



## Strategy focus areas

There are four focus areas that describe *where* things will change. The four focus areas are those where coordinated activity has the potential for greatest impact.

Three areas attend to particular points of vulnerability for Māori students in the system. These three areas are:

- **Foundation Years** (early childhood education and the first years at school)
- **Young People Engaged in Learning** (particularly in Years 9 and 10)
- **Māori Language in Education** (setting and resourcing priorities).

The fourth focus area recognises that organisational commitment to understanding the approach and implementing the goals and actions of *Ka Hikitia – Managing for Success* is essential. There is an emphasis on **Organisational Success**, primarily for the Ministry of Education and then for other education agencies with a flow on to the rest of the sector, to create a step up in the performance of the system for and with Māori.

This does not mean changes are not needed elsewhere in the system or that other aspects of education are not important. There will continue to be changes in other areas. However, priority will be given to implementing the goals and actions in the four focus areas to lift overall system performance and set the conditions that will ensure all Māori learners can realise their potential.

### Focus area one: Foundation Years

This focus area concentrates on ensuring children get the best start in life and education through:

- participation in quality early childhood education
- effective transitions to school
- strong early literacy and numeracy foundations
- effective home-school partnerships focused on learning.<sup>10</sup>

10 Ministry of Women's Affairs (2004); Sylva et al. (2003).

## Rationale

It is essential for children to develop strong learning foundations early in life to learn successfully throughout their schooling and beyond.<sup>11</sup> Successful learning in the early years is a prerequisite if they are to remain engaged and achieving in education as they progress through the system.

Evidence shows that quality interactions in the home and in education settings lead to effective learning for young children. It also shows that regular, high quality early childhood education has lasting benefits for children well into secondary school.<sup>12</sup>

'High quality early childhood education is very important to a child's educational future – and it's a privilege to be working in a sector that helps our young ones grow, develop, and realise their potential.'

– Early childhood educator

*Te Whāriki: He Whāriki Mātauranga mō ngā Mokopuna o Aotearoa: Early Childhood Curriculum* provides the foundation for learning in early childhood education services. Like *Ka Hikitia – Managing for Success*, it supports ako – effective teaching and learning based on reciprocal relationships and incorporating the people and contexts of children's wider lives.

Successful transitions to school require effective support for the changes and new expectations for children, whānau and educators. The transition to school and the first years at school have a significant influence on children's achievement until at least age 14. This influence is especially marked for those from poorer backgrounds and has a strong effect on early leaving in secondary school.<sup>13</sup> This early learning has high significance for effectively engaging youth in education in their teenage years.

11 In the Competent Children study, Wylie & Hipkins (2006) found that those 14-year-olds who had low scores in reading comprehension also had negative attitudes about maths and science. Wylie and Hipkins suggested that this was because literacy skills are essential in all subjects.

12 Desforges et al. (2003); Ministry of Women's Affairs (2004); Nechyba et al. (1999); OECD (2001); Sylva et al. (2003); Wylie & Hipkins (2006).

13 Bishop et al. (2003); Learning Media (2006); Rubie-Davies et al. (2006); Tunmer et al. (2003); Wylie & Hipkins (2006).

'Really, we need teachers to be reflective and professional and work out for themselves what works, with whom and why. I guess I'm saying it always pays to be abreast of the latest research and the latest approaches. But as professionals we shouldn't follow them blindly. We need to test and trial and understand what we're doing all the time. We need to look at research thoughtfully and critically and use it to inform our practice.'

- Principal

Evidence makes it clear that by the end of Year 1, literacy achievement for many Māori children is lower than for any other ethnic group, even where the starting point was similar. Research also shows that teacher expectations are often lower for Māori children in Year 1.<sup>14</sup> Early literacy difficulties generally persist and lead to further issues, such as difficulty learning other school subjects and attitudinal and behavioural challenges.<sup>15</sup>

The focus on foundation years acknowledges that an effective transition to school for Māori students and their whānau, and gaining early literacy and numeracy skills, are essential for engagement and achievement throughout schooling, further education and life.<sup>16</sup>

'Seeing boys do well has been a bit of a passion for me, given my own experiences at school... Over the years, I've tended to get the ratbags in my classes. And what I've found out is that they're actually not ratbags at all. They just need high quality teaching and belief in themselves.'

- Principal

## Focus area two:

### Young People Engaged in Learning

This focus area concentrates on establishing the basis for successful learning in secondary school and into tertiary education through:

- effective teaching and learning in Years 9 and 10 for Māori students
- effective evidence-based professional development and accountable leadership
- increased student involvement in and responsibility for decision-making about future education pathways
- improved whānau-school partnerships focused on presence, engagement, and achievement.

*Ka Hikitia – Managing for Success* recognises that the prerequisite for young people's ongoing engagement in education is strong learning foundations in early schooling and then engagement in meaningful and relevant learning as they progress into secondary school and beyond.

*Ka Hikitia – Managing for Success* requires schools to work more effectively to engage Māori students and their whānau, hapū and iwi, support their transition into secondary school and demonstrate that education is worthwhile, relevant and connected to the students' life goals and contexts. It is critical for schools to listen to and support students in the classroom, in their decision-making, and in school life. This focus reaffirms the importance of ako (effective and reciprocal teaching and learning), quality teaching and quality relationships in all teaching.<sup>17</sup>

At the same time, pathways for learning in secondary school must be more relevant for Māori students and support them to move from secondary to further education or training pathways. Tertiary education providers can actively help with engaging students in secondary school by reaching into schools and communities to motivate learners, encourage participation and remove barriers, and ensuring their programmes are relevant to their community and are high quality. Better collaboration between schools, Māori communities, business, industry, and enterprises can make learning more relevant and support student motivation and engagement as well as career decision-making.

14 McNaughton et al. (2000); Rubie-Davies et al. (2006).

15 Cunningham (2004); Phillips & Smith (1997).

16 Cunningham (2004); Paris (2005); Phillips & Smith (1997); Wylie & Hipkins (2006).

17 Alton-Lee (2003); Bishop et al. (2001); Cook-Sather (2002); MacFarlane (2004); Tuata et al. (2004).



## Rationale

While most of our young people are achieving at levels comparable to the best in the world, more of our 14–18-year-olds have disengaged from the education system than in many other comparable countries. A disproportionately large number of these are Māori youth.

Ensuring Māori youth are present, engaged and achieving in their first years at secondary school (Years 9 and 10) is a prerequisite to ensuring that they remain engaged and progress through secondary school. This is vital if they are to gain essential qualifications and move on to further education or training that will enable them to contribute to Aotearoa New Zealand's economic transformation and the communities of which they are a part.

Truancy, suspension and expulsion data clearly show that many schools are not successfully engaging Māori students in the first years of secondary school (Years 9 and 10).<sup>18</sup> Nationally, 45 percent of Māori students left school without reaching a level 1 qualification in 2006.<sup>19</sup> The percentage in some regions is higher.<sup>20</sup>

While disengagement from learning occurs for some Māori students at earlier stages of primary schooling (particularly Years 7 and 8) and this needs more investigation, evidence suggests that disengagement escalates significantly in Years 9 and 10. Evidence also shows decreases in boys' performance and attitudes at age 14 compared with age 12, particularly for Māori and Pasifika boys.<sup>21</sup> This escalation in disengagement coincides with emerging adolescence as well as the transition to secondary schooling.

