnerships and relationships that:

• empower Māori to exercise greater influence and responsibility over their education, through different relationships with and within the system
• strengthen the responsiveness of the system to educational aspirations and needs of Māori
• support Māori to engage in their own and their children’s learning.

The iwi/Māori education partnerships, the Hui Taumata Mātauranga process, and work with a variety of Māori education organisations and individuals are all different ways that Māori, educators and the government are working together to support the participation and achievement of Māori learners.

This chapter looks at work continuing across three broad areas including:

• partnering with iwi/Māori communities
• Māori community engagement in schools
• the role of whānau in supporting learning.

6.1 Partnership
Education partnerships with iwi
Partnerships between the Ministry/Crown and iwi/Māori-based organisations continued in 2004. There are currently nine iwi in formal partnership arrangements with the Ministry.

Iwi education partnerships are relationships between the Crown and iwi, or iwi-based organisations. They were established to help improve the education achievement of Māori children and people connected with the particular iwi, hapū or organisation located within a particular iwi rohe. These relationships create an opportunity for two
organisations, that were formerly acting in isolation, to work together to improve Māori education outcomes.

The approach to working together brings a greater opportunity for iwi to have increased responsibility for designing and implementing solutions in ways that encourage wider inclusion and a sharper focus on learning and teaching. At the core of this work is a focus on strengthening the role of parents and whānau to help their children in education. The Ministry is supporting the role of parents and whānau by providing:

- face-to-face support and advice
- better information and knowledge about education
- more support for tikanga and te reo Māori.

The whole Ministry has responsibility for helping to achieve the agreed outcomes and goals for each partnership. Its partnership programme provides opportunities to:

- provide local initiatives that can help lift Māori parents’ expectations of the education system, while helping schools to respond more effectively to these expectations at the same time
- provide local initiatives that can support schools and other education providers, complementing what is provided nationally and including a greater understanding of what Māori see as valuable and important
- focus on opportunities to lift quality and responsiveness in mainstream schooling where more than 80% of Māori students are enrolled
- build on successful existing initiatives that have a strong community focus and involvement, ie, School Support projects
- enable a more effective exchange of information among families, parents and the education system and within iwi, and across different iwi projects
- explore opportunities for iwi to be involved in early childhood education, tertiary education, and adult and community education
- build and develop the capability of the Ministry, including its awareness and understanding of Māori issues for the purpose of developing and implementing policy
- increase opportunities for whānau and hapū to become more actively involved in learning, promoting and reviving te reo Māori
- explore opportunities to build mātauranga ā iwi in ways that have positive and practical benefits and outcomes for whānau and hapū, and that ensure knowledge and intellectual property is protected.

Iwi education partners see their activities as contributing to the Ministry’s strategic work to target student achievement and raise expectations, enhance the quality of teaching, and increase the involvement of whānau and community.

In particular they see their activities as contributing to:

- improving the efficiency and effectiveness of the education sector through having outcome-focused institutions and a collaborative and responsive education network
- promoting the knowledge-base of the sector
- focusing resources on priorities.
For one South Island rūnanga, 2004 marked another important step towards improving Māori student achievement within its takiwā.

Te Ngāi Tuahuriri Rūnanga is one of Ngāi Tahu’s 18 papatipu rūnanga (tribal council regional assemblies) located throughout Te Waipounamu (the South Island).

In 2004, Ngāi Tuahuriri began implementing Te Kete o Aoraki.

Te Kete o Aoraki, launched in 2003, is a 46-page reference guide that spells out the responsibilities of key players in the Ngāi Tahu education community. Its main objective is to build strong, lasting and effective relationships among the key players, so they can focus on Māori student achievement together.

Starting in June 2004, Ngāi Tuahuriri set up the systems and processes required to implement Te Kete o Aoraki. They quickly employed a part-time te kete facilitator, who members hope to employ full-time this year.

Over a three-month period, their facilitator, Karen Dyer-Huria, personally visited 21 schools within their nearest rural cluster and, together with other rūnanga members, Karen met the management staff of another 44 schools that make up their urban Christchurch cluster. Meetings focused on Te Kete o Aoraki and sought to clarify how they might work together and assess one another’s needs.

Rūnanga members also regularly discussed Te Kete o Aoraki with whānau and attendees of their monthly rūnanga meetings, and they began developing relationships with their larger education community of government agencies and Ministry of Education representatives, clarifying roles and ways of working.
Rūnanga members worked with principals to draft a template for schools reporting on Te Kete o Aoraki’s priorities for literacy, numeracy, te reo Māori and school environments. Late in 2004, they provided a forum for schools to formally present examples of how they had improved their practice in response to Te Kete o Aoraki and the Ministry of Education’s wider strategy of improving the education achievement of Māori students.

Lynne Harata-Te Aika, Ngāi Tuahuriri’s education committee chair, is excited about Te Kete o Aoraki.

“Prior to our treaty settlement and the introduction of te kete, we were probably passive recipients of education policy, whereas now we have the opportunity to work alongside others to shape and determine the future – there’s been a power shift I guess,” she says.

Ngāi Tahu’s Te Kete o Aoraki facilitator Katharina Ruckstuhl agrees. She says the publication is an important part of a wider context of positive change.

Ngāi Tahu and the Ministry of Education’s Memorandum of Understanding, signed in 2001, set out the two organisations’ mutual expectations of the education system and established Ngāi Tahu’s leadership role in achieving those expectations.

“Te Kete o Aoraki represents another step down that road. It supports rūnanga to have a valued role in the education system,” Katharina says.

Both Lynne and Katharina agree that rūnanga, to be effective, need to remain focused on building relationships across the education sector.

“It’s about recognising that no one player in the education system has all the answers. Although schools are charged with bringing about outcomes, they can’t do that on their own,” says Katharina.

Meanwhile, Ngāi Tahu education manager, Janine Kapa, estimates 40-50 percent (or approximately 300) of all Ngāi Tahu schools are in the process of building relationships with the local rūnanga thanks to Te Kete o Aoraki.

While there is no one way to implement Te Kete o Aoraki, Janine expects all Ngāi Tahu rūnanga (involved in implementing te kete) will help schools develop their relationships with whānau.

“I think we’re going to see real differences in the next five to seven years. It’ll take time to track, assess and monitor our progress in an ongoing way, but if we look at how far we’ve come since the launch, we can get a feel for how much more is possible.”
Relationships with kaupapa Māori organisations

Te Rūnanga Nui o Ngā Kura Kaupapa Māori o Aotearoa (TRN) – TRN and the Ministry of Education continued to work together, focusing on the development of a high-quality Te Aho Matua pathway of education in te reo Māori. TRN has developed a strategic plan (Mahere Rautaki) which was signed off at their national hui in March 2004. The strategic plan includes their goals, or key priority areas, for the next five years. The development of a strategic plan shows TRN broadening its vision of what it is to be kaitiaki of Te Aho Matua. It is moving from a school support role to a role aimed at developing the Māori immersion pathway in Te Aho Matua. Support for TRN and its work with kura will continue to be a priority for the Ministry in 2005.

Te Köhanga Reo National Trust – The trust and the Ministry of Education continue to work together following the review of the Crown/trust relationship. Their mutual aim is to establish a more effective and constructive relationship and provide a sound understanding and focus for work with kōhanga reo. Te Köhanga Reo National Trust is closely involved in supporting the development and implementation of the early childhood education strategy policies and programmes, discussed in chapter 3.

Partnership in Māori Education, Hui Taumata Mātauranga – In 2004, the Hui Taumata Mātauranga process helped to air a diverse range of issues, concerns and ideas about education. The hui in Nelson, Kaitaia, Invercargill, Paeroa and Hastings all contributed to a rich discussion. The ongoing hui process maintains a focus on the themes and issues raised at the first Hui Taumata Mātauranga. It helps to define Māori education priorities and share ideas about what works and makes a difference for Māori learners. More importantly, it has provided a way towards a more collaborative relationship between government and Māori, allowing both to work together on important educational issues. This sustained cooperative working relationship has resulted in not only identifying education issues, but solutions too.

Ngāti Tūwharetoa has hosted four consecutive national hui called by Māori, for Māori. The fourth Hui Taumata Mātauranga, held in September 2004, added another dimension to the discussion on Māori education, this time focusing on rangatahi. Speakers both young and old (rangatahi and kaumatua) provided new challenges and thoughts on the things that make a difference to the education success of rangatahi. They offered varied perspectives and related a range of differing personal experiences. The key messages from the guest speakers included the need to:

- support young people to know who they are and what they want to be
- account for cultural differences and social needs in educational approaches
- recognise the family and teachers as the key contributors to rangatahi education success
- change attitudes and mindsets
- accept that there are multiple pathways
- listen to young people, while acknowledging that their realities are different.

Guest speakers also acknowledged that people play a more effective role in supporting young people and their education when they have a responsibility for:

- helping young people grow and learn to their fullest potential

42 TRN is the national association of Kura Kaupapa Māori who ascribe to the Te Aho Matua philosophy of governance management and teaching and learning. TRN is recognised as the kaitiaki of the Te Aho Matua philosophy under section 155 of the Education Act 1989.
• acting as good role models for young people, letting them know there are many pathways and opportunities in the future
• caring for and knowing young people
• celebrating the many successes of young people in life and education, and identifying the issues and challenges faced by some young people.

Professor Mason Durie addressed the hui, referring to the transformation of the education sector through Māori concepts, processes and values, though he raised the question of whether a further transformative experience was needed over the next 20 years. He touched on the need to move beyond a focus on access and pockets of success towards a focus on greater consistency, the realisation of the dual goals of living as Māori and being citizens of the world, and attaining uniformly high levels of accomplishment that will provide sound platforms for full participation in a changing world. Professor Durie said it was the planning and foresight of today that would help determine the future of Māori education success.

6.2 Community and school engagement

Research shows that student learning is strengthened when schools and community groups work together. Communities have a vital role to play in bringing leadership, support and social cohesion to the school sector.

The Ministry has developed a range of initiatives, over the past few years, to enable communities, whānau and schools to play a role in supporting learning. These initiatives are listed below.

**Tu Tangata** – This initiative is funded through the Ministry’s Innovations Funding Pool and helps schools to engage and involve their Māori communities in the school to support students, teachers and the broader school environment. Tu Tangata focuses on helping students learn in the classroom and provides pastoral care for students.

