

## The Māori education strategy: Ka Hikitia - Accelerating Success 2013 -2017

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[Selected references](#)

[Karakia Mutunga](#)

#### Ka Hikitia – Strategy documents

- [Ka Hikitia – Accelerating Success 2013-2017 - English version](#) [PDF, 2.2 MB]
- [Ka Hikitia – Accelerating Success 2013-2017 - Māori version](#) [PDF, 2.3 MB]

#### Ka Hikitia – Summary documents

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- [Summary of Ka Hikitia - Accelerating Success 2013-2017: English version](#) [PDF, 703 KB]
- [Summary of Ka Hikitia - Accelerating Success 2013-2017: Māori Version](#) [PDF, 1.4 MB]

## Section 1: Introduction to Ka Hikitia — Accelerating Success 2013-2017

'Ka hikitia' means to step up, to lift up or to lengthen one's stride. It means stepping up how the education system performs to ensure Māori students are enjoying and achieving education success as Māori.

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## Karakia Timata

Ka hikitia! Ka hikitia!  
Hiki, hikitia!  
Whakarewa ki runga rawa  
Herea kia kore e hoki whakamuri mai  
Poua atu Te Pūmanawa Māori  
He Mana Tikanga  
Me Te Uri o Māia  
Poipoia ngā mokopuna  
Ngā rangatira mo āpōpō  
Ka tihei! Tihei mauriora!  
Ka hikitia! Ka hikitia!

Encourage and support!  
And raise it to its highest level!  
Ensure that high achievement is maintained  
Hold fast to our Māori potential

Our cultural advantage  
And our inherent capability  
Nurture our young generation  
The leaders of the future  
Behold, we move onwards and upwards!

## Introduction

The role of education is to nurture every child's potential and to support their educational success. Many New Zealand students do very well in education and achieve outstanding results. We have many talented and committed education professionals, parents, whānau, iwi, families and communities who support New Zealand's students every day. However, there is much room for improvement in how well the education system is performing for particular groups of students and this needs urgent attention and focus for change. Too many Māori students are left behind and disengage from education before gaining the skills, knowledge and qualifications needed to reach their full potential. The negative impact of this on students, their whānau, wider communities and New Zealand is significant.

### Immediate and sustained change is needed

Ka Hikitia – Accelerating Success 2013–2017 is a strategy to guide action to make a significant difference for Māori students in education for the next five years and beyond. We know Māori students do much better when education reflects and values their identity, language and culture, and this is a central focus within Ka Hikitia – Accelerating Success 2013–2017. Underpinning this are two critical factors that must also exist for Māori students to excel and reach their full potential:

- Quality provision, leadership, teaching and learning, supported by effective governance
- Strong engagement and contribution from parents, whānau, hapū, iwi, Māori organisations, communities and businesses.

Ka Hikitia – Accelerating Success 2013–2017 will ensure that these two critical factors are strengthened across the education system and that activity and investment is targeted at key focus areas. This is essential to accelerating success.

Many people have a role to play in supporting Māori students to enjoy and achieve education success as Māori. Working together, these stakeholders have the opportunity to help students grow into confident, successful, culturally intelligent, bilingual adults who will make a positive contribution to New Zealand.

## The phases of Ka Hikitia

### The journey to Māori enjoying and achieving education success as Māori.

#### Pre-2008

First Māori education strategy and Hui Taumata Mātauranga

#### Phase 1: Ka Hikitia - Managing for Success 2008-2012

Direction setting and building momentum

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## Achievements

Emerging gains being seen – pockets of success  
Some positive improvements in education system R performance for Māori students.

## Challenges

Overall, implementation slower than expected.  
Despite some improvements, disparities remain.

## Audience

Mostly Ministry of Education focused.  
Some in the sector took action using the strategy as a guide

### Phase 2: Ka Hikitia - Accelerating Success 2013-2017

A focus on action by all key stakeholders

## What is the role of Ka Hikitia 2013–2017?

Ka Hikitia – Accelerating Success 2013–2017 will guide and measure quality education provision for and with Māori students and their whānau. It highlights the elements required to support education success for Māori students as Māori. It provides a framework for action by all who have a role to play in raising education system performance for Māori students – supporting ‘local solutions for local change, by local communities’.

## Audience

Ka Hikitia – Accelerating Success 2013–2017 is designed to be relevant and practical, supporting all those who have a role to play in lifting education system performance for all Māori students. It will be supported by tools and resources targeted to those who are critical in effecting the change. It will include activities to raise awareness and provide support and seek contributions from students, parents, whānau, hapū, iwi, Māori organisations, communities and businesses.

### Phase 3 and Beyond: Ka Hikitia 2018-2022

Phase three of Ka Hikitia is currently being developed, and we are expecting to talk to you about it in early 2020 before it is finalised.