There are also success stories from schools that have taken up the challenge to confront their beliefs and work to better respond to Māori students and achieve shared goals alongside whānau and iwi. The successes show significant gains in Māori students' achievement as a result of changed teaching attitudes

and practices.<sup>22</sup> *Ka Hikitia – Managing for Success* focuses on expanding such successes across the system.

Experience with Te Kotahitanga has shown that effective teaching for Māori learners demonstrates the following understandings:

'They positively and vehemently reject deficit theorising as a means of explaining Māori students' educational achievement levels (and professional development projects need to ensure that this happens); and

'they know and understand how to bring about change in Māori students' educational achievement and are professionally committed to doing so (and professional development projects need to ensure that this happens).'

– Bishop et al. 2003

Much research shows that student engagement and achievement improves when teachers develop positive teaching and learning relationships with Māori students, and when principals demonstrate professional leadership in relation to teaching and learning.<sup>23</sup>

Peer culture also has a significant influence on presence, engagement, and achievement at school. During adolescence, peers can have more influence than whānau on behaviour and attitudes. Schools, therefore, have a critical role in helping students to positively support each other and their decision-making.

'Schools should listen to our ideas more and hear us out because we don't all like how they teach.'

– Teenager

When students and whānau have appropriate information and advice early on in secondary school, they can better plan for and make decisions about subject choices, National Certificate

18 For example, Wylie et al. (2005) found that in Year 10, Māori and Pasifika boys seemed more likely to experience decreases in their performance at school than other groups. Over half of the group of students whose social and attitudinal competencies reduced in Year 10 were Māori and Pasifika.

19 [http://www.educationcounts.govt.nz/statistics/maori\\_education/schooling/school\\_leavers/school\\_leavers\\_2006](http://www.educationcounts.govt.nz/statistics/maori_education/schooling/school_leavers/school_leavers_2006)

20 Wylie & Hodgen (2007).

21 Wylie & Hipkins (2006).

22 Bishop et al. (2003); Bishop et al. (2007); Tahuri (2005); Timperley & Robinson (2001).

23 Alton-Lee (2003); Bishop et al. (2001); MacFarlane (2004); Tuata et al. (2004).

of Educational Achievement (NCEA) qualifications, and future education and career pathways.

'It would be really good to have more help on planning subjects and timetables in Years 9 and 10, especially in Year 9 so you will enjoy the subjects you are wanting to take throughout the rest of your years in school.'

– Teenager

Research clearly demonstrates the benefits of staying at school for longer and gaining qualifications.<sup>24</sup> This is fundamental to Māori enjoying education success as Māori, and to the success of Aotearoa New Zealand.

The *Tertiary Education Strategy 2007–12* acknowledges that a concerted effort in the early years at secondary school is critical for later success. While Māori students are well represented in tertiary foundation level courses and gain certificates and diplomas, their study is often concentrated in areas they should have achieved in compulsory schooling. Although these level 1–3 tertiary courses are a prerequisite for further learning, they are not sufficient by themselves to provide strong benefits to students or the economy.<sup>25</sup> A goal of the *Tertiary Education Strategy 2007–12* is, therefore, to have more people achieving qualifications at level 4 and above by age 25.

To increase the number of Māori students achieving qualifications at level 4 and above by age 25, the number achieving university entrance at school must be increased.<sup>26</sup> *Ka Hikitia – Managing for Success* sets the conditions for this by focusing on ensuring more Māori students remain engaged in early secondary school and can progress successfully to upper secondary and gain essential qualifications.

## Focus area three: Māori Language in Education

Te reo Māori

Ko te reo te manawapou o te iwi

Mā te kōrero

Te reo e ora ai

Mā te ora o te reo

Ka rangatira

Language is the essence of culture. Te reo Māori, within Aotearoa New Zealand, is the vehicle through which Māori culture, spirituality and thought are expressed. Through te reo Māori, Māori learners can affirm their identities and access te Ao Māori and Māori world views.

This focus area covers a variety of options for te reo Māori, including kaupapa Māori schooling in immersion settings and the learning of te reo Māori in English-medium schools.

All students must be able to access quality Māori language education options across the education sector if they so choose. To achieve this, the necessary support and resources must be available to ensure both quality provision and a strong network of providers.

The focus here is on:

- strong establishment processes for Māori-medium schools
- effective teaching and learning of, and through, te reo Māori
- strengthening the supply of quality teachers
- building the evidence base for mātauranga Māori.

24 Corrigan (2006); Oreopoulos (2005).

25 Ministry research shows that gaining only level 1–3 certificates in tertiary education has relatively low financial and employment benefits compared with level 4 qualifications and above. *Tertiary Education Strategy 2007–2012*, Office of the Minister for Tertiary Education (2006).

26 Ministry of Education (2007b).



## Rationale

'Ko te reo te mauri o te māna

The language is the core of our Māori culture.'

– Sir James Henare

As an official language and taonga of Aotearoa New Zealand,<sup>27</sup> te reo Māori offers unique academic, cultural, educational, economic, social, and linguistic benefits for all New Zealanders. This vibrant language supports the development and celebration of our national identity, enhances the mana whenua of our indigenous people and contributes to a creative and successful economy.

International research shows definite benefits of speaking more than one language. These benefits include the ability to think more creatively and laterally, an appreciation of differing world views, a stronger sense of self and cultural identity, and an enhanced ability to participate in more than one culture.<sup>28</sup>

All Māori language learning opportunities, including learning te reo Māori in English-medium schools and tertiary settings, contribute to these outcomes.

The important role of whānau in teaching and learning te reo Māori is included as a key role for whānau in the government's Māori Language Strategy, and this can be further supported by the sector-wide implementation of *Ka Hikitia – Managing for Success*.

'Our kura is here to support our whānau. If the language does not live in the home – through a parent or grandparent encouraging language use – then kura will struggle because our kids will miss out on the māna of their language. It is about kura and whānau working together.'

– Kaiako

The Māori language education sector emerged in its current form in the 1980s, led by the establishment of kōhanga reo and followed by kura kaupapa Māori, wharekura and whare wānanga. These kaupapa Māori pathways were driven by Māori who identified an urgent need to revitalise and strengthen te reo Māori, and to enable more Māori to grow up with a sense of 'being Māori' with greater opportunities to participate in te Ao Māori.

'Right from the outset we have understood our kōhanga to be a way for our community, our hapū, our whānau, to achieve and realise our dreams and aspirations in our own particular way.'

– Kaiimahi

In little more than 25 years, the sector has grown extensively, increasing the number of te reo Māori speakers and providing Māori learners with the opportunity to speak te reo Māori and more fully participate and succeed in Māori society both in Aotearoa New Zealand and on the international stage. Since 2001, 100,000 learners enrolled in te reo Māori courses in tertiary education providers.

Challenges facing Māori language education providers in immersion and other settings include the shortage of qualified teachers, the need for a greater range of teaching and learning resources, and ensuring the provision of quality teaching practice across the sector. Establishment processes for Māori-medium schools need to better support community aspirations and access to high quality Māori-medium education options.