**He Ara Tika** – He Ara Tika continued in 2004, involving 17 Māori community providers that delivered mentoring services and training to 340 volunteers recruited from Māori communities to support Māori secondary students. The programme not only supports Māori students, but parents, whānau and communities too.

**Study support centres** – These centres offer after-school educational support to older primary school students in decile 1-3 schools and community groups. Set up in 2001, there are more than 150 centres that assist students to develop good study habits and provide access to homework resources. This initiative involves the wider community, whānau and parents.

**Schooling improvement initiatives** – These 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.

The Flaxmere Schooling Improvement Project, for example, involves establishing and implementing programmes that engage schools, families and the wider Flaxmere community and improve the current and long-term educational outcomes of students. The project’s programmes are under way in five decile 1 schools in Flaxmere, Hastings.

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Approximately 2,000 (mostly Māori) students attend the five schools. The project and each of its programmes were developed in 2000 after the Education Review Office found student achievement low, yet schools were well run. The case study on page 107 provides a more in-depth look at the Flaxmere project from the perspective of a particular whānau involved.

**Boards of trustees** – Increasing community representation on school boards is another important way to increase parental involvement in education. First introduced in 1989, boards were designed to enable parents to become involved in making management decisions and decisions about teaching and learning.

Over time, more Māori are standing and being elected or co-opted onto school boards.

There are different types of school elections, including:

- triennial (three yearly) parent representative elections
- mid-term (eighteen month) parent representative elections
- triennial staff representative elections
- annual student representative elections (in schools with students in Year 9 and above).

2004 was a board of trustee election year. The following table shows an increase in the proportion of Māori taking part in the election of school representatives and trustees.

**Table AA: Māori representation on school boards of trustees, 2001-2004**

<table>
<thead>
<tr>
<th>Ethnic Group</th>
<th>2001</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2001</td>
<td>2004</td>
</tr>
<tr>
<td>NZ European/Pākehā</td>
<td>Candidates</td>
<td>Parent elected reps</td>
</tr>
<tr>
<td></td>
<td>75.7%</td>
<td>78.4%</td>
</tr>
<tr>
<td>Māori</td>
<td>17.6%</td>
<td>16.5%</td>
</tr>
<tr>
<td>Pasifika</td>
<td>4.8%</td>
<td>3.3%</td>
</tr>
<tr>
<td>Asian</td>
<td>1.3%</td>
<td>0.7%</td>
</tr>
<tr>
<td>Other</td>
<td>0.6%</td>
<td>1.1%</td>
</tr>
</tbody>
</table>

Regionally, Gisborne, Northland, and Bay of Plenty had the highest numbers of Māori elected trustees.

**The school planning and reporting policy** – This provided schools with a framework and tools to engage with their communities about Māori learner achievement. This policy helps schools to set priorities and targets for their Māori learners and to report on these annually. To support this work in kura kaupapa Māori the Ministry and Te RUNanga Nui o Ngā Kura Kaupapa Māori o Aotearoa jointly organised regional hui early in 2004 to reinforce practices that in many cases were already occurring across kura. Presentations at these hui emphasised the special character of kura and the importance of whānau engagement.
6.3 The role of whānau in supporting learning

Whānau and families play a significant role in helping motivate their children to learn, shaping attitudes to learning and supporting their children. The more whānau and families understand the significance of their role and become involved in the education system the better supported children will be. Engaging Māori parents and whānau to support their children’s learning is a key policy focus for the Ministry in 2005. This policy work is building on existing knowledge and programmes involving whānau.

Some of the key areas of work focused on whānau involvement that were carried out in 2004 include:

- engaging parents and whānau in their children’s learning in the home
- engaging parents and whānau in learning in the school
- improving information to whānau to support their engagement in learning and their expectations of what their children can achieve.

Engaging parents in their children’s learning in the home

Families and whānau are central figures in supporting, nurturing and teaching children. Most children experience much of their early learning within the home. The quality of the interaction among parents, caregivers and their young children is important. A positive and nurturing home environment and the knowledge that caregivers have about how an individual child learns can affect that child’s achievement throughout their schooling and continuing education.

The Ministry funds a range of home-based programmes that are designed to promote positive parenting skills, family well-being and the development of children from birth through to the time they start school. These programmes recognise the impact families and whānau have on children’s early development and achievement.

The parent and support programmes that support Māori parents are listed below.

Parents as First Teachers (PAFT) – This programme is focused on children aged 0-3.

It provides support and guidance to parents who are recognised as children’s first and most important teachers. In 2004, there were approximately 7,670 families participating in the programme and 2,975 were Māori families.

Family Start – This programme is jointly sponsored by the Ministries of Education, Social Development and Health. In 2004, operating at 16 sites, the programme provided intensive home-based support for 623 Māori whānau whose social and employment circumstances put their children’s outcomes at risk. The programme focuses on families with newborn babies and provides support for up to five years. From April 2005, four new sites will be established to support the needs of whānau in more locations across the country.

Whānau Toko i te Ora – This is a parenting skills programme delivered by Te Roopu Wahine Māori Toko i te Ora. Services are delivered across six regions through home visits to a maximum of 130 whānau. Services include a minimum of 20 whānau learning programmes involving eight whānau and group support. The programme uses a holistic approach, integrating Māori tikanga into all aspects of child development. At least 114 whānau with high needs were assisted through this programme in 2004.
**HIPPY** – This is a home-based two-year educational programme for children aged 4-5 years, which focuses on the role of parents in a child’s transition from pre-school to primary school. Up to 870 Māori whānau accessed this programme in 2004.

**Atawhanga Te Pa Harakeke (Nurture the Family)** – This is a training and support programme for iwi and Māori providers to support their understanding and application of child and parenting support for whānau. The programme has two strands. The hakui/hakorotanga Māori parenting programme weaves traditional child-rearing practices with contemporary practices and theory. The second strand is the children’s programme called He Taonga Te Mokopuna, which again draws on traditional approaches to supporting Māori children, weaving these with the most recent theory and best practice, particularly for children in difficult and at-risk situations.

Some Māori children also live in homes where they are exposed to violence, substance abuse and other disfunctional practices that reduce the likelihood they will get the opportunities they need to engage in positive learning experiences and interactions in the home. Children in these situations are more likely to experience poor outcomes.

**Engaging parents and whānau in school learning**

Families and whānau who incorporate school activities in the home strengthen and validate their child’s learning. Therefore, families and whānau need to know what is happening in the classroom and how best they can reflect this in the home.

The Ministry supported some programmes that focus on bringing families and whānau into the school to build and share knowledge with educators for the purpose of supporting children’s learning and achievement. Such programmes are listed below.

**Home School Partnership Programme** – This programme is designed to support literacy and numeracy by involving and supporting the role of parents and families in the school community. While the programme is focused on Pasifika and non-English speaking families, schools have used the programme to support their Māori families, communities and children.

**School Community Iwi Liaison** – This programme was established in 1996 with the overall goal of raising Māori students’ literacy, numeracy and science achievement in low-decile schools. The programme aims to do this through strengthening relationships among schools, local Māori communities and iwi. The programme is facilitated by school community iwi liaison coordinators. The programme’s last contract expired in 2004.

**Parent mentoring** – In 2004, a pilot mentoring programme for parents of new students involved approximately 890 families, 56% of whom were Māori and residing in Auckland, the Far North and Flaxmere (Hastings). The programme is in its initial stages.

The parent mentoring programme in the Far North has a focus on distributing resources to parents with pre-schoolers and training parents in literacy using literacy programmes, computing and te reo Māori. The purpose of this work is to help prepare children and parents for learning at school.
In Auckland’s Counties Manukau, the programme involves 12 part-time Community Liaison Workers in 11 Mangere and Otara Schools. The aim of the programme is to help facilitate quality early childhood education experiences for children and to help children and whānau transition to school.

The Flaxmere Schooling Improvement Project, mentioned earlier in this chapter, supports parents’ and whānau involvement in children’s learning through the support of five Home School Liaison Personnel, the Computers in Homes programme and the Homework Support programme. The following case study outlines in more detail a whānau perspective of the project.
Case Study no. 10

Home computers increase whānau involvement in education

Introducing a computer into everyday family life has opened up a whole new world to Angela and Nimo Tuavera and their three children.

They use their computer to do homework, carry out online research, email family in Tokomaru Bay and the Cook Islands, create colourful artwork, and – a favourite among the children – play the occasional computer game.

Angela has a new job as an administration assistant thanks to her newly acquired computer skills. And she enjoys working alongside her children to develop their skills too.

The Tuavera family is one of 200 families who signed up to a local education strategy called the Flaxmere Schooling Improvement Project in 2001. The strategy comprises a number of education programmes, including one called Computers in Homes.

Computers in Homes, like all of the Flaxmere Schooling Improvement Project programmes, aims to increase the participation of whānau in their children’s education, raising student achievement along the way.

It places computers in the homes of families without them. In-home helpdesk support and tutoring are part of the programme, too.

Angela says she couldn’t even turn a computer on when she began the first 10-hour training course three years ago. But now, thanks to free lessons and hours of practice, she and her eldest children Elijah, 8, and Shiloah, 6, are adept at using most Microsoft packages, email and the internet.

Even her youngest, two-year-old Maraea, likes to run her fingers along the keyboard exploring letters and language, says Angela.
“I’ve noticed differences in my children. They’re a lot more confident and engaged. Though I expect to see the impact of this programme in a few years to come, I believe it’s helping them gain a foundation in essential computer skills.”

Angela says her involvement in the Computers in Homes programme encouraged her to discuss her children’s education with the school’s principal and classroom teachers – something she does often these days.

“I am learning about what’s important to discuss,” says Angela. “Teachers and parents, at times, come from different worlds, so you’ve got to learn the terms teachers use.”

Her involvement also led her to becoming a member of Flaxmere School’s whānau support group and, in 2004, a member of the school’s board of trustees.

“I can see how important it is to become part of the network of people who educate your children. By developing that relationship I can be more supportive and understanding, which is really important to me.”

Russell Perry, Flaxmere Schooling Improvement Project manager, is confident the programme’s broad focus on bridging the gap between school and family life is the right one.

