

Māori Education - Briefing to the Incoming Minister

Executive Summary

- 1 New Zealand has a youthful and fast growing Māori population. By 2033, Māori will make up over 18.3 percent of the working-age population. To maximise New Zealand's economic potential and improve social equity, the Government needs to ensure that Māori children, young people and adults are adequately equipped with the skills and knowledge to fully participate in the workforce, to support social, cultural, economic and individual wellbeing.
- 2 There are parts of the education system that deliver good results for Māori children, young people and adults. For example, more Māori are participating in early learning, achieving NCEA Level 2, staying in school until they are 17 years old, and participating and achieving at higher levels in tertiary education.
- 3 There are also parts of our education system that deliver exceptional results for Māori. Māori-medium kura delivers better results for Māori where attainment of NCEA Level 2, Level 3 and University Entrance is on par with the total population. These areas of excellence can be maximised to support all Māori to succeed as Māori in education.
- 4 Despite these changes, we have a considerable challenge to help fully realise Māori aspirations, and ensure children and young people can get a quality education and can be successful.
- 5 The Māori education strategic context comprises of:
 - *Ka Hikitia*, which sets out the importance of addressing educational achievement for Māori;
 - *Tau Mai Te Reo* is the Māori Language in education strategy, and reflects the central role of Maori identity, language and culture within the education system; and
 - *Whakapūmautia, Papakōwhaitia, Tau Ana* is the strategy for conducting excellent education relationships between iwi and the Ministry.
- 6 A coherent system wide approach is required that:
 - effects system-wide change by embedding and ensuring greater accountability for the Māori education outcomes. Current system changes (such as the NELP, and schools planning and reporting regulations) provide greater leverage than has been previously available;
 - addresses inequity through quality teaching;
 - supports equitable educational opportunities for Māori children and young people from early learning through to tertiary education; and
 - fosters excellence in Māori-medium education.

Background

Māori population statistics

- 7 In 2013, 15.6 percent (n = 598,605) of the New Zealand population identified as Māori. The number of Māori people in New Zealand is expected to grow an average of 1.5 percent per annum over the next two decades – reaching a population of 1-1.18 million in 2038 (approximately 20 percent of New Zealand’s population).

Quick Stats

- **Māori are a growing population** – the number of people who identify as Māori reached 598,605 in 2013. Population projections indicate the population will continue to grow, reaching 830,000-910,000 in 2025 and 1-1.18 million in 2038.
- **Māori remain a youthful population** – In 2015, 1 in 3 Māori were under 15 years of age. The Māori population is expected to maintain its younger age structure, and by 2028, half of the Māori population will be younger than 28 years, compared to a mediate age of 45 years for the non-Māori population;
- **Māori represent a growing proportion of our workforce** – In 2013, Māori made up 14.5 percent (n = 422,900) of the working age population. This proportion will increase to 18.3 percent by 2033 (n = 589,700);
- **About 1 in 5 Māori can speak Māori** – In 2013, 21.3 percent (n = 125,352) could hold a conversation about a lot of everyday things in te reo Māori.

Māori education strategies

- 8 *Ka Hikitia* is the Government’s strategy to address educational achievement for Māori. It provides a vision of what progress is needed and how everyone in the system needs to contribute. It also explicitly recognises and reflects Māori aspirations for success and the importance of Māori identity, language and culture for achieving success as Māori.
- 9 *Tau Mai Te Reo* is the Māori language in education strategy. It reflects the:
- central role of Māori identity, language and culture in Māori enjoying and achieving education success as Māori;
 - the Ministry of Education’s (the Ministry) Treaty obligations to protect and promote the Māori language; and
 - the Ministry’s contribution to the previous Government’s Māori language strategy.
- 10 *Whakapūmautia, Papakōwhaitia, Tau Ana* is a strategy for conducting excellent education relationships between iwi and the Ministry. This strategy acknowledges the importance of excellent relationships with iwi for ensuring that the education system better reflects the aspirations, culture and values of Māori.
- 11 The Ministry is the lead agency for all three Māori education strategies and works closely with education partner agencies and various stakeholders regarding implementation.

Implementation of the strategies

- 12 The education sector has undertaken a number of initiatives to accelerate Māori achievement in education. Key lessons going forward include the importance of:

- coordination and integration of efforts across the sector and partnering agencies;
- an overarching monitoring and evaluation framework for Māori education activities; and
- identifying distinct, dual activity and investment in Māori education.

