

# Māori Education Overview



*There have been incremental shifts in Māori succeeding in education however significant equity gaps still exist between Māori and the total population...*

We make the largest shifts when we have a deliberate and sustained focus on the three critical change factors combined with relevant accountability measures

The education sector needs to demonstrate an ongoing commitment to lifting system performance for and with Māori and addressing long term inequity

## Early Learning

### Prior Participation

The bars below show the percentage of learners who participated in early learning prior to starting school as at March 2017



Prior participation in early childhood education has increased

Less than 2 percentage points lower than the total population

Students do better in education when what and how they learn reflects and positively reinforces where they come from, what they value and what they already know. The system is not consistently doing this for Māori students

Strong engagement and contribution from parents, whānau, hapū and iwi is critical for Māori achievement

Research has confirmed that teacher bias and low expectations are issues across the teaching workforce

## Primary and Secondary School

### Reading, writing and mathematics

There is a significant gap between the progress of Māori students and their NZ European peers

Māori students are half a curriculum level behind in reading, writing and mathematics than NZ European students at year 4

The curriculum level gap widens during primary school

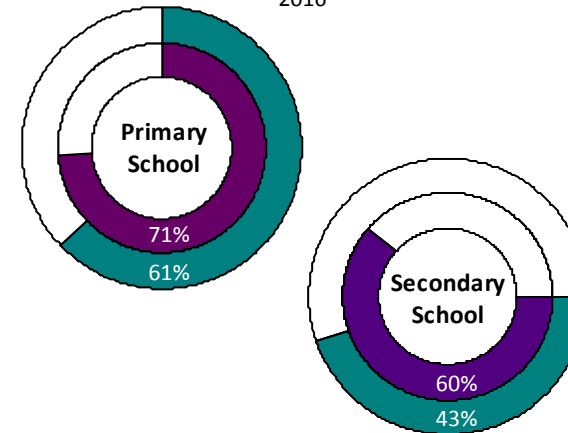
By secondary school, Māori students are more than half a curriculum level behind their NZ European peers

Māori are more than half a curriculum level behind in literacy and numeracy

Regular attendance in both primary and secondary school is significantly lower for Māori

### Regular Attendance

The diagrams below show the percentage of learners attending school 90% or more of the time in Term 2 of 2016



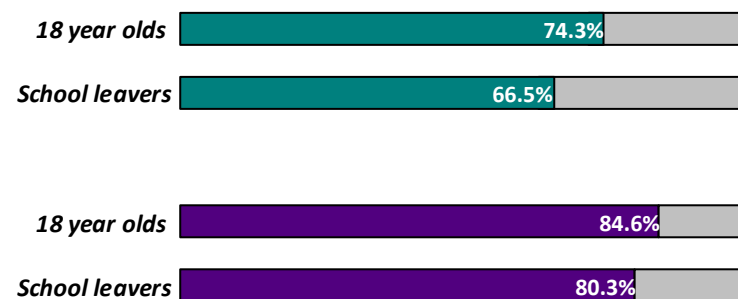
### Achievement of National Standards in reading, writing and maths is slowly increasing

There has been a significant increase in achievement of NCEA level 2 by Māori learners before they leave school and by the time they are 18

Māori medium education delivers better results where attainment of NCEA Level 2, Level 3 and UE is on par with the total population

### NCEA Level 2 Attainment

The bars below show the percentage of school leavers and 18 year olds who achieved NCEA level 2 or higher in 2016



## Tertiary Education

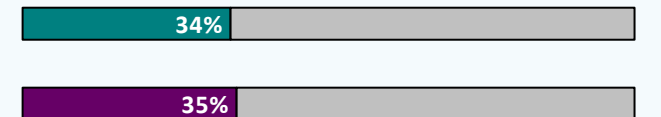
The participation rate of Māori in tertiary education is higher than that of the total population...

One in every eight young Māori undertake bachelors-level study, compared to one in every five young New Zealanders

...But it is in much lower level qualifications and courses (Level 4 and below)

### Participation

The bars below show the percentage of young learners (aged 18-24) who participated in tertiary education in 2015



### 5-Year Qualification Completion

The bars below show the percentage of young learners (aged 18-24) who completed qualifications within 5 years of enrolling



Young Māori are less likely than all young New Zealanders to completed their bachelors degree within five years

*The education system is not delivering success for many Māori learners*

Key:



Māori Learners



Total Learners



Why?