There are currently no overarching outcomes to guide investment in Māori language education. The Māori Language Education Outcomes Framework being developed by the Ministry of Education will identify government investment priorities for Māori language education over the next 10 years for both Māori-medium and English-medium education. It is underpinned by requirements to strengthen processes to establish kura and wharekura; increase the number of quality teachers who are proficient in te reo Māori and able to effectively teach the curriculum in Māori; and strengthen partnerships with iwi and other Māori education groups to improve Māori children's educational achievement.

Māori students in Māori immersion and bilingual schools have a lower rate of stand-downs, unjustified absences and

27 New Zealand has three official languages – Te Reo Māori, English, and New Zealand Sign Language. Te Reo Māori gained this status with the passing of the Maori Language Act in 1987.

28 May, Hill & Tiakiwai (2004).

truancy than Māori in English-medium schools.<sup>29</sup> This suggests these learning environments are particularly conducive to ensuring Māori educational success. The latest achievement data on Māori immersion education also show some promising pockets of success, with some students achieving NCEA qualifications at rates that surpass their English-medium education peers. The task is to extend these pockets of success across the Māori language education sector and establish a robust, high quality network of providers to make this option more accessible to Māori youth.

'Learning about my tribal affiliations and history is one of the cool aspects here. Our Raukawatanga is woven through the kura. Teachers help us to grow in our language and our tikanga – including both Māori and Ngāti Raukawa dimensions.'

- Teenager

The international research on bilingual and immersion education clearly indicates that a high level of immersion is beneficial for revitalising te reo Māori.<sup>30</sup> Māori-medium providers facilitate such intensive learning.

Kōhanga reo, kura kaupapa, wharekura, and wānanga involve much more than immersion in Māori language. These Māori language education providers operate within a specific cultural framework and iwitanga. They play a key role in realising community aspirations and dynamically continuing and regenerating tikanga, mātauranga, and te reo Māori.

Wānanga have encouraged tertiary education participation for many Māori adults not previously engaged in formal education. Until 1999, Māori students were under-represented in tertiary education. Now, Māori have the highest participation rate of all ethnic groups in Aotearoa New Zealand. The challenge going forward is to ensure more Māori students progress to higher levels of tertiary education.

The *Tertiary Education Strategy 2007–12* acknowledges the vital role of the tertiary education sector in the revitalisation of tikanga, mātauranga, and te reo Māori through teaching and research, as well as through the professional training and development of teachers. The *Tertiary Education Strategy 2007–12*

supports strengthening the distinctive contribution of wānanga as well as strengthening requirements for all tertiary providers to be accountable for their Māori students' achievement and for addressing the aspirations of the providers' communities, including iwi. For example, Māori organisations and iwi are developing and managing their assets to gain economic benefits for Māori, as well as for New Zealand. Tertiary education providers are contributing to this success through developing knowledge and technologies that make the most of Māori innovation and enterprise.

'The Tertiary Education Commission will look for evidence in tertiary education organisations' plans that they are working with Māori to ensure that tertiary research creates knowledge and develops mātauranga Māori that meets and supports the achievement of Māori development aspirations, and the appropriate use of Māori resource bases to benefit Māori and New Zealand.'

- *Tertiary Education Strategy 2007–12*

## Focus area four: Organisational Success

In order to create a 21<sup>st</sup> century system that is effective for Māori learners, the Ministry of Education will review and adapt its investments, policies, practices and services to give *Ka Hikitia – Managing for Success* the highest priority.

'... the ministry will lead and support change to ensure that the education system values, respects and is successful for all children and young people, in particular Māori, Pāšifika and students with special education needs.

'Our challenge is to ensure the ministry is ready and able to lead and support the sector and other government agencies to deliver on these priorities.'

- *Ministry of Education's Statement of Intent 2007–2012*

29 Ministry of Education (2008).

30 Ministry of Education (2005a).



Furthering the goals of *Ka Hikitia – Managing for Success* is a shared responsibility. The focus here is on:

- strong leadership in Māori education across the Ministry of Education and across the education sector
- more confident people working closely with Māori
- increased accountability for outcomes
- using and acting on evidence of what makes the greatest difference for and with Māori.

### **Rationale**

This focus area recognises that the effectiveness of *Ka Hikitia – Managing for Success* depends on how all staff within the ministry and other agencies incorporate it in their daily work – not just Māori staff or staff working in Group Māori.

The ministry is focusing on stronger ownership, accountability and leadership through its relationships across government, particularly with other education agencies and the education sector. In order to do this, the ministry needs stronger links with other government agencies, such as the Education Review Office, Tertiary Education Commission, New Zealand Qualifications Authority, Career Services, The Correspondence School, New Zealand Teachers Council, and Te Puni Kōkiri.

The ministry is also focusing on facilitating greater understanding of *Ka Hikitia – Managing for Success* and aligning all iwi and Māori organisation partnership education plans with the strategy. The ministry will seek to implement *Ka Hikitia – Managing for Success* by better communicating with, and providing information for iwi and Māori education groups, and through its relationships with iwi Māori, including developing new ways of working together.

Sharing the responsibility for lifting system performance for and with Māori means having confident people. The ministry is therefore investing in its staff to improve their confidence, capability and ability to connect with Māori, so they know why, where and how to focus work to get the best outcomes for Māori students. An annual staff survey, currently under development, will be used to identify staff views, confidence and working practices as one measurement tool for this goal.

Realising the goals of *Ka Hikitia – Managing for Success* primarily depends on better using and acting on evidence of what works for and with Māori in all of the ministry's work. This means making research evidence on what works for and with Māori easily

accessible by staff. It also means using feedback from iwi and Māori education groups to inform the ministry's work on Māori student achievement.

Responsibility brings with it accountability. The ministry is focusing on increasing accountability for outcomes through performance management and business planning within the ministry.

The ongoing monitoring and reporting of data against outcomes and priorities for Māori students in *Ka Hikitia – Managing for Success* now enables the ministry – and the education sector – to focus more clearly on what works for and with Māori and to use the latest evidence to re-adjust government investments and support continuous improvement.

### **How things will change (key levers)**

How things will change within the four focus areas is dependent upon using the levers that evidence shows will be most effective to bring about change.

*Ka Hikitia – Managing for Success* attends to setting the conditions necessary for educational success in secondary school and provides the prerequisite for participation in higher-level tertiary education consistent with the priorities of the *Tertiary Education Strategy 2007–12*.

The key levers identified here can activate the potential of everyone involved in the education system to improve system performance for Māori students through:

- increasing professional learning and capability of teachers
- focusing on responsive and accountable professional leadership
- setting and resourcing priorities in Māori language in education
- increasing whānau and iwi authority and involvement in education
- strengthening inter-agency collaboration.

**Increasing professional learning and capability of teachers** requires high quality initial training and ongoing professional learning. High quality teaching makes the most difference to learner outcomes across all parts of the education sector.<sup>31</sup> The capabilities that teachers bring to their practice depend, in the first place, on initial teacher education, and then on further professional learning. Research has identified the teaching and professional development characteristics that improve Māori student outcomes in early childhood education and schooling.<sup>32</sup> In addition, part of the success of particular professional development programmes is the ongoing cycle of research and development as part of continuous improvement and building the evidence about what works.