And, the five schools involved in the project – Flaxmere, Irongate and Peterhead Schools, Kimi Ora Community School, and Flaxmere College – agree.

Principals say more parents attend sports days and functions, have become members of school boards, and are available to assist in everyday classroom activities. They also report a greater willingness from parents and teachers to jointly tackle children’s learning difficulties.

Russell believes student achievement is on the up too, though the facts will be revealed in a full report on the Flaxmere Schooling Improvement Project due to be released in mid-2005.

“It’s that gradual and permanent change we’re after, not a quick flashy rise that tumbles when the support is pulled. Sustainability rests on trust – trust between all the people in our community who help make a difference to the lives of their children.”
Improving information to whānau

Research shows that families and whānau who have high expectations of their children and their children’s educators, who are involved in their children’s schools and classrooms, who monitor their child’s progress, and who access educational resources are more likely to have children who are successful learners.

The Ministry’s primary initiative that provides educational information to Māori learners, parents and whānau is the Whakaaro Mātauranga information programme. This programme is in its fourth year of implementation and comprises two elements – a campaign called Te Mana – Ki Te Taumata: Get There with Learning, and 22 Pouwhakataki (Māori liaison officers) who use a face-to-face approach.

The Te Mana campaign combines a national advertising campaign with local events to promote positive messages about education to Māori communities. Te Mana emphasises that making the right educational choices can dramatically change lives and that Māori communities need access to information to help them make those choices. Te Mana recognises education as fundamental to the long-term social and economic development of Māori. Its focus is to provide, develop, integrate and support the various communications and programmes currently helping whānau, iwi, and hapū to better access education. The Pouwhakataki are key in promoting these messages within their communities at a range of venues, including hui, expos, conferences and kapa haka and speech competitions.

Other broader information-based initiatives targeted at parents and families (available in 2005) include information to parents that supports assessment and curriculum delivery, and a parent portal as part of the education website www.edCentre.govt.nz. The parent portal will provide an avenue for parents to access information online held in a number of education agencies.

The integration of Specialist Education Services (SES) and Early Childhood Development (ECD) has also created opportunities for the Ministry to build on the information it provides to parents, families and whānau. It has allowed the Ministry to work with families in the home and support parent development and children’s learning through programmes such as Parents as First Teachers. The Ministry’s collaborative relationships work will also result in more information for parents and whānau, making it easier to access services that meet their needs and the needs of their children.
Ngä Haeata Mätauranga – Annual Report on Mäori Education, 2004
Appendices

**Appendix 1**: Government outcomes and targets for Māori education

**Appendix 2**: Education statistics and charts
## Appendix 1 – Government outcomes and targets for Māori education

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Targets (examples)</th>
</tr>
</thead>
</table>
| Increased participation in early childhood education services | • Increase participation to at least 65 percent by 2006 as measured by enrolments of 0-4 year olds  
• An additional 2,300 Māori 0-4 year olds enrolled every year for the next four years                                                                                                                                                    |
| Improved retention and achievement rates in schools         | • Reduce the rate of Māori suspensions to 5 per 1,000 students by 2008 and to the same as non-Māori by 2016  
• Increase the ratio of Māori to non-Māori 16 to 18 year olds in education from 81 per 100 in 1999 to 85 per 100 in 2006, reaching parity in 2021  
• Increase achievement rates of Year 4 Māori students in the mainstream to at least match the achievement rates of non-Māori as indicated by National Education Monitoring Project (NEMP) results by year 2010  
• Increase achievement rates of Year 8 Māori students in the mainstream to at least match the achievement rates of non-Māori as indicated by NEMP results by 2015  
• Increase the achievement of Māori students in senior secondary qualifications by 12 percent (of the current rates) by 2010 and to at least match the achievement rates of non-Māori students by 2020 |
| Increased number and quality of kaupapa mātauranga Māori    | • Increase the number of kura kaupapa Māori by 12 by 2002 (contingent on ensuring quality)  
• Ensure at least a basic set of teaching and learning materials in Māori across the curriculum by 2006  
• Increase the number of Māori medium early childhood and school teachers  
• Retain more Māori medium teachers in teaching  
• Improve te reo Māori proficiency of Māori medium school and early childhood teachers  
• Show positive overall trends in the Education Review Office reports for kura kaupapa Māori |
| Increased participation and achievement in tertiary education | • Within the next 18 years the participation rates, as measured by enrolment data, of Māori students attending tertiary education institutions will match that of non-Māori students  
• Within the next 20 years the achievement levels, as measured by the number of graduates at diploma, undergraduate and postgraduate degree level, of Māori students will match that of non-Māori students |
| Increased involvement and authority of Māori in education     | • Greater whānau, hapū, and iwi involvement and authority in school governance  
• Significantly increase parent and whānau support for helping children in the home  
• Greater Māori involvement and authority in tertiary education  
• Significantly more and better partnerships between iwi and education providers |
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Table 32  Proportion of Māori and non-Māori FTE staff assessment for PBRF by quality evaluation score
Table 1: Regional statistics for school students Years 1 to 15, 2004

<table>
<thead>
<tr>
<th>Region</th>
<th>School roll (July 2004)</th>
<th>Māori roll growth (1999 - 2004)</th>
<th>Number of Māori students (July 2004)</th>
<th>Proportion of NZ students who are Māori (from domestic students) (%) (July 2004)</th>
<th>Proportion of Māori students in Māori medium programmes (**) (July 2004)</th>
<th>Stand-downs and suspensions per 1,000 students (***) (Māori) (2004)</th>
<th>Stand-downs and suspensions per 1,000 students (***) (non-Māori) (2004)</th>
<th>Māori school leavers in 2003 with at least Sixth Form Certificate or equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Northland</td>
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<td>5.4</td>
<td>14,058</td>
<td>47.0</td>
<td>18.8</td>
<td>79.9</td>
<td>33.8</td>
<td>46.7</td>
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<td>Auckland</td>
<td>249,998</td>
<td>15.0</td>
<td>35,803</td>
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<td>11.2</td>
<td>59.6</td>
<td>23.2</td>
<td>46.3</td>
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<td>Waikato</td>
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<td>22,089</td>
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<td>68.9</td>
<td>26.4</td>
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<tr>
<td>Bay of Plenty</td>
<td>51,504</td>
<td>10.6</td>
<td>20,581</td>
<td>40.4</td>
<td>22.1</td>
<td>63.4</td>
<td>19.7</td>
<td>40.8</td>
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<td>Gisborne</td>
<td>9,947</td>
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<td>6,103</td>
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<td>24.0</td>
<td>51.3</td>
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<td>52.4</td>
</tr>
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<td>Hawke’s Bay</td>
<td>30,601</td>
<td>6.5</td>
<td>10,470</td>
<td>34.4</td>
<td>16.7</td>
<td>58.0</td>
<td>21.5</td>
<td>47.8</td>
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<tr>
<td>Taranaki</td>
<td>20,614</td>
<td>5.3</td>
<td>4,738</td>
<td>23.1</td>
<td>7.8</td>
<td>85.3</td>
<td>22.5</td>
<td>42.9</td>
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<tr>
<td>Manawatu-Wanganui</td>
<td>43,072</td>
<td>8.3</td>
<td>12,085</td>
<td>28.4</td>
<td>15.2</td>
<td>85.7</td>
<td>35.0</td>
<td>44.4</td>
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<tr>
<td>Wellington</td>
<td>79,694</td>
<td>13.3</td>
<td>14,132</td>
<td>18.2</td>
<td>11.3</td>
<td>60.2</td>
<td>26.4</td>
<td>46.1</td>
</tr>
<tr>
<td>Nelson/Marl/Tasm</td>
<td>23,000</td>
<td>23.7</td>
<td>2,867</td>
<td>12.6</td>
<td>6.5</td>
<td>56.8</td>
<td>22.6</td>
<td>49.7</td>
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<td>West Coast</td>
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<td>28.9</td>
<td>844</td>
<td>15.6</td>
<td>0.0</td>
<td>51.9</td>
<td>31.3</td>
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<td>Canterbury</td>
<td>89,289</td>
<td>26.0</td>
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<td>18.1</td>
<td>8.3</td>
<td>86.6</td>
<td>32.3</td>
<td>50.0</td>
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<tr>
<td>Otago</td>
<td>31,060</td>
<td>22.8</td>
<td>2,867</td>
<td>9.4</td>
<td>1.6</td>
<td>60.8</td>
<td>20.4</td>
<td>62.6</td>
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<td>Southland</td>
<td>17,394</td>
<td>5.7</td>
<td>2,863</td>
<td>16.6</td>
<td>5.9</td>
<td>74.4</td>
<td>24.4</td>
<td>52.5</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>756,098</strong></td>
<td><strong>11.1</strong></td>
<td><strong>158,488</strong></td>
<td><strong>21.1</strong></td>
<td><strong>14.3</strong></td>
<td><strong>67.2</strong></td>
<td><strong>25.7</strong></td>
<td><strong>46.1</strong></td>
</tr>
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</table>
Table 2: Māori teachers and students by sector, 2004

<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>Early childhood education (licensed services only)</td>
<td>1,865</td>
<td>22,068</td>
<td>22,313</td>
<td>129,432</td>
<td>7.8</td>
<td>14.7</td>
</tr>
<tr>
<td>Primary</td>
<td>2,534</td>
<td>23,734</td>
<td>101,577</td>
<td>339,094</td>
<td>9.6</td>
<td>23.1</td>
</tr>
<tr>
<td>Secondary</td>
<td>1,393</td>
<td>17,928</td>
<td>45,695</td>
<td>210,987</td>
<td>7.2</td>
<td>18.4</td>
</tr>
<tr>
<td>Composite</td>
<td>568</td>
<td>1,521</td>
<td>9,043</td>
<td>15,023</td>
<td>27.2</td>
<td>37.6</td>
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<tr>
<td>Special</td>
<td>42</td>
<td>907</td>
<td>643</td>
<td>2,023</td>
<td>4.4</td>
<td>24.1</td>
</tr>
<tr>
<td>Kura kaupapa</td>
<td>454</td>
<td>114</td>
<td>5,976</td>
<td>19</td>
<td>79.9</td>
<td>99.7</td>
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</tbody>
</table>

Licensed early childhood education services exclude kōhanga reo data because the Ministry does not collect information on kōhanga reo teacher ethnicity.