13 In considering strategy implementation and education system performance for Māori, the Office of the Auditor General has noted that:

- the education sector could have a more joined-up and strategic approach that transforms how information is collected, used, and shared within the Ministry. This would enable it to become more data-driven and show where to place resources to have the biggest impact on outcomes;
- efforts to improve Māori student achievement will benefit from a smaller and better-integrated range of initiatives that are shown to be effective. This would mean less internal competition for resources and attention, leading to simpler and less expensive implementation, support, and monitoring of initiatives that work together;
- the Ministry needs to ensure the implementation of *Ka Hikitia* is effective through improved engagement with those that are expected to deliver *Ka Hikitia*. This could be achieved with adequate resourcing, clear leadership and management of responsibilities for embedding *Ka Hikitia* into day-to-day business in the Ministry and throughout education agencies. It would also require improved accountability and reporting mechanisms; and
- the Ministry and other education agencies can better coordinate efforts to support improvements in schools. This includes: building understanding of, commitment to, and action on the aims of *Ka Hikitia* in schools; and, schools setting up and sharing teaching practices that are effective in improving Māori students' educational success.

Parts of the education system deliver good results for Māori

14 Māori success in education is critical to outcomes for Māori and for New Zealand's ongoing economic and social outcomes. There are more Māori:

- participating in early learning;
- achieving NCEA Level 2;
- staying in school until they are 17 years old; and
- participating and achieving at higher levels in tertiary education.

15 Despite these shifts, the equity gaps in participation and achievement between Māori and non-Māori are persistent and significant. That is, there are over 10 percentage points difference between Māori and non-Māori across many whole of system measures and this generally increases at higher levels of education (refer to Annex A and B). Essentially, the suite of system measures shows us that efforts to address inequity is, at best, holding the problem but not resolving it.

Māori-medium kura deliver exceptional results for Māori

16 Parts of our education system deliver exceptional results for Māori, particularly Māori-medium kura where:

- Māori identity, language and culture is highly valued and celebrated;
 - the curriculum is delivered in and through the Māori language; and
 - Māori identity, language and culture is embedded in the governance, leadership, teaching and learning and physical environment of the school.
- 17 NCEA achievement of Māori people in these settings is consistently on par with all in the school population and significantly higher (15 to 20 percentage points) than for Māori in English-medium settings. Furthermore, research confirms that even children and young people presenting with traditional 'risk' factors¹ achieve at levels comparable to other children and young people in Māori-medium education.
- 18 Despite the exceptional results for Māori in Māori-medium kura, fewer than 19,000 Māori currently attend kura. Furthermore, due to retention issues within the pathway, only a small portion of these Māori remain in kura for the duration of their schooling journey. While there are opportunities to stimulate participation in Māori-medium pathways this in itself will not address the significant Māori education challenges.
- 19 The achievement within Māori-medium kura does however demonstrate the importance of simultaneous success trajectories, and insights from its success can be applied elsewhere in the system. This is discussed in further detail below.

We want all Māori to be present, safe and succeeding in education

- 20 Māori do best when they feel safe, included and valued. To do this, learning environments need to attend to the identity, language and culture of their children and young people. We also know that productive partnerships with whānau, hapū, iwi and communities can support teachers to understand Māori identity, language and culture as well as wider education aspirations.
- 21 Research and evidence confirms that:
- *Māori are less present in education than others* – meaning this has a more pronounced impact on their achievement levels in English-medium settings (compared to non-Māori). Māori are also significantly overrepresented in the population of chronically transient children and young people;
 - *while learning environments are physically safe, they are not all providing mentally and emotionally safe spaces for children and young people* – Māori report experiences of bullying more than other groups. Additionally, some teachers are not setting up respectful, reciprocal and responsive relationships with students and their whānau; and
 - *Māori are not fully included within our education system* – research has confirmed that teacher bias and low expectations are significant issues in New Zealand and that this has a significant impact on Māori.

Strengthen the whole system, target inequity AND maximise excellence

- 22 The scale and nature of inequity in the education system requires concerted, consistent and vigorous action from all education agencies, together with students, whānau, communities and education professionals. Supporting Māori success in education requires:

¹ Traditional 'risk' factors may include: socio-economic background, attendance, gender, Child, Youth and Family notifications

- system wide improvements to ensure;
 - all Māori are present, safe and included in educational experiences,
 - the equitable provision of educational opportunities in both English and Māori-medium settings;
- targeted efforts to support the most vulnerable Māori and remove the persistent inequity in educational participation and achievement; and
- building on system excellence to maximise the impact for Māori.