‘These teachers were very clear that their ability to teach and interact effectively with Māori students in their classrooms was closely tied to their having positive, non-judgemental relationships with Māori students, seeing Māori students as being self-determining, culturally located individuals and seeing themselves as being an inextricable part of the learning conversations; but not as the only speaker, but as one of the participants.’

- Bishop et al, 2006

There is potential to better use professional development as the critical lever for improving teaching practices in the school and early childhood education sectors. Capability development is also a priority in tertiary education, particularly in foundation education. In the early childhood education sector, raising the qualifications levels of teachers is a key priority.

**Focusing on responsive and accountable professional leadership** requires professional leaders to know, practice and widely advocate what works best for and with Māori students, as well as develop collaborative relationships with whānau, hapū and iwi to share expertise and work together to achieve shared outcomes. Evidence shows that principals who focus on teaching and learning as part of their leadership role and participate in the professional development of their staff, tend to improve outcomes for students.<sup>33</sup> There is potential to build on these benefits by creating a sharper focus for professional leaders on effective teaching and learning that lifts Māori student achievement.

**Setting and resourcing priorities in Māori language education** based on what works best will ensure students have access to high quality Māori language education options. To support the best learning outcomes, educators require fluency in te reo Māori as well as effective teaching strategies and knowledge. Evidence shows an early start in high quality immersion education is important for bilingual outcomes and that sustained participation in quality immersion for at least six years is also important for bilingual outcomes. Parents and whānau require good information about successful Māori language learning to inform their decision-making about education options.

**Increasing whānau and iwi authority and involvement in education** is critical to improving presence, engagement, and achievement. Parents and whānau play a critical role in supporting their children’s learning right from the start.<sup>34</sup> Evidence shows that learning outcomes are enhanced when parental involvement in school is sustained and focused on learning activities.<sup>35</sup> To achieve this, parents and whānau must be actively involved in decision-making and their children’s learning in all education settings.

31 Alton-Lee (2003); Benseman et al. (2005); May et al. (2004); Wylie et al. (2004).

32 For example, evidence shows that effective teaching is:

- reflective, based on ako, and recognises that culture counts and that productive partnerships enhance outcomes for all
- where teachers challenge their own beliefs and raise their expectations of Māori learners.

Bishop et al. (2003); Mitchell & Cubey (2003); Timperley et al. (2006).

33 Timperley & Robinson (2001); Timperley & Wiseman (2003).

34 Biddulph et al. (2003); Desforges et al. (2003); Silva & Stanton (1996); Sylva et al. (2003).

35 Biddulph et al. (2003); Bishop & Glynn (1999).





'We've really enjoyed having the opportunity to share our perspectives and hear teachers' perspectives first hand. We've learned a lot about what goes on in the school. So much has changed since we were kids. We never had computers; some of us never had phones! For us, it's reinforced that parents need to be there for our kids. Our kids are here to learn and we're here to give them the encouragement they need.'

– Primary school whānau

Whānau can also enhance children's engagement and achievement by encouraging regular attendance in early childhood education and school, and providing positive interactions and quality experiences and activities within and beyond the home. Evidence from current initiatives in schools shows that learning is more effective when whānau are valued partners in the education process and when educators and whānau are open to learning from and with one another.<sup>36</sup>

Collaboration with iwi and Māori is essential to improving the education outcomes for Māori students. Partnerships enable whānau, iwi and Māori organisations to develop and implement local initiatives that facilitate the involvement of parents and whānau in their children's education. They can also support community demand for improved outcomes.<sup>37</sup>

Stronger relationships also mean **strengthening inter-agency collaboration** so that education and wider government agencies work more effectively, drawing on areas of expertise and strength. The ministry needs to build better connections among government agencies and to provide better leadership to education agencies so that all agencies focus on lifting system performance for and with Māori. Implementing *Ka Hikitia – Managing for Success* is a shared responsibility and its success relies on effective 'on the ground' links with other government agencies so that cohesive and responsive services and advice can be easily and quickly obtained by the sector and communities.

## What will change

The strategy's goals and actions outline what will change over the next five years. *Ka Hikitia – Managing for Success* sets out several goals for each focus area, with specific actions to achieve these goals, and targets and measures for monitoring progress. The actions will be refined or added to as the evidence base continues to develop.

Targets have been set to monitor progress towards achieving the goals. The targets are aspirational yet achievable, and will enable changes in achievement to be tracked over time. The ministry's progress will be measured through a range of monitoring tools and it will regularly report on progress through ministry publications like *Ngā Haeata Mātauranga: the Annual Report on Māori Education* and the ministry's website <http://www.educationcounts.govt.nz>

36 Tahuri (2005).

37 Alton-Lee (2003); Bishop et al. (1999); Du Four (2004); Tahuri (2005).

## 1

## FOCUS AREA ONE:

## FOUNDATION YEARS

## Priorities for action are ensuring:

- › participation in quality early childhood education
- › effective transitions to school
- › strong early literacy and numeracy foundations
- › effective home-school partnerships focused on learning.



GOALS	ACTIONS
<b>Continue to increase Māori children's participation in early childhood education.</b>	<ul style="list-style-type: none"> <li>■ Strengthen national communications and engagement campaigns and programmes to promote early childhood education participation to whānau and support them to make informed choices about early childhood education options.</li> <li>■ Focus Ministry of Education resources on establishing new community-based early childhood education services with whānau, iwi and Māori in areas of low early childhood education participation.</li> <li>■ Review and focus the Promoting Early Childhood Education Participation Project to increase demand by whānau in areas of lowest participation.</li> </ul>
<b>Improve the quality of early childhood experiences and education services attended by Māori children.</b>	<ul style="list-style-type: none"> <li>■ Establish evaluative reviews of the quality of provision for Māori children in early childhood education services.</li> <li>■ Review referral and assessment systems to ensure equitable access for Māori children to quality special education early intervention services.</li> <li>■ Strengthen regulatory processes for licensing early childhood education services that better reflect quality provision for Māori.</li> <li>■ Integrate the best evidence of what works for and with Māori children into all early childhood education professional development programmes to support effective teaching and learning.</li> <li>■ Increase support for and with Māori whānau and their children to access support and intervention programmes as early as possible for children with special education needs between birth and five years.</li> </ul>
<b>Strengthen the quality of provision by Māori language early childhood education services.</b>	<ul style="list-style-type: none"> <li>■ Develop an agreed set of outcomes that define Ministry of Education support for Te Kōhanga Reo National Trust to provide national leadership to kōhanga reo.</li> <li>■ Support teachers in Māori language early childhood education services to upgrade their qualifications to meet teacher registration requirements.</li> <li>■ Develop exemplars of what quality looks like in Māori language early childhood education services to support teaching and learning quality.</li> <li>■ Invest in research and development initiatives that gather evidence to support continuous improvement in Māori language early childhood education centres.</li> </ul>
<b>Improve transitions to school.</b>	<ul style="list-style-type: none"> <li>■ Support whānau and their children to make an effective transition to school through the provision of resources and information programmes to whānau.</li> <li>■ Develop a 'transition toolkit' and, through professional development, support teachers in early childhood education and schools to work with whānau and improve the transition from early childhood education to school for and with Māori students.</li> <li>■ Establish evaluative reviews to report on the effectiveness of the transition to school for Māori children as a priority in 2008/09 and 2009/10.</li> <li>■ Support schools to use the best evidence about effective teaching and learning in early childhood education settings to influence quality teaching in the first years of school.</li> </ul>