Figures for licensed early childhood education services’ teachers exclude home-based coordinators.

School figures exclude private school students and teachers.

Figures exclude Correspondence School students and teachers.

Kura kaupapa Māori are mainly composite schools and have not been extracted from the composite totals. Therefore kura kaupapa Māori numbers have been counted under both composite and kura kaupapa Māori.

Table 3: Number of Māori students graduating from primary and secondary teacher training, 1997-2003

<table>
<thead>
<tr>
<th>Type of teacher training</th>
<th>1997</th>
<th>1998</th>
<th>1999</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary bilingual</td>
<td>67</td>
<td>117</td>
<td>130</td>
<td>159</td>
<td>148</td>
<td>148</td>
<td>85</td>
</tr>
<tr>
<td>Primary immersion</td>
<td>67</td>
<td>57</td>
<td>45</td>
<td>19</td>
<td>52</td>
<td>33</td>
<td>58</td>
</tr>
<tr>
<td>Primary English-medium</td>
<td>168</td>
<td>189</td>
<td>298</td>
<td>313</td>
<td>270</td>
<td>296</td>
<td>281</td>
</tr>
<tr>
<td>Secondary English-medium</td>
<td>67</td>
<td>105</td>
<td>153</td>
<td>125</td>
<td>133</td>
<td>111</td>
<td>146</td>
</tr>
<tr>
<td>Generic primary/secondary</td>
<td></td>
<td>113</td>
<td>113</td>
<td>113</td>
<td>113</td>
<td>113</td>
<td>113</td>
</tr>
<tr>
<td>Total</td>
<td>369</td>
<td>468</td>
<td>639</td>
<td>625</td>
<td>631</td>
<td>610</td>
<td>594</td>
</tr>
</tbody>
</table>

Māori graduates as % of total grads | 13.1% | 15.5% | 17.1% | 15.3% | 15.9% | 15.8% | 15.6% |

Graduate data from PTEs was reported for the first time in 2000 and therefore is not included in previous years.

This table only includes teacher training for primary and secondary education.

Table 4: Māori principals as a proportion of all principals by school type, 2001-2004

<table>
<thead>
<tr>
<th>Sector</th>
<th>Proportion of Māori principals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2001</td>
</tr>
<tr>
<td></td>
<td>%</td>
</tr>
<tr>
<td>Primary</td>
<td>6.7</td>
</tr>
<tr>
<td>Secondary</td>
<td>3.5</td>
</tr>
<tr>
<td>Composite</td>
<td>16.7</td>
</tr>
<tr>
<td>Special</td>
<td>6.1</td>
</tr>
<tr>
<td>Total</td>
<td>6.6</td>
</tr>
</tbody>
</table>

Kura kaupapa Māori principals are included in the composite sector figures.
### Table 5: Number of Māori children enrolled in early childhood education by type of service, 1998-2004

<table>
<thead>
<tr>
<th>Type of service</th>
<th>1998</th>
<th>1999</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Licensed services:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kindergartens</td>
<td>6,802</td>
<td>6,976</td>
<td>7,048</td>
<td>7,335</td>
<td>7,561</td>
<td>7,607</td>
<td>7,885</td>
</tr>
<tr>
<td>Playcentres</td>
<td>1,708</td>
<td>1,828</td>
<td>1,832</td>
<td>1,704</td>
<td>1,828</td>
<td>1,765</td>
<td>1,979</td>
</tr>
<tr>
<td>Education and care services</td>
<td>7,581</td>
<td>8,331</td>
<td>8,921</td>
<td>9,523</td>
<td>10,041</td>
<td>10,762</td>
<td>11,135</td>
</tr>
<tr>
<td>Homebased networks</td>
<td>987</td>
<td>991</td>
<td>1,139</td>
<td>1,012</td>
<td>1,057</td>
<td>1,238</td>
<td>1,314</td>
</tr>
<tr>
<td>Köhanga reo</td>
<td>11,619</td>
<td>11,545</td>
<td>11,021</td>
<td>9,532</td>
<td>10,365</td>
<td>10,309</td>
<td>10,499</td>
</tr>
<tr>
<td>Correspondence School</td>
<td>169</td>
<td>185</td>
<td>173</td>
<td>103</td>
<td>142</td>
<td>135</td>
<td>144</td>
</tr>
<tr>
<td><strong>Licensed sub-total</strong></td>
<td>28,866</td>
<td>29,856</td>
<td>30,134</td>
<td>29,209</td>
<td>30,994</td>
<td>31,816</td>
<td>32,866</td>
</tr>
<tr>
<td><strong>License-exempt services:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Playgroups</td>
<td>1,635</td>
<td>1,580</td>
<td>1,587</td>
<td>1,305</td>
<td>1,224</td>
<td>1,441</td>
<td>1,597</td>
</tr>
<tr>
<td>Pacific groups</td>
<td>38</td>
<td>33</td>
<td>38</td>
<td>25</td>
<td>56</td>
<td>49</td>
<td>35</td>
</tr>
<tr>
<td>Ngā puna köhungahunga</td>
<td></td>
<td></td>
<td></td>
<td>167</td>
<td>310</td>
<td>354</td>
<td>456</td>
</tr>
<tr>
<td>Playcentres</td>
<td>97</td>
<td>94</td>
<td>120</td>
<td>109</td>
<td>57</td>
<td>102</td>
<td>87</td>
</tr>
<tr>
<td>Köhanga reo</td>
<td>361</td>
<td>508</td>
<td>376</td>
<td>211</td>
<td>138</td>
<td>130</td>
<td>191</td>
</tr>
<tr>
<td><strong>License-exempt sub-total</strong></td>
<td>2,131</td>
<td>2,215</td>
<td>2,121</td>
<td>1,817</td>
<td>1,785</td>
<td>2,076</td>
<td>2,366</td>
</tr>
<tr>
<td><strong>Total enrolments</strong></td>
<td>30,997</td>
<td>32,071</td>
<td>32,255</td>
<td>31,026</td>
<td>32,779</td>
<td>33,892</td>
<td>35,232</td>
</tr>
<tr>
<td>Māori as a proportion of</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>all enrolments</td>
<td>18.1%</td>
<td>18.6%</td>
<td>18.5%</td>
<td>18.1%</td>
<td>18.7%</td>
<td>18.8%</td>
<td>19.1%</td>
</tr>
</tbody>
</table>

Casual education and care are not included in this table as enrolment data is not collected for casual services. Prior to 2001 there were a few Māori groups under licensed-exempt playgroups. Now they are an emerging group known as ngā puna köhungahunga and therefore are reported separately.

### Table 6: Participation rate in early childhood education of first-year school students, 2001-2004

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>Māori</td>
<td>85%</td>
<td>86%</td>
<td>88%</td>
<td>89%</td>
</tr>
<tr>
<td>All</td>
<td>91%</td>
<td>92%</td>
<td>94%</td>
<td>94%</td>
</tr>
</tbody>
</table>
### Table 7: Number of early childhood education services, 1995-2004

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Licensed services:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kindergartens</td>
<td>591</td>
<td>594</td>
<td>595</td>
<td>596</td>
<td>598</td>
<td>600</td>
<td>603</td>
<td>606</td>
<td>609</td>
<td>614</td>
</tr>
<tr>
<td>Playcentres</td>
<td>562</td>
<td>557</td>
<td>545</td>
<td>537</td>
<td>523</td>
<td>517</td>
<td>503</td>
<td>492</td>
<td>482</td>
<td>481</td>
</tr>
<tr>
<td>Education and care centres</td>
<td>1,093</td>
<td>1,174</td>
<td>1,248</td>
<td>1,332</td>
<td>1,403</td>
<td>1,476</td>
<td>1,558</td>
<td>1,612</td>
<td>1,673</td>
<td>1,730</td>
</tr>
<tr>
<td>Homebased networks</td>
<td>112</td>
<td>118</td>
<td>130</td>
<td>150</td>
<td>171</td>
<td>180</td>
<td>184</td>
<td>194</td>
<td>190</td>
<td>192</td>
</tr>
<tr>
<td>Köhanga reo</td>
<td>738</td>
<td>704</td>
<td>675</td>
<td>613</td>
<td>600</td>
<td>583</td>
<td>562</td>
<td>545</td>
<td>526</td>
<td>513</td>
</tr>
<tr>
<td>Correspondence School</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Casual education and care</td>
<td>36</td>
<td>39</td>
<td>40</td>
<td>44</td>
<td>44</td>
<td>45</td>
<td>39</td>
<td>38</td>
<td>42</td>
<td>43</td>
</tr>
<tr>
<td><strong>Sub-total</strong></td>
<td>3,133</td>
<td>3,187</td>
<td>3,234</td>
<td>3,273</td>
<td>3,340</td>
<td>3,402</td>
<td>3,450</td>
<td>3,523</td>
<td>3,574</td>
<td></td>
</tr>
<tr>
<td><strong>License-exempt services:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Playgroups</td>
<td>473</td>
<td>475</td>
<td>486</td>
<td>557</td>
<td>596</td>
<td>592</td>
<td>561</td>
<td>541</td>
<td>562</td>
<td>599</td>
</tr>
<tr>
<td>Pacific groups</td>
<td>173</td>
<td>178</td>
<td>150</td>
<td>170</td>
<td>138</td>
<td>127</td>
<td>127</td>
<td>133</td>
<td>121</td>
<td>113</td>
</tr>
<tr>
<td>Ngā puna köhungahunga *</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>20</td>
<td>24</td>
<td>32</td>
</tr>
<tr>
<td>Playcentres</td>
<td>9</td>
<td>21</td>
<td>19</td>
<td>26</td>
<td>24</td>
<td>25</td>
<td>31</td>
<td>28</td>
<td>30</td>
<td>32</td>
</tr>
<tr>
<td>Köhanga reo</td>
<td>36</td>
<td>63</td>
<td>30</td>
<td>33</td>
<td>50</td>
<td>29</td>
<td>24</td>
<td>14</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td><strong>Sub-total</strong></td>
<td>691</td>
<td>737</td>
<td>685</td>
<td>786</td>
<td>808</td>
<td>773</td>
<td>763</td>
<td>740</td>
<td>757</td>
<td>800</td>
</tr>
<tr>
<td><strong>Total number of services</strong></td>
<td>3,824</td>
<td>3,924</td>
<td>3,919</td>
<td>4,059</td>
<td>4,148</td>
<td>4,175</td>
<td>4,213</td>
<td>4,228</td>
<td>4,280</td>
<td>4,374</td>
</tr>
</tbody>
</table>

* Included in playgroups prior to 2001.