## Māori language in education makes our system stronger

School leavers from Māori medium schools **achieve NCEA Level 2** on par with all students and at rates 15-20% higher than other Māori students

Māori language education delivers on the cross-government Māori language strategy, the **Maihi Karauna**

There are **cognitive, cultural and identity benefits** from bilingualism for individuals and New Zealand as a whole

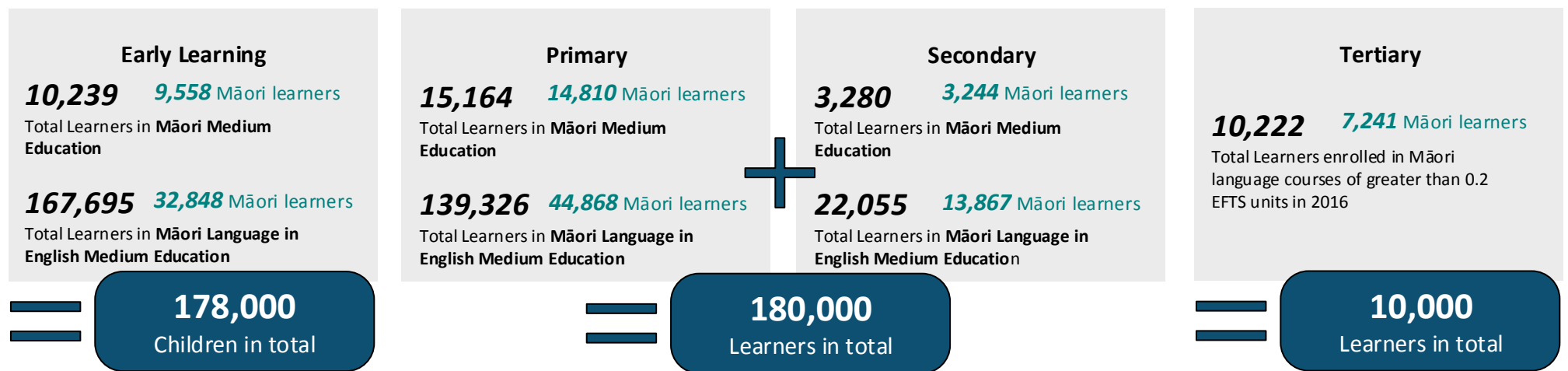
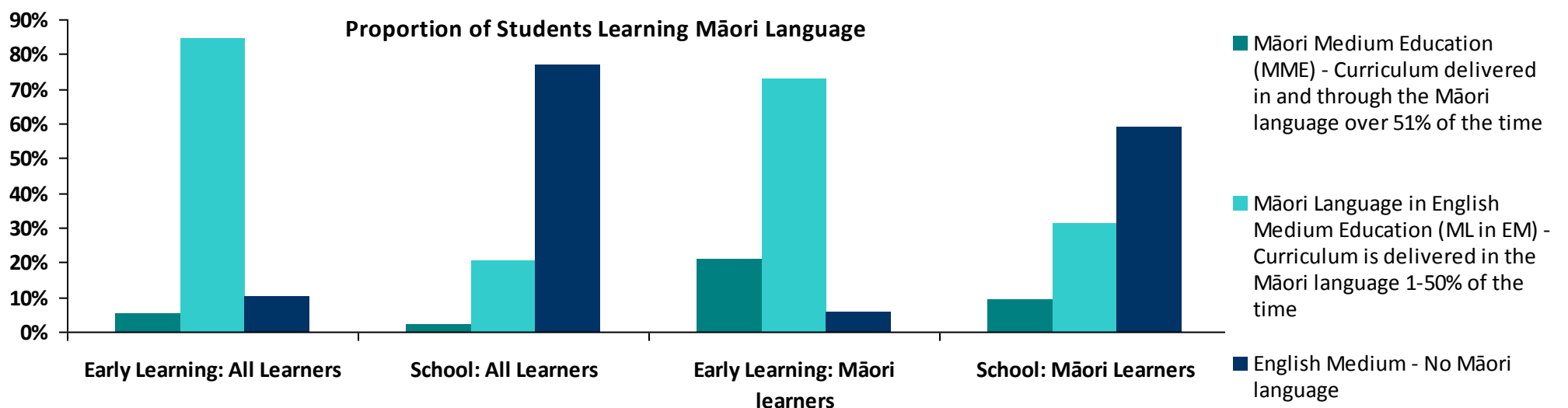
Well-being is **positively influenced** by a clear sense of identity and exposure to language and culture

Contributes to the active protection of the **Māori language as a taonga of ngā iwi Māori**

Learners in Māori medium education are **more likely to achieve** irrespective of traditional 'risk' factors

Who is learning the Māori language?