GOALS	ACTIONS
<p><b>Improve teaching and learning of literacy and numeracy for Māori students in their first years of school.</b></p>	<ul style="list-style-type: none"> <li>■ Review Reading Recovery funding to ensure equitable access at a national level to students with the greatest needs.</li> <li>■ Extend provision of the Literacy Professional Development Programme (LPDP), with a focus on students at Years 1 and 2 in schools with a higher proportion of Māori students, and ensure that the focus on literacy in Years 1 and 2 is supported by regional ministry Literacy Development Officers.</li> <li>■ Develop an equivalent LPDP literacy programme for and with Māori-medium settings.</li> <li>■ Develop an ‘early years’ assessment tool for literacy learning in Years 1 to 4 to support teachers to set clear expectations of student progressions in literacy.</li> <li>■ Focus schooling improvement initiatives on literacy achievement at Years 1 to 4 in decile one to three schools.</li> <li>■ Continue to strengthen numeracy development for and with Māori students in Years 1 and 2.</li> <li>■ Integrate the best evidence of what works for and with Māori students into all professional development programmes.</li> </ul>
<p><b>Strengthen the participation of Māori whānau in their children’s learning in the early years at school.</b></p>	<ul style="list-style-type: none"> <li>■ Integrate evidence that supports involving whānau in the teaching and learning process into all professional development contracts, evaluations and quality teaching and leadership programmes.</li> <li>■ Strengthen home-school literacy partnerships by supporting schools to identify and access effective home-based literacy programmes; for example, the Reading Together programme.</li> <li>■ Support effective whānau participation in implementing the New Zealand Curriculum and Te Marautanga o Aotearoa in 2008–10.</li> <li>■ Develop a home-based literacy programme to support whānau with children in Māori-medium education.</li> <li>■ Use existing communications programmes and other resources to clarify what whānau can expect quality early childhood education services and schools to provide in terms of teaching and learning, and their rights and responsibilities as parents and whānau.</li> <li>■ Through the iwi partnerships programme, support iwi to build the capacity of hapū and whānau to engage and participate in early childhood education and early years schooling.</li> </ul>

TARGETS TO ACHIEVE SUCCESS	OUTCOMES WE WILL SEE IN FIVE YEARS
<p>Increase the percentage of Māori new entrant school children who have participated in early childhood education from 90% in 2006 to 95% by 2012.</p> <p>Increase the mean reading scores in Progress in International Reading Literacy Study (PIRLS) for Māori Year 5 students by 7% by 2011.</p> <p>Increase the proportion of Māori learners in English-medium education achieving at stage 4 or above on the number framework by the end of Year 2 to be equal to or better than the proportion of non-Māori by 2015 in schools involved in in-depth professional development.</p>	<ul style="list-style-type: none"> <li>■ Māori three- and four- year-olds are participating in early childhood education at the same levels as non-Māori.</li> <li>■ Early childhood education services promote and reinforce Māori cultural distinctiveness in the context of their teaching and learning environments.</li> <li>■ A significant increase in qualified Māori teachers in early childhood education services.</li> <li>■ Early childhood education and schools support Māori children and whānau to make successful transitions to school.</li> <li>■ Māori children are achieving in literacy and numeracy at the national norm by the end of their first two years at school.</li> <li>■ Whānau have the support, programmes, information and tools they need to contribute to their children’s early learning.</li> <li>■ Iwi are influencing the quality and accessibility of early childhood education services and schools.</li> </ul>

**FOCUS AREA TWO:**

# YOUNG PEOPLE ENGAGED IN LEARNING



Priorities for action are ensuring:

- › effective teaching and learning for Māori students in Years 9 and 10
- › effective professional development and accountable leadership
- › increased student involvement in and responsibility for decision-making about future education pathways
- › improved whānau-school partnerships focused on presence, engagement, and achievement.



GOALS	ACTIONS
<p><b>Increase the effectiveness of teaching and learning for Māori students in Years 9 and 10.</b></p>	<ul style="list-style-type: none"> <li>■ Integrate the best evidence of what works for and with Māori students into all professional development programmes.</li> <li>■ Work with the New Zealand Teachers Council to set initial teacher education standards that increase effective teaching and learning for and with Māori students.</li> <li>■ Investigate the provision of language learning support for Māori students transferring from kura Māori to English-medium schooling.</li> <li>■ Undertake an analysis of the effectiveness of particular professional development programmes that show significant improvements in Māori student achievement and extend those programmes to all Years 9 and 10 teachers in schools with high proportions of Māori students.</li> <li>■ Require all professional development evaluations to identify effectiveness of professional development in improving outcomes for and with Māori.</li> </ul>
<p><b>Support professional leaders to take responsibility for Māori students' presence, engagement, and achievement.</b></p>	<ul style="list-style-type: none"> <li>■ Implement the Kiwi Leadership for Principals programme, with a specific focus on improving Māori student presence, engagement, and achievement.</li> <li>■ Focus professional leadership development on improving Māori student presence, engagement, and achievement.</li> <li>■ Ensure better sharing of best practice by high-performing professional leaders who are improving Māori student presence, engagement, and achievement.</li> <li>■ Strengthen school planning and reporting processes by increasing the expectation that schools will have an explicit focus on Māori student presence, engagement, and achievement.</li> <li>■ Strengthen the National Administration Guidelines requiring all schools to set goals in their charters for improving Māori student presence, engagement, and achievement.</li> </ul>
<p><b>Improve support for Years 9 and 10 Māori students to make decisions about future education pathways.</b></p>	<ul style="list-style-type: none"> <li>■ Collaborate with Career Services and other agencies to build on existing career decision-making work with Māori. Consider and pilot new approaches to support Māori students and their whānau to make decisions about future education choices. Evaluate the effectiveness of these approaches.</li> <li>■ Increase parental and whānau understanding of NCEA and the choices necessary for building useful qualifications.</li> </ul>



GOALS	ACTIONS
<p><b>Support Māori students to stay at school and stay engaged in learning.</b></p>	<ul style="list-style-type: none"> <li>■ Strengthen existing communications programmes with whānau and highlight benefits of attending school regularly and that staying at school for longer leads to better learning outcomes for their children.</li> <li>■ Develop best practice guidelines for student engagement, based on evidence, and support schools to share information with each other and their Māori communities.</li> <li>■ Provide schools with resources to increase their capability to analyse and use student attendance data to strengthen student engagement practices.</li> <li>■ Identify schools with high early leaving exemptions, and implement strategies at Years 9 and 10 to ensure that students remain engaged in education.</li> <li>■ Investigate strategies to support engagement and achievement of Māori students in Years 7 and 8 in order to determine future policy priorities.</li> <li>■ Support schools to include student voices in school improvement decisions by developing innovative Information and Communication Technologies (ICT) tools.</li> <li>■ Sharpen strategies to ensure that Māori students stay at school or in education provision and are engaging in successful learning that leads to meaningful achievement.</li> <li>■ Sharpen strategies across the education sector and wider government agencies for realising the potential of Māori students, particularly boys.</li> </ul>