### Table 8: Proportion of children enrolled in different degrees of Māori medium early childhood education licensed services, 2002-2004

<table>
<thead>
<tr>
<th>Proportion of teacher’s time speaking te reo Māori</th>
<th>Under 12%</th>
<th>12-29%</th>
<th>30-50%</th>
<th>51-80%</th>
<th>81-100%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2002</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Māori children</td>
<td>80.3%</td>
<td>11.2%</td>
<td>6.3%</td>
<td>1.1%</td>
<td>1.2%</td>
</tr>
<tr>
<td>Non-Māori children</td>
<td>89.8%</td>
<td>8.3%</td>
<td>1.9%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>88.5%</td>
<td>8.7%</td>
<td>2.5%</td>
<td>0.2%</td>
<td>0.2%</td>
</tr>
<tr>
<td><strong>2003</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Māori children</td>
<td>77.0%</td>
<td>13.8%</td>
<td>6.6%</td>
<td>1.3%</td>
<td>1.2%</td>
</tr>
<tr>
<td>Non-Māori children</td>
<td>87.5%</td>
<td>10.2%</td>
<td>2.3%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>86.0%</td>
<td>10.7%</td>
<td>2.9%</td>
<td>0.2%</td>
<td>0.2%</td>
</tr>
<tr>
<td><strong>2004</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Māori children</td>
<td>76.4%</td>
<td>14.6%</td>
<td>6.2%</td>
<td>1.1%</td>
<td>1.6%</td>
</tr>
<tr>
<td>Non-Māori children</td>
<td>87.6%</td>
<td>10.3%</td>
<td>2.1%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>86.0%</td>
<td>10.9%</td>
<td>2.7%</td>
<td>0.2%</td>
<td>0.2%</td>
</tr>
</tbody>
</table>

Under 12% Māori medium is considered no Māori medium.

Table excludes around 10,000 köhanga reo children.
### Table 9: Number of Māori students by school type, 1999-2004

<table>
<thead>
<tr>
<th>School type</th>
<th>Number of Māori students</th>
<th>Māori as a proportion of total domestic students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1999</td>
<td>2000</td>
</tr>
<tr>
<td>Primary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State full primary</td>
<td>40,124</td>
<td>41,188</td>
</tr>
<tr>
<td>State contributing</td>
<td>45,245</td>
<td>45,242</td>
</tr>
<tr>
<td>State intermediate</td>
<td>11,509</td>
<td>12,034</td>
</tr>
<tr>
<td>Private primary and intermediate</td>
<td>287</td>
<td>251</td>
</tr>
<tr>
<td>Subtotal</td>
<td>97,165</td>
<td>98,715</td>
</tr>
<tr>
<td>Composite</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State composite</td>
<td>6,208</td>
<td>6,494</td>
</tr>
<tr>
<td>Correspondence</td>
<td>2,054</td>
<td>1,802</td>
</tr>
<tr>
<td>Private composite</td>
<td>375</td>
<td>348</td>
</tr>
<tr>
<td>Subtotal</td>
<td>8,637</td>
<td>8,644</td>
</tr>
<tr>
<td>Secondary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State Year 9-15</td>
<td>31,682</td>
<td>32,139</td>
</tr>
<tr>
<td>State Year 7-15</td>
<td>6,092</td>
<td>6,219</td>
</tr>
<tr>
<td>Private</td>
<td>695</td>
<td>711</td>
</tr>
<tr>
<td>Subtotal</td>
<td>38,469</td>
<td>39,069</td>
</tr>
<tr>
<td>Special schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State special</td>
<td>421</td>
<td>456</td>
</tr>
<tr>
<td>Other Vote Education</td>
<td>46</td>
<td>29</td>
</tr>
<tr>
<td>Subtotal</td>
<td>467</td>
<td>485</td>
</tr>
<tr>
<td>Total</td>
<td>144,738</td>
<td>146,913</td>
</tr>
</tbody>
</table>
### Table 10: Suspensions and stand-downs, 2004

#### Suspensions 1 January 2004 to 31 December 2004 rate per 1,000

<table>
<thead>
<tr>
<th></th>
<th>Māori</th>
<th>All</th>
<th>Non-Māori</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>All</td>
</tr>
<tr>
<td>Suspensions</td>
<td>1,561</td>
<td>684</td>
<td>2,245</td>
</tr>
<tr>
<td>State roll</td>
<td>80,201</td>
<td>76,495</td>
<td>156,696</td>
</tr>
<tr>
<td>Rate per 1,000</td>
<td>19.5</td>
<td>8.9</td>
<td>14.3</td>
</tr>
</tbody>
</table>

#### Stand-downs 1 January 2004 to 31 December 2004 rate per 1,000

<table>
<thead>
<tr>
<th></th>
<th>Māori</th>
<th>All</th>
<th>Non-Māori</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>All</td>
</tr>
<tr>
<td>Stand-downs</td>
<td>5,587</td>
<td>2,724</td>
<td>8,311</td>
</tr>
<tr>
<td>State roll</td>
<td>80,201</td>
<td>76,495</td>
<td>156,696</td>
</tr>
<tr>
<td>Rate per 1,000</td>
<td>69.7</td>
<td>35.6</td>
<td>53.0</td>
</tr>
</tbody>
</table>

#### Suspensions and stand-downs 1 January 2004 to 31 December 2004 rate per 1,000

<table>
<thead>
<tr>
<th></th>
<th>Māori</th>
<th>All</th>
<th>Non-Māori</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>All</td>
</tr>
<tr>
<td>Stand-downs and suspensions</td>
<td>7,148</td>
<td>3,408</td>
<td>10,556</td>
</tr>
<tr>
<td>State roll</td>
<td>80,201</td>
<td>76,495</td>
<td>156,696</td>
</tr>
<tr>
<td>Rate per 1,000</td>
<td>89.1</td>
<td>44.6</td>
<td>67.4</td>
</tr>
</tbody>
</table>

*Data as at 10 February 2005. This data is not complete, as dataset for 2004 has not yet been frozen and returns are still being received.*
Table 11: Participation in alternative education programmes by region and ethnicity, 2004

<table>
<thead>
<tr>
<th>Region</th>
<th>Māori Male</th>
<th>Māori Female</th>
<th>Non-Māori Male</th>
<th>Non-Māori Female</th>
<th>Total</th>
<th>Māori as proportion of total alternative education students</th>
<th>Proportion of Māori students in alternative education</th>
<th>Proportion of NZ students who are Māori</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northland</td>
<td>154</td>
<td>59</td>
<td>31</td>
<td>9</td>
<td>253</td>
<td>84.2</td>
<td>1.5</td>
<td>46.7</td>
</tr>
<tr>
<td>Auckland</td>
<td>295</td>
<td>219</td>
<td>352</td>
<td>144</td>
<td>1010</td>
<td>50.9</td>
<td>1.4</td>
<td>14.3</td>
</tr>
<tr>
<td>Waikato</td>
<td>202</td>
<td>131</td>
<td>85</td>
<td>43</td>
<td>461</td>
<td>72.2</td>
<td>1.5</td>
<td>29.7</td>
</tr>
<tr>
<td>Bay of Plenty</td>
<td>122</td>
<td>87</td>
<td>25</td>
<td>15</td>
<td>249</td>
<td>81.9</td>
<td>1.0</td>
<td>40.0</td>
</tr>
<tr>
<td>Gisborne</td>
<td>56</td>
<td>15</td>
<td>3</td>
<td>0</td>
<td>74</td>
<td>95.9</td>
<td>1.2</td>
<td>61.4</td>
</tr>
<tr>
<td>Hawke’s Bay</td>
<td>134</td>
<td>69</td>
<td>61</td>
<td>17</td>
<td>281</td>
<td>72.2</td>
<td>1.9</td>
<td>34.2</td>
</tr>
<tr>
<td>Taranaki</td>
<td>47</td>
<td>8</td>
<td>17</td>
<td>7</td>
<td>79</td>
<td>69.6</td>
<td>1.2</td>
<td>23.0</td>
</tr>
<tr>
<td>Manawatu-Wanganui</td>
<td>100</td>
<td>64</td>
<td>68</td>
<td>16</td>
<td>248</td>
<td>66.1</td>
<td>1.4</td>
<td>28.1</td>
</tr>
<tr>
<td>Wellington</td>
<td>94</td>
<td>54</td>
<td>50</td>
<td>21</td>
<td>219</td>
<td>67.6</td>
<td>1.0</td>
<td>18.0</td>
</tr>
<tr>
<td>Nelson/Marl/Tasm</td>
<td>21</td>
<td>12</td>
<td>37</td>
<td>23</td>
<td>93</td>
<td>35.5</td>
<td>1.2</td>
<td>12.5</td>
</tr>
<tr>
<td>West Coast</td>
<td>7</td>
<td>4</td>
<td>18</td>
<td>14</td>
<td>43</td>
<td>25.6</td>
<td>1.3</td>
<td>15.6</td>
</tr>
<tr>
<td>Canterbury</td>
<td>77</td>
<td>37</td>
<td>151</td>
<td>78</td>
<td>341</td>
<td>33.2</td>
<td>1.3</td>
<td>9.8</td>
</tr>
<tr>
<td>Otago</td>
<td>18</td>
<td>6</td>
<td>43</td>
<td>18</td>
<td>85</td>
<td>28.2</td>
<td>0.8</td>
<td>9.2</td>
</tr>
<tr>
<td>Southland</td>
<td>32</td>
<td>14</td>
<td>39</td>
<td>11</td>
<td>96</td>
<td>47.9</td>
<td>1.6</td>
<td>16.5</td>
</tr>
<tr>
<td>The Correspondence School</td>
<td>25</td>
<td>16</td>
<td>17</td>
<td>14</td>
<td>72</td>
<td>56.9</td>
<td>1.9</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1,384</td>
<td>795</td>
<td>997</td>
<td>430</td>
<td>3,606</td>
<td>60.4</td>
<td>1.4</td>
<td>21.0</td>
</tr>
</tbody>
</table>
## Table 12: Secondary school students staying on at school by age, ethnicity and gender, 1988 and 1994-2004