A different approach to improving Māori education outcomes is needed

- 23 Research shows that there are three critical factors that make the biggest difference to Māori success in education. These are:
- quality, culturally responsive teaching and learning;
 - productive partnerships with whānau, iwi and Māori communities; and
 - good use of student data and evidence.
- 24 If these factors are embedded within and across the education system there will be a significant and sustained shift in Māori engagement and achievement in education.
- 25 We have seen the largest shifts in Māori participation and achievement where there has been a deliberate and sustained focus on these critical change factors coupled with relevant accountability measures and processes. This does not necessarily require the creation of new measures or reporting requirements. Rather, it requires a shift in the use of student data and observations.

Quality teaching and learning is culturally responsive

- 26 The most influential point of leverage on student outcomes within school is quality teaching, learning and leadership. Research confirms that teaching and learning is a culturally situated and personalised activity. This means that high quality teaching and learning has to appreciate and reflect the culture of a student to be most effective. Providing high quality, culturally responsive teaching and learning does not happen in a vacuum. It is best achieved when embedded throughout the whole learning environment, including governance and leadership.
- 27 The Māori language is a cornerstone of the Māori culture and identity. Learning in and through the Māori language is an important way for Māori to participate in te ao Māori and supports Māori to connect with their identity as Māori. This is a strong foundation for well-being and achievement. Māori language education also supports Māori language revitalisation.
- 28 In 2015, 90 percent of early learning services and 47 percent of schools provided some level of Māori language education. Schools are required to provide Māori language education where it is requested by whānau and Māori. However, there is a shortage of proficient Māori language teachers and ITE tutors/facilitators. We also know that there is a shortage of PLD programmes to support growth in the Māori language proficiency of teachers.

- 29 Tertiary education providers have flexibility in how they support Māori and in the provision of te reo Māori courses. This allows them to provide services based on their organisation's unique context, including by identifying opportunities to be more responsive to the cultural needs of Māori. In line with the priorities of the Tertiary Education Strategy 2014-19, providers must show how they are working to improve Māori educational outcomes in order to receive government funding.
- 30 Like kura in the schooling system, New Zealand's three wānanga have a unique role in the tertiary education system. They provide Māori-centred tertiary education that supports te ao Māori, including pathways for Māori into other tertiary education. They deliver a diverse range of programmes and courses at all NZQF levels – from foundation level to postgraduate degrees.

Productive partnerships with whānau, iwi, and Māori communities

- 31 Whānau and community influence has a significant effect on Māori engagement and achievement. Research indicates that about 40-60 percent variance in children and a young person's outcomes is attributable to the influences of family and communities.
- 32 Productive partnerships between education providers and parents, whānau and iwi:
- help teachers and leaders understand the learning needs of their students in relation to the outcomes valued by the Māori and their whānau; and
 - contribute to learning settings and curriculum that reflect the environment, values and culture of Māori (whereby supporting quality, culturally responsive teaching and learning).
- 33 In developing productive partnerships, we must recognise that many Māori are not comfortable or confident about engaging in the education of their tamariki for a variety of reasons. These reasons often include previous negative experiences within education settings, or limited understanding of the current education system.
- 34 Iwi are powerful advocates for their whānau and tamariki and play a significant role in achieving Māori succeeding as Māori in education. Many iwi have distinct education strategies and plans, and some iwi work with education sector agencies to progress work on these. In a post-settlement era, iwi have a growing capability, capacity and means to engage and influence the education and wider well-being outcomes of Māori. Working with iwi presents a significant opportunity to:
- recognise the rangatiratanga of iwi and their unique role as kaitiaki of tikanga, cultural knowledge and language;
 - improve educational, social and economic outcomes for Māori; and
 - actively demonstrate a future-focused partnership with tangata whenua that gives effects to the principles of the Treaty of Waitangi.

Good use of student data and evidence

- 35 Research shows that effective use of student achievement and wellbeing data supports better student outcomes. When student achievement and wellbeing data is used effectively, it can inform understanding of student progress, and allow teachers and students to adjust the design of delivery of learning to better meet the student's needs.

- 36 Despite the broad student outcome intent of the National Curriculum, ‘student data’ currently tends to reflect more narrow participation and achievement metrics such as numeracy, literacy and attendance. Furthermore, ERO has found that few schools effectively use student achievement information to promote success or accelerate the progress of those below the measured standard of curriculum level.