TARGETS TO ACHIEVE SUCCESS	OUTCOMES WE WILL SEE IN FIVE YEARS
<p>Increase Māori school leavers qualified to attend university from 14.8% in 2006 to 30% by 2012.</p> <p>Improve the proportion of Year 11 Māori students achieving the reading literacy and numeracy criteria for NCEA level 1 from 59.4% in 2006 to be equal to or better than the proportion of non-Māori by 2012.</p> <p>Increase Māori school leavers with NCEA level 2 or above from 36.7% in 2006 to 55% by 2012.</p> <p>Reduce the truancy rate of Māori students in Years 9 and 10 by 20% from 4.1% in 2006 to 3.3% by 2012.</p> <p>Increase retention rates for 17½-year-old Māori students from 39.1% in 2007 to 50% by 2012.</p> <p>Increase the proportion of Māori participating in modern apprenticeships from 14% in 2006 to 18% by 2012.</p> <p>Increase the proportion of Māori school leavers entering tertiary education at level 4 or above within two years of leaving school, from 28% in 2004 to 32% by 2012.</p> <p>Increase the first year degree programme retention rate for 18–19-year-old Māori students from 81% in 2006 (based on the 2005 cohort) to 88% in 2012 (based on the 2011 cohort).</p> <p>Increase the first year diploma level retention rate for 18–19-year-old Māori students from 54% in 2006 (based on the 2005 cohort) to 58% in 2012 (based on the 2011 cohort).</p>	<ul style="list-style-type: none"> <li>■ Teachers are engaged in professional development that enables them to establish effective teaching and learning relationships with Māori students, which leads to improved student engagement, and achievement.</li> <li>■ Principals are leading and supporting professional development and can account for their school's performance in lifting Māori student presence, engagement, and achievement.</li> <li>■ Māori students are at school, engaged, and active in school life. They are gaining stronger foundation literacy and numeracy competencies and higher-level qualifications.</li> <li>■ Years 9 and 10 Māori students and their whānau have the relevant information, tools, and support to identify their gifts and interests and to make sound decisions about future education choices.</li> <li>■ Māori student voices are contributing to school improvement practices.</li> </ul>

**FOCUS AREA THREE:**

# MĀORI LANGUAGE IN EDUCATION



Priorities for action are ensuring:

- › strong establishment processes for Māori-medium schools
- › effective teaching and learning of, and through, te reo Māori
- › strengthening the supply of quality teachers
- › building the evidence base for mātauranga Māori.



GOALS	ACTIONS
<p><b>Kura are established so that they are viable, sustainable, and have quality teaching and learning environments and the supply/network of kura and wharekura matches demand over the long term.</b></p>	<ul style="list-style-type: none"> <li>■ Review processes for establishment of kura to ensure funding, teaching, learning resources, and support provide the best conditions for teaching and learning.</li> <li>■ Strengthen the processes to enable whānau, hapū, and iwi involvement in the establishment of kura and wharekura.</li> </ul>
<p><b>Increase effective teaching and learning of, and through, te reo Māori.</b></p>	<ul style="list-style-type: none"> <li>■ Develop and implement a strand within the Kiwi Leadership for Principals programme to support principals in Māori-medium education to lead the learning in their kura.</li> <li>■ Support the implementation of Te Marautanga o Aotearoa and the development of relevant resources.</li> <li>■ Support decision-making by whānau with information about quality provision in Māori language education options.</li> <li>■ Strengthen professional development approaches and the range of assessment tools to lift the quality of teaching and assessment in Māori-medium education.</li> <li>■ Consolidate and build evidence around second language teaching to enhance the effectiveness of professional development programmes and lift the quality of teaching te reo Māori as a second language.</li> <li>■ Support Māori-medium providers to develop local resources for local needs.</li> <li>■ Explore using ICT to support Māori language teaching and learning.</li> </ul>
<p><b>Increase the number of quality Māori teachers proficient in te reo Māori.</b></p>	<ul style="list-style-type: none"> <li>■ Work with the New Zealand Teachers Council to set standards to improve the quality of initial Māori-medium teacher education.</li> <li>■ Work with the Tertiary Education Commission to increase access and options available for teacher training in immersion education.</li> <li>■ Revise incentives and scholarships to attract and retain quality teachers in Māori-medium settings.</li> <li>■ Support schools to develop a five-year plan for teachers, linked to Te Taura Whiri i te Reo Māori proficiency levels, to meet the graduating standards for te reo Māori set by the New Zealand Teachers Council.</li> <li>■ Strengthen the range of programmes and incentives for schools so teachers can engage in high quality professional development to improve their proficiency in te reo Māori.</li> </ul>

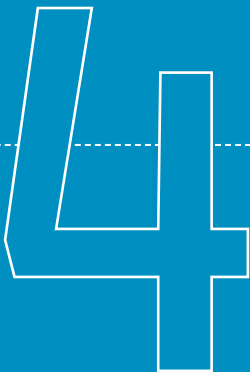


GOALS	ACTIONS
<b>Develop a strategic Māori Language Education Outcomes Framework that supports a strategic investment approach.</b>	<ul style="list-style-type: none"> <li>Develop and implement a policy framework to inform investment priorities for Māori language education over the next 10 years.</li> </ul>
<b>Increase visibility of te reo Māori in nationwide media and schools to promote the currency and relevance of te reo Māori.</b>	<ul style="list-style-type: none"> <li>Increase the visibility of te reo Māori across children's television programmes on week nights by partnering with Te Taura Whiri i te reo Māori and working with Television New Zealand through its state charter.</li> <li>Support state schools to look for more opportunities for te reo Māori to be visible.</li> </ul>
<b>Strengthen Māori language education research.</b>	<ul style="list-style-type: none"> <li>Ensure that a Māori language education focus is integral to developing a Ministry of Education research and development strategy.</li> <li>Strengthen links with other research agencies and tertiary institutions to build knowledge of mātauranga Māori further.</li> <li>Facilitate and support iwi to continue research and development of mātauranga Māori.</li> </ul>

TARGETS TO ACHIEVE SUCCESS	OUTCOMES WE WILL SEE IN FIVE YEARS
<p>Increase the proportion of school leavers from Māori immersion and bilingual schools with university entrance or above from 39.4% in 2006 to be as equal to or better than the proportion of non-Māori English-medium students by 2012.</p> <p>Increase the proportion of all Year 11 students studying Te Reo Rangatira as a proportion of all Year 11 students studying te reo (Te Reo Māori plus Te Reo Rangatira), from 7.4% in 2006, to 10% by 2012.</p> <p>Keep the current participation rate of all (primary and secondary) students engaged in Māori language education at 21%.</p>	<ul style="list-style-type: none"> <li>There is a coherent approach to investment in Māori language education.</li> <li>More kura are viable and sustainable and able to offer quality teaching and learning.</li> <li>There are more quality teachers in Māori language education, and more are supported by effective leadership. They benefit from a coherent professional development and assessment strategy and use relevant resources to support effective teaching and learning.</li> <li>Iwi partnerships are assisting whānau, hapū and iwi to participate in and determine effective education provision for Māori students.</li> <li>More people in Aotearoa New Zealand society recognise and value te reo Māori and tikanga Māori.</li> <li>Māori education research is strengthened, leading to mātauranga Māori knowledge creation for innovation in education policy and practice.</li> </ul>

## FOCUS AREA FOUR:

# ORGANISATIONAL SUCCESS



## Priorities for action are ensuring:

- › strong leadership in Māori education across the Ministry of Education and the education sector
- › more confident ministry people working closely with Māori
- › increased ministry accountability for outcomes
- › use of evidence of what makes the greatest difference for and with Māori.