<table>
<thead>
<tr>
<th></th>
<th>Māori</th>
<th>Non-Māori domestic students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Age 16</td>
<td>Age 17</td>
</tr>
<tr>
<td>Males</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1988</td>
<td>53.5%</td>
<td>24.1%</td>
</tr>
<tr>
<td>1994</td>
<td>71.7%</td>
<td>43.1%</td>
</tr>
<tr>
<td>1995</td>
<td>66.7%</td>
<td>41.5%</td>
</tr>
<tr>
<td>1996</td>
<td>64.1%</td>
<td>37.8%</td>
</tr>
<tr>
<td>1997</td>
<td>60.6%</td>
<td>38.2%</td>
</tr>
<tr>
<td>1998</td>
<td>67.2%</td>
<td>40.0%</td>
</tr>
<tr>
<td>1999</td>
<td>66.7%</td>
<td>40.5%</td>
</tr>
<tr>
<td>2000</td>
<td>63.9%</td>
<td>38.5%</td>
</tr>
<tr>
<td>2001</td>
<td>59.8%</td>
<td>36.0%</td>
</tr>
<tr>
<td>2002</td>
<td>57.9%</td>
<td>32.8%</td>
</tr>
<tr>
<td>2003</td>
<td>59.3%</td>
<td>33.4%</td>
</tr>
<tr>
<td>2004</td>
<td>59.7%</td>
<td>36.2%</td>
</tr>
<tr>
<td>Females</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1988</td>
<td>58.2%</td>
<td>22.3%</td>
</tr>
<tr>
<td>1994</td>
<td>73.1%</td>
<td>43.5%</td>
</tr>
<tr>
<td>1995</td>
<td>72.0%</td>
<td>43.3%</td>
</tr>
<tr>
<td>1996</td>
<td>67.3%</td>
<td>40.7%</td>
</tr>
<tr>
<td>1997</td>
<td>68.0%</td>
<td>40.3%</td>
</tr>
<tr>
<td>1998</td>
<td>74.8%</td>
<td>43.2%</td>
</tr>
<tr>
<td>1999</td>
<td>70.9%</td>
<td>44.6%</td>
</tr>
<tr>
<td>2000</td>
<td>69.0%</td>
<td>42.2%</td>
</tr>
<tr>
<td>2001</td>
<td>65.5%</td>
<td>40.9%</td>
</tr>
<tr>
<td>2002</td>
<td>65.2%</td>
<td>39.6%</td>
</tr>
<tr>
<td>2003</td>
<td>66.1%</td>
<td>39.9%</td>
</tr>
<tr>
<td>2004</td>
<td>67.7%</td>
<td>43.0%</td>
</tr>
</tbody>
</table>

Domestic students do not include foreign fee paying (FFP) students and Ministry of Foreign Affairs and Trade (MFAT) students.
Table 13: Proportion of school leavers by highest qualification, gender and ethnicity, 2003

<table>
<thead>
<tr>
<th></th>
<th>Māori</th>
<th>Non-Māori</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>A or B University Bursary / National Certificate Level 3</td>
<td>3.7</td>
<td>5.3</td>
<td>20.5</td>
<td>25.7</td>
</tr>
<tr>
<td>Entrance Qualification / 42 or more credits at Level 3 or above¹</td>
<td>3.5</td>
<td>5.2</td>
<td>8.6</td>
<td>11.7</td>
</tr>
<tr>
<td>Higher School Certificate / 14-41 credits Level 3 or above</td>
<td>8.8</td>
<td>12.3</td>
<td>13.5</td>
<td>15.2</td>
</tr>
<tr>
<td>National Certificate Level 2 / 1-13 credits Level 3 or above</td>
<td>8.7</td>
<td>10.0</td>
<td>9.9</td>
<td>11.0</td>
</tr>
<tr>
<td>42+ credits NCEA Level 2 or above²</td>
<td>3.9</td>
<td>4.3</td>
<td>2.9</td>
<td>3.2</td>
</tr>
<tr>
<td>Sixth Form Certificate* / 14-41 credits at Level 2 or above</td>
<td>12.4</td>
<td>11.7</td>
<td>12.6</td>
<td>9.5</td>
</tr>
<tr>
<td>NCEA Level 1 / 1-13 credits Level 2 or above</td>
<td>10.0</td>
<td>9.9</td>
<td>8.9</td>
<td>6.7</td>
</tr>
<tr>
<td>42+ credits at Level 1 or above³</td>
<td>5.3</td>
<td>5.1</td>
<td>4.0</td>
<td>3.1</td>
</tr>
<tr>
<td>School Certificate * / 14-41 credits at Level 1 or above</td>
<td>10.0</td>
<td>9.4</td>
<td>5.1</td>
<td>3.9</td>
</tr>
<tr>
<td>1-13 credits at Level 1</td>
<td>6.7</td>
<td>5.2</td>
<td>2.7</td>
<td>2.0</td>
</tr>
<tr>
<td>No formal qualification</td>
<td>26.9</td>
<td>21.6</td>
<td>11.3</td>
<td>7.9</td>
</tr>
<tr>
<td>Total number of school leavers</td>
<td>4,791</td>
<td>4,897</td>
<td>22,415</td>
<td>21,368</td>
</tr>
<tr>
<td>Average stay at secondary school (years)</td>
<td>4.0</td>
<td>4.2</td>
<td>4.4</td>
<td>4.6</td>
</tr>
</tbody>
</table>

Notes:
* Figures relate to student gaining one or more subjects, irrespective of the grade awarded.
1. Includes Accelerated Christian Education and overseas awards at Year 13 level.
2. Includes Accelerated Christian Education and overseas awards at Year 12 level.
3. Includes Accelerated Christian Education and overseas awards at Year 11 Level.

Table 14: Proportion of school leavers going directly to tertiary education by level of study, 1999-2003

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Māori</td>
<td>All</td>
<td>Māori</td>
<td>All</td>
<td>Māori</td>
<td>All</td>
<td>Māori</td>
</tr>
<tr>
<td>Degree level</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diploma level</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificate level</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total (%)</td>
<td>29</td>
<td>46</td>
<td>32</td>
<td>48</td>
<td>37</td>
<td>48</td>
<td>32</td>
</tr>
<tr>
<td>Total number of school leavers</td>
<td>9,793</td>
<td>54,400</td>
<td>9,453</td>
<td>54,633</td>
<td>9,688</td>
<td>53,517</td>
<td>9,445</td>
</tr>
</tbody>
</table>

Table 15: Proportion of candidates by learning area, at all levels, 2003

<table>
<thead>
<tr>
<th>Number of candidates</th>
<th>Languages - English</th>
<th>Languages - reo Māori</th>
<th>Languages - other</th>
<th>Mathematics</th>
<th>Science</th>
<th>Social studies</th>
<th>The arts</th>
<th>Health &amp; PE</th>
<th>Technology</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 11 Māori</td>
<td>6,733</td>
<td>90%</td>
<td>23%</td>
<td>4%</td>
<td>94%</td>
<td>72%</td>
<td>53%</td>
<td>36%</td>
<td>63%</td>
<td>49%</td>
</tr>
<tr>
<td>Year 11 Non-Māori</td>
<td>40,765</td>
<td>94%</td>
<td>1%</td>
<td>15%</td>
<td>96%</td>
<td>86%</td>
<td>64%</td>
<td>33%</td>
<td>57%</td>
<td>54%</td>
</tr>
<tr>
<td>Year 12 Māori</td>
<td>4,432</td>
<td>84%</td>
<td>16%</td>
<td>2%</td>
<td>73%</td>
<td>39%</td>
<td>63%</td>
<td>31%</td>
<td>62%</td>
<td>52%</td>
</tr>
<tr>
<td>Year 12 Non-Māori</td>
<td>32,798</td>
<td>87%</td>
<td>0%</td>
<td>9%</td>
<td>76%</td>
<td>55%</td>
<td>62%</td>
<td>28%</td>
<td>44%</td>
<td>49%</td>
</tr>
</tbody>
</table>
Table 16: Māori students learning through Māori medium at any level of schooling, 1999-2004

<table>
<thead>
<tr>
<th>Year</th>
<th>Level 1: 81-100%</th>
<th>Level 2: 51-80%</th>
<th>Level 3: 31-50%</th>
<th>Total (31% and higher)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Proportion</td>
<td>Number</td>
<td>Proportion</td>
</tr>
<tr>
<td></td>
<td>Number of all Māori students %</td>
<td>Number of all Māori students %</td>
<td>Number of all Māori students %</td>
<td>Number of all Māori students %</td>
</tr>
<tr>
<td>1999</td>
<td>10,747</td>
<td>7.4</td>
<td>5,063</td>
<td>3.5</td>
</tr>
<tr>
<td>2000</td>
<td>11,040</td>
<td>7.5</td>
<td>5,117</td>
<td>3.5</td>
</tr>
<tr>
<td>2001</td>
<td>11,064</td>
<td>7.4</td>
<td>5,073</td>
<td>3.4</td>
</tr>
<tr>
<td>2002</td>
<td>11,526</td>
<td>7.6</td>
<td>4,931</td>
<td>3.2</td>
</tr>
<tr>
<td>2003</td>
<td>12,132</td>
<td>7.7</td>
<td>4,495</td>
<td>2.9</td>
</tr>
<tr>
<td>2004</td>
<td>12,469</td>
<td>7.8</td>
<td>5,164</td>
<td>3.2</td>
</tr>
</tbody>
</table>

The levels of Māori medium refer to the proportion of curriculum instruction undertaken in te reo Māori.