Equity and excellence in education for Māori

- 37 A coherent system wide approach is required that:
- effects system-wide change, by embedding and ensuring greater accountability for the Māori education strategies through current system changes;
 - targets inequity through quality teaching;
 - supports equitable educational opportunities for Māori children and young people from early learning through to tertiary education; and
 - fosters excellence in Māori-medium education.
- 38 In all our efforts to boost system performance for Māori it is important each is accompanied by focused accountability measures and processes (refer to Annex C).

Key area 1: Effect system-wide change by embedding and ensuring greater accountability for Māori success through current system changes

- 39 A system-wide response is needed to correct the current slow pace of progress and achievement for Māori. Key education strategies and recent system-wide changes provide a significant opportunity to focus and align the education system’s collective improvement efforts on addressing equity and excellence for Māori. The evidence base around critical change factors for Māori can inform these efforts.

Education strategies

- 40 The Government has the opportunity to set a number of strategy documents for education. These enable you to set a clear agenda and direction of travel for change you want to drive in the education system over the long term.
- 41 The landscape of strategic documents is complex. Different documents guide different parts of the system and population groups, and last for different periods of time. In addition to the Māori education strategies mentioned above, these include the statement of *National Education and Learning Priorities* (NELP) and the *Tertiary Education Strategy* (TES). There is an opportunity to use these mechanisms to embed a system wide focus on key Māori education priorities.

National Education and Learning Priorities (NELP) and planning and reporting regulations

- 42 The NELP and school planning and reporting regulations are part of a suite of legislative changes in the Education Act Update. The NELP will improve clarity of expectations in the early childhood and compulsory schooling sectors and identify emerging needs. The NELP will enable the Government of the day to outline its education priorities, and to align and improve efforts across the system over a five year period. The regulations will complement the NELP to support provider planning around addressing system needs and accountability for delivery.

- 43 Work to develop the NELP has started and is scheduled to be finalised in 2018, following sector and community consultation. The planning and reporting regulations are being developed concurrently with the NELP to ensure system coherence and timely implementation. It is currently intended that the new planning and reporting regulations will be in place by 2019.

The Tertiary Education Strategy

- 44 The *Tertiary Education Strategy* (TES) sets out the Government's long-term direction and priorities for the tertiary education system and guides funding decisions. The current TES is due to expire in 2019, and decisions on the development and content of a new TES can provide another opportunity to target progress in Māori achievement across the tertiary system.
- 45 The education sector agencies are working on ways to drive a more sophisticated and connected approach to lift, accelerate and sustain progress and achievement for all students. Recent system-wide changes and developments provide opportunities to re-set the education system and further boost Māori success in education. Both *Ka Hikitia* and *Tau Mai Te Reo* were recently extended to the end of 2018 to allow time to concurrently:
- make the most of recent and planned system-wide changes; while
 - reviewing progress and developing future priorities and action for Māori education.

Other system developments

Communities of Learning | Kāhui Ako

- 46 *Investing in Educational Success and Communities of Learning | Kāhui Ako* are designed to address the education system's three major challenges:
- to lift the progress and achievement of every child and young person;
 - to address persistent inequity in student achievement; and
 - to raise the quality of teaching and leadership practice across the profession.
- 47 There are currently 142,776 Māori children learning across all 210 Kāhui Ako. Almost all shared achievement challenges have specific targets that focus on lifting Māori children's progress and achievement in ways that are specific to their learning needs.
- 48 Kāhui Ako data indicates that participation of Māori-medium kura in Kāhui Ako is significantly lower than mixed medium and all other schools. There are significant opportunities to strengthen Māori-medium education pathways and Māori outcomes through Kāhui Ako. The Ministry is currently exploring options to ensure that these opportunities are realised so that our education system provides excellence for Māori children and young people in Māori-medium settings.

The Education (Tertiary Education and Other Matters) Amendment Bill

- 49 This Bill will allow wānanga to apply for Ministerial consent to use the protected terms university, college of education, polytechnic or institute of technology. *Te Whare Wānanga o Awanuiārangī* made an oral submission supporting this proposal to the Select Committee in July.