## Māori and non-Māori children access a range of Māori language learning options

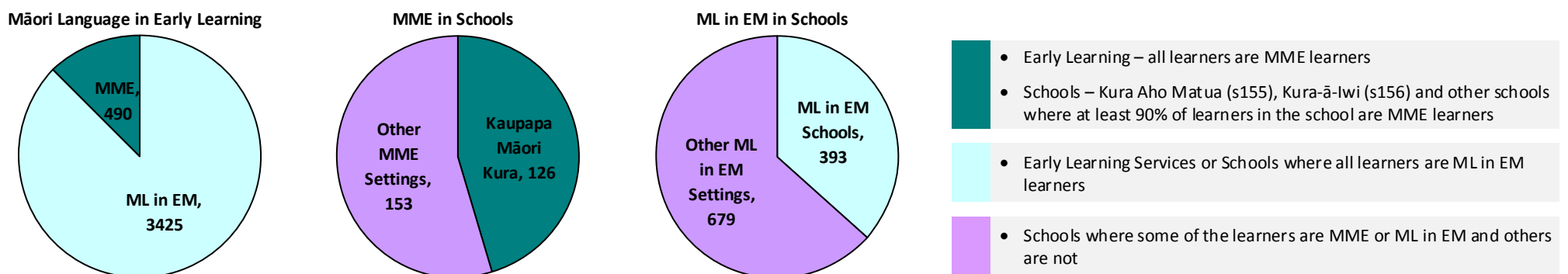


\*All early learning data from 2015  
 \*School data from 2016

And these numbers are growing...

Where do they learn?

## There are a range of educational settings that offer Māori language in education



What guides learning?

## Our curriculum provides guidance for all levels of Māori language in education

### Te Whāriki (Early Learning)

Vision to see children who are competent and confident learners and communicators, healthy in mind, body and spirit, secure in their sense of belonging and in the knowledge that they make a valued contribution to society



Te Whāriki includes **Te Whāriki o te Kōhanga Reo**, a framework that guides teaching and learning in Kōhanga Reo that is based on tikanga and mātauranga Māori.

### The National Curriculum (Schools)

Vision of developing competencies for study, work and lifelong learning so young people can realise their potential.



**The New Zealand Curriculum**  
 Sets direction for student learning and provides guidance for English medium schools



**Te Marautanga o Aotearoa**  
 Developed from a Kaupapa Māori perspective (not a translation of the New Zealand Curriculum). Guides Māori medium schools

The Ministry also acknowledges the development of localised curriculum, such as Te Marautanga o Ngāti Whakaaue, Te Marautanga o Ngāti Tuhoe and Te Marautanga o Te Aho Matua



## What is the challenge?

## What will we do differently?

## Priority projects

*Embed urgent system focus and accountability*

The education system recognises and invests in improving system performance for Māori. However, explicit performance, impact and accountability of strategies, levers and programmes is limited.

Review and relaunch Māori education strategies with implementation plans and explicit performance indicators

Embed urgent focus on system performance for Māori into priority strategies and levers, and ensure cohesive development of explicit performance measures for each

Establish performance monitoring system to ensure effectiveness, accountability and continuous improvement

Ka Hikitia

Tau Mai Te Reo

Whakapūmāutia, Papakōwhaitia, Tau Ana

NELP

Tertiary Education Strategy

30 Year Strategy

Maihi Karauna

Planning and Reporting Regulations

Communities of Learning | Kāhui Ako

Centralised PLD

ITE Development

Central Accountability System for Māori Education

*Lift teacher quality to address system inequity and teacher bias*

*Ensure equitable treatment of Māori identity, language and culture in education system*

Māori identity, language and culture are not embedded in all learning environments.

Research has confirmed that teacher bias and low expectations are significant issues in New Zealand and that this has a significant impact on Māori.

There is a shortage of Māori language teachers and Māori-medium teachers, and the Māori language capability of the existing workforce is limited. Growing the Māori language capability and capacity of the teacher workforce will take time.

The Waitangi Tribunal has found that the Crown's treatment of Wānanga and Te Kōhanga Reo has breached the Treaty principles of equity and partnership.

Address teacher bias across learner pathway

Increase Māori language capability of existing teacher workforce

Increase supply of Māori language teachers through targeted recruitment

Strengthen supply of ML curriculum resources and repurpose curriculum support to address acute supply needs

Equitable recognition of and support for mātauranga Māori in tertiary education

Equitable recognition of and support for Kōhanga reo

Regional engagement with iwi and whānau to stimulate demand and strengthen MME pathways

Strengthen collaboration and collectivise expert MME capability

Prioritise MME infrastructure investment to support equitable access in MME education pathways

Equitable recognition of specialised traditional knowledge of gifted MME students

Te Kotahitanga

Te Reo Māori for teachers

Te Reo Māori teacher scholarships

Te Reo Māori curriculum support

Wānanga Research Aspirations

WAI 2336 Claim

Te Rāngai Kāhui Ako ā-Iwi

MME Kāhui Ako

MME Infrastructure and Network Development

Tohu Mātauranga Māori

*Foster system excellence by strengthening Māori-medium pathways*

Māori-medium education pathways deliver exceptional results for Māori. However, there are significant retention issues within the pathway due to infrastructure capacity, transitions, teacher supply and expertise, and critical awareness of whānau.

Initial preparations for inquiry

Education Kaupapa Inquiry

The Waitangi Tribunal has scheduled a Kaupapa Inquiry of the Education System which is expected to start in 2018/2019.