Table 17: Number of students involved in Māori medium education by form of education, 2000-2004

<table>
<thead>
<tr>
<th>Form of education</th>
<th>2000 Total students</th>
<th>Māori students</th>
<th>% Change 2000-04</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total students</td>
<td>Māori students</td>
<td>%</td>
</tr>
<tr>
<td>Immersion school</td>
<td>4,860</td>
<td>4,850</td>
<td>40.6</td>
</tr>
<tr>
<td>Bilingual school</td>
<td>9,302</td>
<td>7,392</td>
<td>40.4</td>
</tr>
<tr>
<td>Immersion classes</td>
<td>4,478</td>
<td>4,379</td>
<td>4.7</td>
</tr>
<tr>
<td>Bilingual classes</td>
<td>10,731</td>
<td>9,736</td>
<td>-14.3</td>
</tr>
<tr>
<td>Total</td>
<td>29,371</td>
<td>26,357</td>
<td>0.7</td>
</tr>
<tr>
<td>Enrolments in kura kaupapa Māori*</td>
<td>4,956</td>
<td>4,946</td>
<td>21.0</td>
</tr>
</tbody>
</table>

* Kura kaupapa Māori have also been included in immersion and bilingual schools and classes.

DEFINITIONS

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.
School with immersion classes Some students involved in Māori medium education for 20 1/4 to 25 hours per week.
School with bilingual classes Some students involved in Māori medium education for 3 to 20 hours per week.
Table 18: Number of kura kaupapa Māori and other Māori medium schools, 2000-2004

<table>
<thead>
<tr>
<th>Number of Schools</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>% Change 2000-04</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kura kaupapa Māori</td>
<td>59</td>
<td>59</td>
<td>61</td>
<td>61</td>
<td>62</td>
<td>5.1</td>
</tr>
<tr>
<td>Other immersion schools</td>
<td>16</td>
<td>24</td>
<td>29</td>
<td>33</td>
<td>30</td>
<td>87.5</td>
</tr>
<tr>
<td>Bilingual schools</td>
<td>79</td>
<td>77</td>
<td>75</td>
<td>83</td>
<td>91</td>
<td>15.2</td>
</tr>
<tr>
<td>Schools with immersion classes</td>
<td>104</td>
<td>101</td>
<td>90</td>
<td>88</td>
<td>93</td>
<td>-0.6</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>-4.7</td>
</tr>
<tr>
<td>Total</td>
<td>430</td>
<td>438</td>
<td>430</td>
<td>439</td>
<td>440</td>
<td>2.3</td>
</tr>
</tbody>
</table>

**DEFINITIONS**

**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.

**School with immersion class/es**
Some students involved in Māori medium education for 20 1/4 to 25 hours per week.

**School with bilingual class/es**
Some students involved in Māori medium education for 3 to 20 hours per week.

Table 19: Māori membership of school boards of trustees, 2004

<table>
<thead>
<tr>
<th></th>
<th>All members</th>
<th>Elected parent rep</th>
<th>Appointed parent rep</th>
<th>Co-opted member</th>
<th>Other members</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of Māori members</td>
<td>Proportion of Māori members</td>
<td>Number of Māori members</td>
<td>Proportion of Māori members</td>
<td>Number of Māori members</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Northland</td>
<td>383 35.7</td>
<td>271 41.9</td>
<td>11 33.3</td>
<td>26 37.1</td>
<td>75 23.3</td>
</tr>
<tr>
<td>Auckland</td>
<td>465 12.3</td>
<td>307 13.6</td>
<td>14 21.9</td>
<td>76 25.3</td>
<td>68 5.9</td>
</tr>
<tr>
<td>Waikato</td>
<td>451 19.7</td>
<td>294 21.0</td>
<td>10 25.0</td>
<td>63 38.9</td>
<td>84 12.1</td>
</tr>
<tr>
<td>Bay of Plenty</td>
<td>420 35.7</td>
<td>274 38.1</td>
<td>9 36.0</td>
<td>37 44.0</td>
<td>100 28.7</td>
</tr>
<tr>
<td>Gisborne</td>
<td>197 51.6</td>
<td>130 55.8</td>
<td>4 50.0</td>
<td>13 56.5</td>
<td>50 42.4</td>
</tr>
<tr>
<td>Hawke’s Bay</td>
<td>281 26.6</td>
<td>169 27.2</td>
<td>11 39.3</td>
<td>25 41.7</td>
<td>76 22.0</td>
</tr>
<tr>
<td>Taranaki</td>
<td>98 12.0</td>
<td>65 13.4</td>
<td>5 18.5</td>
<td>13 22.4</td>
<td>15 6.1</td>
</tr>
<tr>
<td>Manawatu-Wanganui</td>
<td>289 18.4</td>
<td>193 20.2</td>
<td>7 24.1</td>
<td>30 25.2</td>
<td>59 12.7</td>
</tr>
<tr>
<td>Wellington</td>
<td>229 11.8</td>
<td>151 13.8</td>
<td>6 10.9</td>
<td>39 26.0</td>
<td>33 5.1</td>
</tr>
<tr>
<td>West Coast</td>
<td>23 7.0</td>
<td>12 6.3</td>
<td>0 0.0</td>
<td>9 31.0</td>
<td>2 2.0</td>
</tr>
<tr>
<td>Canterbury</td>
<td>113 4.7</td>
<td>71 5.1</td>
<td>2 3.6</td>
<td>17 9.9</td>
<td>23 2.9</td>
</tr>
<tr>
<td>Otago</td>
<td>62 5.2</td>
<td>37 5.5</td>
<td>1 3.1</td>
<td>13 14.8</td>
<td>11 2.8</td>
</tr>
<tr>
<td>Southland</td>
<td>47 6.2</td>
<td>31 6.6</td>
<td>1 5.6</td>
<td>6 14.6</td>
<td>9 3.8</td>
</tr>
<tr>
<td>Tasman</td>
<td>13 5.4</td>
<td>9 6.1</td>
<td>0 0.0</td>
<td>3 27.3</td>
<td>1 1.3</td>
</tr>
<tr>
<td>Nelson</td>
<td>10 6.1</td>
<td>4 4.3</td>
<td>0 0.0</td>
<td>2 15.4</td>
<td>4 7.5</td>
</tr>
<tr>
<td>Marlborough</td>
<td>15 6.6</td>
<td>6 4.3</td>
<td>0 0.0</td>
<td>4 23.5</td>
<td>5 7.4</td>
</tr>
<tr>
<td>Chatham Islands</td>
<td>6 35.3</td>
<td>3 30.0</td>
<td>0 0.0</td>
<td>2 66.7</td>
<td>1 25.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3,102 16.0</strong></td>
<td><strong>2,027 17.6</strong></td>
<td><strong>81 18.7</strong></td>
<td><strong>378 27.0</strong></td>
<td><strong>616 10.2</strong></td>
</tr>
</tbody>
</table>

The Correspondence School is excluded from this table as it has a different governance structure.
### Table 20: Board members at state schools by ethnicity, January 2005

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Māori Female</th>
<th>Total</th>
<th>Non-Māori</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>All members</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary</td>
<td>11.9</td>
<td>18.1</td>
<td>15.2</td>
<td>84.8</td>
</tr>
<tr>
<td>Composite</td>
<td>30.8</td>
<td>48.8</td>
<td>40.2</td>
<td>59.8</td>
</tr>
<tr>
<td>Secondary</td>
<td>11.7</td>
<td>18.0</td>
<td>14.4</td>
<td>85.6</td>
</tr>
<tr>
<td>Special</td>
<td>11.7</td>
<td>10.5</td>
<td>11.0</td>
<td>89.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12.6</strong></td>
<td><strong>19.2</strong></td>
<td><strong>16.0</strong></td>
<td><strong>84.0</strong></td>
</tr>
<tr>
<td>Elected/appointed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent representatives</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary</td>
<td>13.1</td>
<td>21.3</td>
<td>17.2</td>
<td>82.8</td>
</tr>
<tr>
<td>Composite</td>
<td>34.0</td>
<td>53.3</td>
<td>43.9</td>
<td>56.1</td>
</tr>
<tr>
<td>Secondary</td>
<td>11.6</td>
<td>17.8</td>
<td>14.3</td>
<td>85.7</td>
</tr>
<tr>
<td>Special</td>
<td>6.1</td>
<td>12.4</td>
<td>9.7</td>
<td>90.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>13.5</strong></td>
<td><strong>21.9</strong></td>
<td><strong>17.6</strong></td>
<td><strong>82.4</strong></td>
</tr>
<tr>
<td>Co-opted members</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary</td>
<td>18.4</td>
<td>27.5</td>
<td>23.8</td>
<td>76.2</td>
</tr>
<tr>
<td>Composite</td>
<td>45.0</td>
<td>62.2</td>
<td>56.1</td>
<td>43.9</td>
</tr>
<tr>
<td>Secondary</td>
<td>30.3</td>
<td>38.3</td>
<td>33.7</td>
<td>66.3</td>
</tr>
<tr>
<td>Special</td>
<td>23.5</td>
<td>13.8</td>
<td>17.4</td>
<td>82.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>22.7</strong></td>
<td><strong>30.4</strong></td>
<td><strong>27.0</strong></td>
<td><strong>73.0</strong></td>
</tr>
</tbody>
</table>

*The Correspondence School is not included in this table because it has a different governance structure. Health camps and hospital schools are not included.*
Table 21: Board members at state schools by proportion of Māori and non-Māori and Māori by gender, January 2005