Maihi Karauna

- 50 The Māori Language Act 2016 reaffirms the value of the Māori language for Māori and for New Zealand as a whole. The Act established *Te Mātāwai*, an independent statutory entity to act on behalf of iwi and Māori, and develop the *Maihi Māori Strategy* for language revitalisation. It also provides for the development of the *Maihi Karauna Strategy* that sets out the Government's strategy and priorities for supporting Māori language revitalisation. The Minister of Māori Development is responsible for the *Maihi Karauna* and *Te Puni Kokiri* lead the development of the strategy.
- 51 The education sector plays a significant role in the protection and revitalisation of the Māori language through supporting Māori language education in Māori-medium and English-medium settings. The Ministry is engaged in an officials' process and Chief Executives forum to develop the *Maihi Karauna*. The Minister of Education is a member of *Te Rūnanga Reo*, a forum of five Government Ministers, the Chair of *Te Mātāwai* and five *Te Mātāwai* nominees to provide governance for the strategies.

Key area 2: Support quality, culturally responsive teaching and learning

- 52 Providing high quality, culturally responsive teaching and learning does not happen in a vacuum and is most effective as part of a whole-of-provider change, from leaders to teachers. We also know that this does not happen 'overnight'. It takes at least 2-3 years of focussed and consistent effort for a school to develop and embed best practice around culturally responsive teaching and learning.
- 53 Beginning teachers make up a very small proportion of the teaching work force and the teaching workforce is aging. As such, initial teacher education (ITE) that includes culturally responsive teaching and learning practices, while important, will have a limited impact on in-school practice in the immediate future.
- 54 The Education Council is leading work to lift the quality of ITE to better support teaching and learning for all children and young people. Initial changes seek to:
- strengthen ITE by lifting entry criteria;
 - making sure ITE offer quality practical arrangements; and
 - assessing every teacher trainee against the new Standards for the Teaching Profession before graduation.
- 55 The next phase of ITE system changes will centre on:
- improving pathways from ITE to full certification;
 - ensuring better teaching readiness; and
 - creating networks of ITE programmes that better match graduate supply to the future needs of the system, with a particular focus on Māori-medium education.
- 56 Professional learning and development (PLD) is a significant lever to influence teacher practice. Few PLD programmes have a substantive evidence base to demonstrate positive and sustained impact for Māori. The *Te Kotahitanga* programme is significant in this regard.
- 57 *Te Kotahitanga* is an evidence-based indigenous-led intervention to support Māori succeeding as Māori. The programme was developed through five phases of rigorous research and development between 2001 and 2013. It involved an intensive 3-year professional development programme, based on the Effective Teaching Profile, that:

- supports teachers to create a culturally responsive context for learning based on evidence of Māori performance and understandings; and
 - enables school leaders and the wider school community to focus on changing school structures and organisations to more effectively support teachers in this endeavour.
- 58 There is a significant body of research and evidence that demonstrates the positive impact of Te Kotahitanga on the learning and lives of Māori students with a number of Phase 5 schools winning Prime Minister’s Excellence Awards in recent years. An early cost-benefit analysis by the New Zealand Institute for Economic Research also indicates a very high value return for investment in the programme.
- 59 Schools that participated in Te Kotahitanga indicated that ongoing sustainability would depend on continued funding and support for: the lead facilitator role; individualised expert cultural advice to teachers; co-construction teams; and availability of ongoing training and support. The removal of dedicated resource for this programme meant that some schools struggled to embed or sustain best practice across the school as originally envisaged. There may be opportunities utilise recent system developments such as the Kāhui Ako or centralised PLD to address these sustainability challenges while addressing a community’s achievement challenges.
- 60 *Kia Eke Panuku: Building on Success* was delivered between 2013 and 2016 and brought together key findings from Te Kotahitanga, He Kākano (the Starpath Project for Tertiary Participation and Success), and the Secondary Literacy and Numeracy Projects. *Kia Eke Panuku: Building on Success* was a strategic change management approach that required participants to self-review their evidence of Māori students’ participation and achievement.
- 61 The programme was delivered in three phases. As school opted in, the *Kia Eke Panuku: Building on Success* team worked with the school leaders in the different regions to undertake profiling activities. These activities begin to identify the level of intervention that each school may require. This evidence provided the basis for working and then for measuring future change.
- 62 In re-establishing Te Kotahitanga to support all schools, the model will need to be adjusted to effectively support learners in primary school settings. As with the original development of Te Kotahitanga, this would require an iterative research and development process. We will need to confirm whether you envisage the programme being rolled out to all schools, or targeted to those schools with higher identified need. Nevertheless Maori expert leadership and significant specialist knowledge will be required to support roll out.
- 63 There are also opportunities to maximise the programme to ensure we effect quality teaching and learning. For example: incorporating insights from the Developing Communities for Mathematical Inquiry PLD programme, selecting from effective PLD programmes for Māori to develop a new programme and leveraging off the PLD national priorities by including a focus on cultural competence.