## What is Ka Hikitia – Accelerating Success 2013–2017?

Ka Hikitia – Accelerating Success 2013–2017 is the Government’s strategy to rapidly change how education performs so that all Māori students gain the skills, qualifications and knowledge they need to succeed and to be proud in knowing who they are as Māori.

- Ka Hikitia – Accelerating Success 2013–2017 builds on the principles, priorities and foundations for change contained in Ka Hikitia – Managing for Success 2008–2012.

- Ka Hikitia – Accelerating Success 2013–2017 is the next phase of the journey to ensuring that every Māori student achieves their potential as Māori.

## The audience for Ka Hikitia Accelerating Success 2013-2017

Ka Hikitia - Accelerating Success 2013-2017 guides how government departments, agencies, education providers and professionals will work together to ensure the education system works well for every Māori student. It prioritises action and resources towards what evidence says works to achieve strong language and educational outcomes.

### Stakeholders who have a role to play in supporting Māori students to succeed in education

- education professionals – teachers/kaiako, principals/turnuaki, education providers, academics and researchers
- students, parents, whānau, families, hapū, iwi and Māori organisations
- government departments including the Education Review Office (ERO) education sector agencies, such as the Tertiary Education Commission, the New Zealand Qualifications Authority (NZQA), Careers New Zealand, Te Aho o Te Kura Pounamu, and the New Zealand Teachers Council
- providers of professional learning and development
- education associations including the
- New Zealand School Trustees Association and the New Zealand Principals' Federation Māori language organisations including Te Taura Whiri i te Reo Māori, Te Puni Kōkiri and Te Māngai Paho
- boards of schools and kura
- committees of early learning providers
- councils of tertiary education institutions
- communities and businesses.

## The vision

Māori enjoying and achieving education success as Māori

The vision of Ka Hikitia – Accelerating Success 2013–2017 is ‘Māori enjoying and achieving education success as Māori’. This vision means ensuring that all Māori students, their parents and their whānau participate in and contribute to an engaging and enjoyable educational journey that recognises and celebrates their unique identity, language and culture. This journey will support Māori students to achieve the skills, knowledge and qualifications they need to achieve success in te ao Māori, New Zealand and in the wider world.

**When the vision is realised, all Māori students will:**

- have their identity, language and culture valued and included in teaching and learning in ways that support them to engage and achieve success
- know their potential and feel supported to set goals and take action to enjoy success
- have experienced teaching and learning that is relevant, engaging, rewarding and positive
- have gained the skills, knowledge and qualifications they need to achieve success in te ao Māori, New Zealand and the wider world.



[View a larger version of the strategy overview diagram.](#) [JPG, 79 KB]

## The guiding principles of Ka Hikitia

### Five principles guide:

#### Ka Hikitia - Accelerating Success 2013-2017

##### Treaty of Waitangi

Ka Hikitia – Accelerating Success 2013–2017 gives expression to how the principles of the Treaty of Waitangi (the Treaty) are applied in education. The rights and duties that stem from the principles of the Treaty include ensuring the position of Māori is considered fairly when developing policies and funding.

The Treaty provides a context for the relationship between the Crown, iwi and Māori. Ensuring Māori students enjoy and achieve education success as Māori is a joint responsibility of the Crown (represented by the Ministry of Education and other education sector agencies/departments) and iwi, hapū and whānau.

Ka Hikitia – Accelerating Success 2013–2017 emphasises the power of collaboration and the value of working closely with iwi and Māori organisations to lift the performance of the education system.

For education professionals, collaboration is about creating ways for whānau, hapū, iwi, Māori organisations and communities to contribute to what and how Māori students learn, as well as working together to provide support for Māori students' learning.

##### Māori potential approach

Every Māori student has the potential to make a valuable social, cultural and economic contribution to the well-being of their whānau, hapū, iwi and community and to New Zealand as a whole. A core principle of Ka Hikitia – Accelerating Success 2013–2017 is that all Māori students have the potential to excel and be successful.

Students who are expected to achieve and who have high (but not unrealistic) expectations of themselves are more likely to succeed. Education

sector professionals can hold lower expectations for Māori students and this can be detrimental to their learning and achievement.<sup>1</sup>

Students, parents, whānau, hapū, iwi, Māori organisations, communities, peers, and education and vocational training sector professionals must share high expectations for Māori students to achieve. Sometimes this means challenging longstanding beliefs and stereotypes.

## The Māori potential approach<sup>2</sup> means:

LESS FOCUS ON	MORE FOCUS ON
remediating deficit problems of dysfunction government intervention targeting deficit Māori as a minority	realising potential identifying opportunity investing in people and local solutions, communities or networks of provision tailoring education to the student indigeneity and distinctiveness collaborating and co-constructing.