<table>
<thead>
<tr>
<th>All members</th>
<th>Māori</th>
<th>Ethnicity</th>
<th>Total</th>
<th>Māori by Gender</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Primary</td>
<td>15.2</td>
<td>84.8</td>
<td>100</td>
<td>36.4</td>
<td>63.6</td>
</tr>
<tr>
<td>Composite</td>
<td>40.2</td>
<td>59.8</td>
<td>100</td>
<td>36.9</td>
<td>63.1</td>
</tr>
<tr>
<td>Secondary</td>
<td>14.4</td>
<td>85.6</td>
<td>100</td>
<td>46.4</td>
<td>53.6</td>
</tr>
<tr>
<td>Special</td>
<td>11.0</td>
<td>89.0</td>
<td>100</td>
<td>45.0</td>
<td>55.0</td>
</tr>
<tr>
<td>Total</td>
<td>16.0</td>
<td>84.0</td>
<td>100</td>
<td>37.8</td>
<td>62.2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elected/appointed</th>
<th>Māori</th>
<th>Ethnicity</th>
<th>Total</th>
<th>Māori by Gender</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent representatives</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Primary</td>
<td>17.2</td>
<td>82.8</td>
<td>100</td>
<td>38.1</td>
<td>61.9</td>
</tr>
<tr>
<td>Composite</td>
<td>43.9</td>
<td>56.1</td>
<td>100</td>
<td>37.8</td>
<td>62.2</td>
</tr>
<tr>
<td>Secondary</td>
<td>14.3</td>
<td>85.7</td>
<td>100</td>
<td>46.7</td>
<td>53.3</td>
</tr>
<tr>
<td>Special</td>
<td>9.7</td>
<td>90.3</td>
<td>100</td>
<td>26.7</td>
<td>73.3</td>
</tr>
<tr>
<td>Total</td>
<td>17.6</td>
<td>82.4</td>
<td>100</td>
<td>38.9</td>
<td>61.1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Co-opted members</th>
<th>Māori</th>
<th>Ethnicity</th>
<th>Total</th>
<th>Māori by Gender</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>23.8</td>
<td>76.2</td>
<td>100</td>
<td>32.3</td>
<td>67.7</td>
</tr>
<tr>
<td>Composite</td>
<td>56.1</td>
<td>43.9</td>
<td>100</td>
<td>28.1</td>
<td>71.9</td>
</tr>
<tr>
<td>Secondary</td>
<td>33.7</td>
<td>66.3</td>
<td>100</td>
<td>52.0</td>
<td>48.0</td>
</tr>
<tr>
<td>Special</td>
<td>17.4</td>
<td>82.6</td>
<td>100</td>
<td>50.0</td>
<td>50.0</td>
</tr>
<tr>
<td>Total</td>
<td>27.0</td>
<td>73.0</td>
<td>100</td>
<td>37.7</td>
<td>62.3</td>
</tr>
</tbody>
</table>

Notes: The Correspondence School is not included in this table because it has a different management structure. Health camps and hospital schools are not included.

Table 22: Top ten tertiary education providers by EFTs consumed by Māori students in 2003, with percent increase in EFTs consumed from 2002-2003

<table>
<thead>
<tr>
<th></th>
<th>2002</th>
<th>2003</th>
<th>Increase in EFTS consumed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Te Wānanga O Aotearoa</td>
<td>16,219</td>
<td>22,325</td>
<td>38%</td>
</tr>
<tr>
<td>2 Massey University</td>
<td>2,042</td>
<td>2,073</td>
<td>2%</td>
</tr>
<tr>
<td>3 Te Wānanga O Raukawa</td>
<td>2,266</td>
<td>1,914</td>
<td>-16%</td>
</tr>
<tr>
<td>4 University of Waikato</td>
<td>1,984</td>
<td>1,894</td>
<td>-5%</td>
</tr>
<tr>
<td>5 The Open Polytechnic of New Zealand</td>
<td>985</td>
<td>1,536</td>
<td>56%</td>
</tr>
<tr>
<td>6 University of Auckland</td>
<td>1,414</td>
<td>1,435</td>
<td>1%</td>
</tr>
<tr>
<td>7 Waiariki Institute of Technology</td>
<td>1,200</td>
<td>1,257</td>
<td>5%</td>
</tr>
<tr>
<td>8 University of Otago</td>
<td>1,072</td>
<td>1,130</td>
<td>5%</td>
</tr>
<tr>
<td>9 Waikato Institute of Technology</td>
<td>1,133</td>
<td>1,086</td>
<td>-4%</td>
</tr>
<tr>
<td>10 Victoria University of Wellington</td>
<td>988</td>
<td>1,073</td>
<td>9%</td>
</tr>
</tbody>
</table>

Notes: 1. Data relates to domestic students enrolled in formal qualifications with a tertiary education provider at any time during the year.
2. Data excludes all non-formal learning, on-job industry training and PTEs which neither received tuition subsidies nor were approved for student loans and/or allowances.
### Table 23: EFTs consumed by Māori and non-Māori students enrolled in Level 1-3 certificates by the field of study of the courses taken in 2003 and gender

<table>
<thead>
<tr>
<th>Field of Study</th>
<th>Māori</th>
<th>Non-Māori</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture, environmental and related studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engineering and related technologies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Natural and physical sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food, hospitality and personal services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Society and culture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Management and commerce</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mixed field programmes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Notes:
1. Data relates to domestic students enrolled in formal qualifications with a tertiary education provider at any time during the year.
2. Data excludes all non-formal learning, on-job industry training and PTEs which neither received tuition subsidies nor were approved for student loans and/or allowances.

### Table 24: EFTs consumed by Māori and non-Māori students enrolled in bachelor's degrees by the field of study of the courses taken in 2003 by gender

<table>
<thead>
<tr>
<th>Field of Study</th>
<th>Māori</th>
<th>Non-Māori</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture, environmental and related studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engineering and related technologies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Natural and physical sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food, hospitality and personal services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Society and culture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Management and commerce</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mixed field programmes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Notes:
1. Data relates to domestic students enrolled in formal qualifications with a tertiary education provider at any time during the year.
2. Data excludes all non-formal learning, on-job industry training and PTEs which neither received tuition subsidies nor were approved for student loans and/or allowances.
Table 25: EFTs consumed by Māori and non-Māori students enrolled in postgraduate qualifications by the field of study of the courses taken in 2003 by gender

<table>
<thead>
<tr>
<th>Field of Study</th>
<th>Women</th>
<th>Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture, environmental and related studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Architecture and building</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engineering and related technologies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mixed field programmes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Natural and physical sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Management and commerce</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creative arts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Society and culture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food, hospitality and personal services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food, hospitality and personal services</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes:
1. Data relates to domestic students enrolled in formal qualifications with a tertiary education provider at any time during the year.
2. Data excludes all non-formal learning, on-job industry training and PTEs which neither received tuition subsidies nor were approved for student loans and/or allowances.

Table 26: Māori trainees in industry training and Modern Apprenticeships, 2001-2003

<table>
<thead>
<tr>
<th>Year</th>
<th>Industry training</th>
<th>Modern Apprenticeships</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>20,000</td>
<td>5,000</td>
</tr>
<tr>
<td>2002</td>
<td>15,000</td>
<td>7,000</td>
</tr>
<tr>
<td>2003</td>
<td>25,000</td>
<td>12,000</td>
</tr>
</tbody>
</table>

Note: Data relates to total number of trainees during the year.
Source: Tertiary Education Commission.
### Table 27: Top ten industry training organisations by percentage of total Māori trainees registered (including Modern Apprenticeships), 2003

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Males</th>
<th>Females</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forestry</td>
<td>30%</td>
<td>6%</td>
<td>24%</td>
</tr>
<tr>
<td>Engineering, food &amp; manufacturing</td>
<td>9%</td>
<td>9%</td>
<td>9%</td>
</tr>
<tr>
<td>NZITO</td>
<td>8%</td>
<td>8%</td>
<td>8%</td>
</tr>
<tr>
<td>Agriculture</td>
<td>6%</td>
<td>7%</td>
<td>7%</td>
</tr>
<tr>
<td>Road transport</td>
<td>7%</td>
<td>2%</td>
<td>5%</td>
</tr>
<tr>
<td>Electrotechnology</td>
<td>5%</td>
<td>7%</td>
<td>5%</td>
</tr>
<tr>
<td>Community support</td>
<td>0%</td>
<td>16%</td>
<td>4%</td>
</tr>
<tr>
<td>Hospitality standards</td>
<td>1%</td>
<td>10%</td>
<td>4%</td>
</tr>
<tr>
<td>Building</td>
<td>5%</td>
<td>0%</td>
<td>4%</td>
</tr>
<tr>
<td>Electricity supply</td>
<td>4%</td>
<td>1%</td>
<td>3%</td>
</tr>
</tbody>
</table>

**Notes:**
1. Data relates to trainees registered during the December quarter.
2. Data includes Modern Apprenticeships.
   *Source: Tertiary Education Commission.*

### Table 28: Percentage of Māori and all students leaving school each year who go directly on to tertiary education the following year by level of tertiary study 2000-2002 school leaving years

<table>
<thead>
<tr>
<th>Level of tertiary study</th>
<th>2000 school leavers</th>
<th>2001 school leavers</th>
<th>2002 school leavers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Māori students</td>
<td>All students</td>
<td>Māori students</td>
</tr>
<tr>
<td>Degree</td>
<td>8%</td>
<td>24%</td>
<td>9%</td>
</tr>
<tr>
<td>Diploma</td>
<td>5%</td>
<td>6%</td>
<td>6%</td>
</tr>
<tr>
<td>Certificate</td>
<td>19%</td>
<td>18%</td>
<td>22%</td>
</tr>
<tr>
<td>Total</td>
<td>32%</td>
<td>48%</td>
<td>37%</td>
</tr>
<tr>
<td>Total number of school leavers</td>
<td>9,453</td>
<td>54,633</td>
<td>9,688</td>
</tr>
</tbody>
</table>

### Table 29: Number of Māori trainees on training programmes, 1999-2003

<table>
<thead>
<tr>
<th>Year</th>
<th>Skill Enhancement</th>
<th>Training Opportunities</th>
<th>Youth Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999</td>
<td>0</td>
<td>0</td>
<td>10,000</td>
</tr>
<tr>
<td>2000</td>
<td>0</td>
<td>0</td>
<td>10,000</td>
</tr>
<tr>
<td>2001</td>
<td>0</td>
<td>0</td>
<td>10,000</td>
</tr>
<tr>
<td>2002</td>
<td>0</td>
<td>0</td>
<td>10,000</td>
</tr>
<tr>
<td>2003</td>
<td>0</td>
<td>0</td>
<td>10,000</td>
</tr>
</tbody>
</table>

**Note:** Data relates to total number of trainees during the year.
*Source: Tertiary Education Commission.*
Table 30: Number of FTE staff assessed for PBRF by the Māori Knowledge and Development Panel by TEO and assessment score

Table 31: Number of FTE Māori staff assessed for PBRF by subject area and assessment score for top ten subject areas by number of Māori staff

Table 32: Proportion of Māori and non-Māori FTE staff assessed for PBRF by quality evaluation score
The Ministry of Education would like to thank the students of Te Kura Māori o Porirua whose artwork features on the cover of this report. Thank you also to all the people profiled in the report’s case studies and whose photos illustrate the report.
The Ministry of Education would like to thank the students of Te Kura Māori o Porirua whose artwork features on the cover of this report. Thank you also to all the people profiled in the report’s case studies and whose photos illustrate the report.