Key area 3: Support equitable educational opportunities for Māori children and young people from early learning through to tertiary education

Māori language education teacher workforce and curriculum support

- 64 In 2015, 90 percent of early learning services and 47 percent of schools provided some level of Māori language education. Schools are required to provide Māori language education where it is requested by whānau/Māori.

65 Nevertheless, there is a shortage of high quality Māori language teachers to support Māori language education in both primary and secondary schools. This shortage is particularly acute for Māori-medium education. Māori language curriculum resources and support also need to be increased to provide equitable opportunities for children and young people in Māori language education.

66 The Ministry currently offers a number of dedicated scholarships for Māori language teachers to support proactive recruitment. This has had limited impact to date. In addition to the aforementioned ITE and PLD efforts, to support increased Māori language teaching capability, the education system could:

- review Māori language and Māori-medium teaching scholarships to improve scholarship subscription, and better support ITE completion, transitions to employment and retention of new Māori language teachers;
- increase opportunities for existing teachers to increase their Māori language capability through PLD;
- increase opportunities to improve curriculum expertise, especially in Māori-medium settings through PLD; and
- strengthen the supply of Māori language curriculum resources and repurpose curriculum support to address acute supply issues.

[REDACTED]

67 [REDACTED]

68 [REDACTED]

Wānanga Research Aspirations

69 As tertiary education institutions, wānanga are required to provide research-led teaching for degree-level and above programmes. They have all expressed a desire to grow their research capability and capacity, albeit in different ways and according to how they are positioning themselves in the wider tertiary education sector.

70 As relatively new research-based institutions, the wānanga face difficulties in building their research capacity and capability to match that of other tertiary education institutions (in particular, universities). The wānanga also have longstanding concerns with the way in which government funds mātauranga Māori research.

71 In 2008, the Government introduced the *Wānanga Research Capability Fund (WRCF)* as a temporary mechanism to support the wānanga to increase postgraduate provision and to lift their research capacity and capability. This fund amounts to \$1.5 million per annum and, at the request of the three wānanga, is split evenly between them. The WRCF has been renewed several times since its introduction.

- 72 Following the 2012/13 review of the PBRF, the wānanga and Government agreed that this fund is not designed to build institutional research capability. In 2015, the Ministry began working with the wānanga on the *Wānanga Research Aspirations* project to identify ways in which government can support them to build their research capacity and capability. The Ministry has now developed a range of options for taking this work forward and will be seeking Ministerial direction on this work. In the meantime, the term of the WRCF has been extended to 31 December 2019.

Key area 4: Foster excellence in Māori-medium pathways

- 73 Despite the high performance of Māori-medium education, a significant number of Māori exit these settings between early learning and primary school and between primary school and secondary school. Retention of Māori within Māori-medium education is higher where:
- parents and whānau understand the benefits of Māori-medium education;
 - there is high quality Māori language instruction;
 - there is sufficient capacity within kura;
 - seamless transitions are supported between or within settings; and
 - there is teaching expertise across a broad range of curriculum options.
- 74 *Te Rāngai Kāhui Ako ā-Iwi* is a framework to support sustainable Māori-medium education, recognising the diversity region by region, iwi by iwi. It includes:
- the framework, which is based on analysis of areas where Māori-medium education is thriving; and
 - regional system data and analysis, which uses benchmarked data to provide information about Māori-medium education by region.
- 75 *Te Rāngai Kāhui Ako ā-Iwi* acknowledges that, as kaitiaki of te reo ā-iwi, iwi are critical links to enhancing whānau success in education. The Ministry, as stewards of the education system, has begun work with iwi to develop regional action plans to lift retention and increase Māori success within a Māori medium education pathway.

Other Matters

Waitangi Tribunal – Education System Enquiry

- 76 The Waitangi Tribunal has scheduled a Kaupapa Inquiry of the Education System which is expected to start in 2018/2019. Under the Kaupapa Inquiry Programme approach, all current registered historic and contemporary claims relating to education will be grouped for joint inquiry. The Waitangi Tribunal sets an expectation that, in areas where there is long standing inequity between Māori and non-Māori, agencies need to demonstrate commitment to reduce inequity. We anticipate that the inquiry process will begin in the next twelve months.