GOAL	ACTIONS
<b>Provide strong leadership among government agencies for Māori education.</b>	<ul style="list-style-type: none"> <li>■ Incorporate <i>Ka Hikitia – Managing for Success</i> priorities into Ministry of Education priorities and all agreements with other agencies for their activities and services.</li> </ul>
<b>Enable the ministry to be better informed and to communicate better with the education sector and within the ministry itself.</b>	<ul style="list-style-type: none"> <li>■ Develop and implement communications strategies to increase effective sharing of information that will lead to a step up in the performance of the education system for Māori students.</li> <li>■ Strengthen ministry leadership and relationships across government and across the education sector, emphasising the importance of making substantial educational gains for Māori students a priority.</li> </ul>
<b>Build the ministry's capacity and confidence to lift performance for and with Māori.</b>	<ul style="list-style-type: none"> <li>■ Develop and implement a Māori human resources strategy to build the ministry's capacity, confidence and capability.</li> <li>■ Create more opportunities for ministry staff to work with Māori teams within the ministry and stakeholders, and build the capability of managers to be effective in bringing about change for and with Māori.</li> </ul>
<b>Embed <i>Ka Hikitia – Managing for Success</i> in all ministry business planning processes and documents.</b>	<ul style="list-style-type: none"> <li>■ Develop tools and processes to support business planning which leads to improved outcomes for Māori students.</li> <li>■ Strengthen monitoring and reporting processes on improvements in the education system for Māori students.</li> </ul>
<b>Use evidence deliberately to focus decisions and investments on what works for and with Māori students.</b>	<ul style="list-style-type: none"> <li>■ Focus research and evaluation on student achievement rather than the implementation of programmes, and improve the use of evidence for developing policy.</li> <li>■ Strengthen <i>Ngā Haeata Mātauranga: the Annual Report on Māori Education</i> to report on improvements in the education system for and with Māori and develop additional approaches to share evidence and progress.</li> </ul>
<b>Continue to invest in relationships with iwi Māori, and other Māori education groups.</b>	<ul style="list-style-type: none"> <li>■ Support developing and implementing iwi and Māori organisation partnership education plans that align with the priorities of <i>Ka Hikitia – Managing for Success</i>.</li> </ul>





## TARGETS TO ACHIEVE SUCCESS

Include, as a priority, reference to improving Māori student outcomes in ministry letters of agreement with other agencies.

All staff have learning and development opportunities on using evidence of what works for and with Māori.

Make research evidence on what works for and with Māori students easily accessible by staff.

Include a commitment to use evidence to focus decisions and investments on what works for and with Māori in all staff performance agreements.

Include a commitment to increase the use, knowledge and understanding of te reo and tikanga Māori in all staff performance agreements.

Implement the Iwi Relationships Framework in 2008.

Use *Ka Hikitia – Managing for Success* to identify priorities in all business plans.

Targets and measures yet to be developed are:

- build the ministry's capacity and confidence to lift performance for Māori students: measures of success in an Organisational Success strategy will be adopted once it is finalised
- enable the ministry to be better informed and to communicate better with the education sector and within the ministry itself: targets and measures will be informed by the outcomes of an Annual Staff Survey, once finalised.

## OUTCOMES WE WILL SEE IN FIVE YEARS

- The ministry is strengthening its approach to using evidence to make decisions.
- There are more capable and confident people working in the ministry who are able to step up system performance for and with Māori.
- Each individual and each business unit has identified how they can give effect to *Ka Hikitia – Managing for Success* and is monitoring and reporting on outcomes for Māori students.
- The ministry is better informed, inter-connected both within and across the education sector, and is sharing better information that is relevant to improving outcomes for and with Māori.

03

# REALISING MĀORI POTENTIAL

MEASURING SUCCESS



**THE MINISTRY OF EDUCATION has identified a number of measures and developed a process to track accurate and timely information on progress in Māori education, particularly on successes that can be attributed to the goals and actions of *Ka Hikitia – Managing for Success*. This will provide a systematic way to measure and report on the ministry’s progress in improving system performance for Māori students.**

Targets have been set to monitor progress towards achieving the goals of *Ka Hikitia – Managing for Success*. The targets are aspirational yet achievable, and will enable changes in achievement to be tracked over time.

The targets indicate a change in state or behaviour that directly results in the desired outcomes. Targets are set at a national level. Specific targets have been proposed for all goal areas. The process of setting targets has involved analysing statistical trend data and predicting changes by 2012 that would be expected to occur without *Ka Hikitia – Managing for Success*. An assessment has then been made about the likely improvements that *Ka Hikitia – Managing for Success* actions will generate. The targets are therefore achievable if there is effective implementation of the goals and actions of the strategy.

The ministry will regularly report progress on achieving the goals of *Ka Hikitia – Managing for Success* through ministry publications and the website as new evidence comes to light.

*Ngā Haeata Mātauranga: the Annual Report on Māori Education* will continue to report on Māori education and will become one of *Ka Hikitia – Managing for Success*’s main reporting tools, alongside other reports found on the Ministry of Education’s **Education Counts** website ([www.educationcounts.govt.nz](http://www.educationcounts.govt.nz)).

The performance of the tertiary education sector is already being monitored in relation to the *Tertiary Education Strategy 2007–12*. Reporting against the Māori education goals of the *Tertiary Education Strategy 2007–12* and other tertiary student achievement data will directly contribute to the monitoring of *Ka Hikitia – Managing for Success*.

An evaluation of *Ka Hikitia – Managing for Success* will take place in 2013. In addition, a mid term review of the strategy will be conducted in 2010.

The ministry will develop a research plan to support the implementation of *Ka Hikitia – Managing for Success*. The plan will incorporate research projects already outlined in the action plan and any other relevant research.

This approach to measuring success will ensure the ministry is able to assess the impact of *Ka Hikitia – Managing for Success*. It will also test the effectiveness and relevance of the goals and actions, which may lead to changes and amendments of the strategy over its lifetime. The process for monitoring progress will contribute to the evidence about what works for and with Māori and will be an important part of a strategy improvement and policy development cycle.

Overall this approach to monitoring, researching, and evaluating the strategy will help measure the ministry’s progress towards achieving an education system that enables Māori to enjoy education success as Māori.