<sup>1</sup> Alton-Lee, A. (2003)

<sup>2</sup> Developed by Te Puni Kōkiri in 2004 as a public policy approach for Government, Cabinet minute [(04) 37/15]; [Pol Min (04) 27/7]

### Ako—a two-way teaching and learning process

Quality teaching is the most important influence that the education system can have on student achievement. Effective teaching and learning depends on the relationship between the teacher and student, and the teacher's ability to engage and motivate the students.<sup>3</sup>

Ako is a dynamic form of learning. Ako describes a teaching and learning relationship where the educator is also learning from the student in a two-way process and where educators' practices are informed by the latest research and are both deliberate and reflective.<sup>4</sup> Ako is grounded in the principle of reciprocity and also recognises that students and their whānau cannot be separated.

For those working in government, ako is about seeking the perspectives of Māori students, parents, whānau, hapū, iwi and Māori organisations when we do our work. This is an important way to ensure policies and activities take account of identity, language, culture, and what Māori know and value.

Ako describes a teaching and learning relationship where the educator is also learning from the student in a two-way process.

<sup>3</sup> Alton-Lee, A. (2003); Hattie, J. (2009)

<sup>4</sup> Pere, R. R. (1982)

### Identity, language and culture count

There is a strong link between well-being and achievement. Students' well-being is strongly influenced by a clear sense of identity, and access and exposure to their own language and culture. 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. Learning needs to connect with students' existing knowledge.<sup>5</sup> Identity, language and culture are an asset and a foundation of knowledge on which to build and celebrate learning and success.

Māori identity, language and culture recognises, acknowledges and validates Māori students as Māori. Māori organisations, hapū, whānau, iwi, parents and students are the kaitiaki (guardians) of Māori identity, language and culture.

Understanding how identity, language and culture impact on Māori students' learning and responding to this requires all stakeholders to develop a greater understanding of their own identity, language and culture and the ways in which they shape their lives.<sup>6</sup>

Strong collaboration between stakeholders on ways to take account of identity, language and culture in their work is essential to Māori enjoying and achieving education success as Māori.

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. Learning needs to connect with students' existing knowledge.

<sup>5</sup> González, Moll, & Amanti (2005)

<sup>6</sup> Lynch & Hansen (1998)

## Productive partnerships

A productive partnership in education means a two-way relationship leading to and generating shared action, outcomes and solutions. Productive partnerships are based on mutual respect, understanding and shared aspirations. They are formed by acknowledging, understanding and celebrating similarities and differences.

For Ka Hikitia – Accelerating Success 2013–2017 to be successful, stakeholders must form productive partnerships where there is an ongoing exchange of knowledge and information, and where everybody contributes to achieving the goals.

A productive partnership starts with the understanding that Māori children and students are connected to whānau and should not be viewed or treated as separate, isolated or disconnected. Parents and whānau must be involved in conversations about their children and their learning. They need accessible, evidence-based information on how to support their children's learning and success.<sup>7</sup>

The Ministry of Education, ERO, education agencies, councils and boards must form productive partnerships with iwi, Māori organisations, parents, whānau, hapū and communities so they can play a greater role in influencing better educational outcomes for Māori students.<sup>8</sup>

These partnerships require understanding and acknowledgement of the value of Māori identity, language and culture, and the aspirations of Māori for culture, society, the economy and the environment.

For education professionals and providers, productive partnerships require greater responsiveness and accountability to students, whānau, hapū, iwi, Māori organisations and communities.

A productive partnership starts by understanding that Māori children and students are connected to whānau and should not be viewed or treated as separate, isolated or disconnected.

<sup>7</sup> Alton-Lee, A. (2003)

<sup>8</sup> Robinson, V., Hohepa, M., & Lloyd, C. (2009)

## Section 2: How Ka Hikitia Accelerating Success 2013-2017 works

### In this section:

- [Creating strong educational pathways for Māori students](#)
- [The focus areas of Ka Hikitia](#)

- [Critical factors - the two critical factors for success](#)
- [Supporting successful transitions across and within the focus areas](#)

## Creating strong educational pathways for Māori students

Every Māori student must be supported to plan their pathway through education so that they can achieve their aspirations and those of their parents, whānau, hapū, iwi and community. Parents, whānau and education professionals must support students to create and implement this plan.

The focus areas of Ka Hikitia – Accelerating Success 2013–2017 span a student’s journey through education, from early learning, primary and secondary education to tertiary education. Throughout this journey, there will be a focus on supporting more Māori students to access high quality Māori language in education.

In senior secondary and tertiary education, it is important to ensure transitions and pathways will strengthen labour market outcomes for Māori students from the skills, knowledge and qualifications they gain through education, including workplace education.