# GLOSSARY

<b>Ako</b>	Effective teaching and learning for and with Māori students and the conditions that support it. Within the strategy, ako comprises two important aspects: culture counts and productive partnerships and is grounded in the principle of reciprocity where both the teacher and learner give and receive
<b>Culture</b>	Shared understandings, practices, norms, and values of a group of people
<b>English-medium education</b>	Teaching through the English language
<b>Evidence</b>	The range of information and data to inform practice
<b>Hapū</b>	Sub-tribe
<b>Hui Taumata Mātauranga</b>	Māori education summit
<b>Immersion schools</b>	Schools in which students are taught through Māori language for more than 80 percent of the time
<b>Iwi</b>	Tribe – social group of people with shared family links, culture, and language dialect
<b>Iwitanga</b>	Cultural practices, values and views specific to a particular iwi
<b>Kaupapa Māori education</b>	Māori education that incorporates a Māori world view and ways of teaching in a range of settings including bilingual and immersion settings (English and Māori)
<b>Kiwi Leadership for Principals</b>	A programme supporting the professional learning of principals
<b>Kōhanga reo</b>	Māori language settings (early childhood education services) affiliated with Te Kōhanga Reo National Trust
<b>Kura kaupapa Māori</b>	Māori language school settings based on Māori philosophies
<b>Levers for change</b>	Tools or ways of working that will bring about change
<b>Mana whenua</b>	Self identity and sense of belonging to a particular place and time. Mana whenua is based on the principle of ahikaa (occupation over designated territory) and refers to the customary authority exercised by the tangata whenua in an identified area
<b>Māori language education</b>	All education that teaches Māori language skills and delivers education through te reo Māori
<b>Māori Language Education Outcomes Framework</b>	A framework that will guide government investment in achieving quality outcomes in Māori language education
<b>Māori-medium</b>	Teaching that includes significant use of te reo Māori. Students are taught curriculum subjects in both te reo Māori and English or in te reo Māori only
<b>Mātauranga Māori</b>	Māori knowledge, norms, principles, and experiences that diverse Māori communities value and practice as part of their world view
<b>National Certificate of Educational Achievement (NCEA)</b>	National qualification for secondary school students
<b>Ngā Haeata Mātauranga</b>	The annual report on Māori education published by the Ministry of Education
<b>Pākehā</b>	New Zealander of predominantly European descent



<b>Puna kōhungahunga</b>	Māori playgroups run by parents
<b>Rangatahi</b>	Māori youth
<b>Schooling improvement projects</b>	Targeted professional development programmes to lift student achievement
<b>Statement of Intent</b>	Document that sets out how a government agency will deliver its contribution to government goals and priorities
<b>Student Engagement Initiative</b>	A project focused on engaging students in school
<b>Taonga</b>	Something of value
<b>Te Aho Matua</b>	Māori charter that sets out principles and practices of teaching and learning in kura kaupapa Māori (schools designated under section 155 of the Education Act 1989)
<b>Te Ao Māori – the Māori world</b>	Māori world view and values
<b>Te Marautanga o Aotearoa</b>	The draft curriculum for Māori-medium schooling
<b>Te Puni Kōkiri</b>	The government agency for Māori development
<b>Te Reo Rangatira</b>	<p>Te Reo Rangatira – This title refers to a set of standards designed to support students in Māori immersion settings learning the academic language of te reo Māori. These standards assess the language competence of students in a variety of contexts. These standards are designed for first language speakers</p> <p>Te Reo Māori – This title refers to a set of standards designed to support students in English-medium settings learning te reo Māori, these standards assess the language competency of students. These standards are designed for second language learners</p>
<b>Te Whāriki: He Whāriki Mātauranga mō ngā Mokopuna o Aotearoa: Early Childhood Curriculum (1996)</b>	The national early childhood education curriculum
<b>Tikanga Māori</b>	Māori shared practices and principles
<b>Whānau</b>	Family or group of people with a genealogical bond; also used colloquially for those who share a common interest or philosophy
<b>Wharekura</b>	Māori-medium secondary settings based in and on Māori education philosophies

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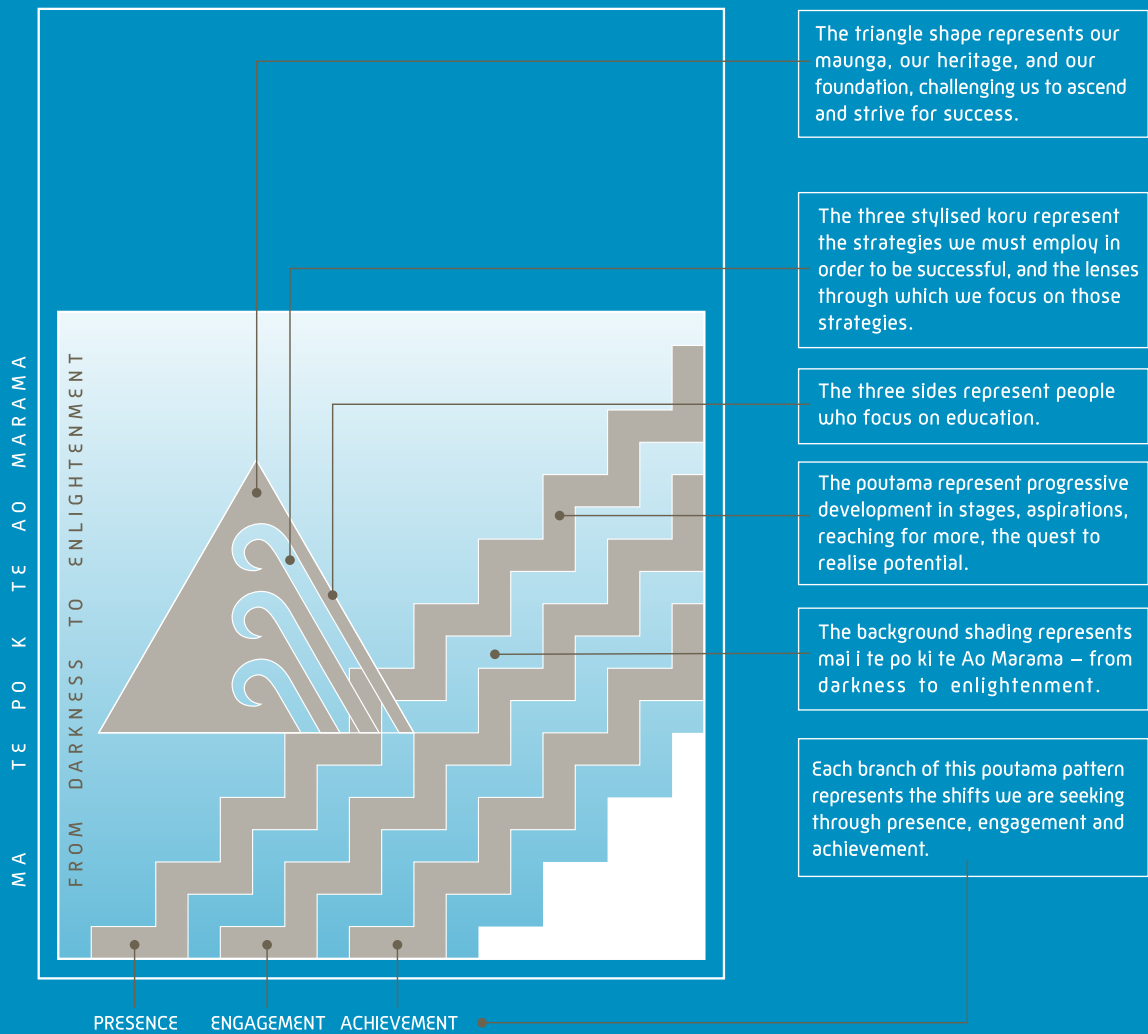
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