Throughout this journey, there will be a focus on supporting more Māori students to access high quality Māori language in education.

## The focus areas of Ka Hikitia Accelerating Success 2013-2017

The actions of Ka Hikitia – Accelerating Success 2013–2017 are grouped under the following focus areas:

- [Māori language in education](#) (embedded across the other four focus areas)
- [Early learning](#)
- [Primary and secondary education](#)
- [Tertiary education](#)
- [Organisational success](#)

The focus areas have **goals and actions** along with **measures and targets** to help track progress and support effective decision-making. We will share progress against these measures and targets annually (see [Measuring and sharing success](#)).

## Critical factors - the two essential elements for success

Ka Hikitia – Accelerating Success 2013–2017 focuses on driving two critical factors through the education system. Evidence shows that improvement in these two areas will make the most powerful difference to Māori students’ educational success.

**Quality provision**, leadership, teaching and learning, supported by effective governance, have a direct influence on student engagement and achievement. In an education context high quality teaching makes the biggest difference to student outcomes.<sup>9</sup>

This acknowledges that parents, whānau and iwi may also play a role within the education system as volunteers, board members, education professionals and through the design and delivery of professional learning and development.

**Strong engagement** and contribution from students and those who are best placed to support them – parents and whānau, hapū, iwi, Māori organisations, communities and businesses – have a strong influence on students’ success. Māori students’ learning is strengthened when education professionals include a role for parents and whānau, hapū, iwi, and Māori organisations and communities in curriculum, teaching and learning.<sup>10</sup>

The actions of Ka Hikitia - Accelerating Success 2013-2017 are designed to strengthen the impact of these critical factors across the educational journey.



<sup>9</sup> Hattie, J. (2009), Alton-Lee, A. (2003)

<sup>10</sup> Biddulph, F., Biddulph, J., & Biddulph, C. (June 2003); Bull, A., Brooking, K., & Campbell, R., (2008); Robinson, Hohepa, and Lloyd, (2009)

## Supporting successful transitions across and within focus areas

Supporting successful transitions across the educational journey of Māori students is a key focus of Ka Hikitia – Accelerating Success 2013–2017. Successful transitions in education occur when students develop a strong sense of belonging in the new setting and feel proud and supported in their identity, language and culture. Successful transitions are critical in enabling strong education pathways for Māori students.

### Key transitions include:

- beginning early childhood education and care services
- starting school
- changing year levels within school
- transferring from one school to another
- shifting from primary school to intermediate school, and on to secondary school
- moving from secondary school or reengaging post compulsory schooling to vocational education and training tertiary education, and higher

skilled employment.

Transitions can be challenging for Māori students. Māori students place strong importance on relationships with education professionals and their peers.<sup>11</sup> Tailored solutions are required for Māori students transitioning between Māori medium and English medium education.

Parents, whānau, iwi, Māori organisations and education professionals need a shared understanding of the negative impact that poor transitions can have on students. These stakeholders must work together to create the conditions and support networks for successful transitions.

The Ministry of Education, ERO and government agencies will focus on identifying and addressing barriers to successful transitions for Māori students across the education system.

Closer collaboration with wider social policy initiatives and iwi and Māori organisations will provide support for Māori students who are at risk of disengaging from education or those who are not in education or employment.

<sup>11</sup>Bishop, R. & Berryman, M. (2006)

## Section 3: The focus areas of Ka Kikitia Accelerating success

### In this section:

- [Focus area 1 - Māori language in education](#)
- [Focus area 2 - Early learning](#)
- [Focus area 3 - Primary and secondary education](#)
- [Focus area 4 - Tertiary education](#)
- [Focus area 5 - Organisational success](#)

## Focus area 1 - Māori language in education

Outcome for this focus area:

All Māori students have access to high quality Māori language in education.

### Why focus on Māori language in education?

Māori language is the foundation of Māori culture and identity. Learning in and through Māori language is an important way for Māori students to participate in te ao Māori, and it supports students to connect with their identity as Māori. This is a strong foundation for well-being and achievement.<sup>12</sup>

Māori language in education is critical in enabling the Crown to meet its Treaty obligations to strengthen and protect the Māori language. Education is a key vehicle to revitalise and sustain the Māori language.

Māori language in education includes both Māori medium<sup>13</sup> and Māori language in English medium.<sup>14</sup> All Māori students must have access to high quality Māori language in education.<sup>15</sup> Strengthening and growing Māori language in education provision is a central focus of Ka Hikitia – Accelerating Success 2013–2017.

Māori language in education is critical for the Crown to meet its Treaty obligations to strengthen and protect the Māori language.

### **High quality Māori language in education is important because it:**

supports identity, language and culture as critical, but not exclusive, ingredients for the success of all Māori students

provides all Māori students with the opportunity to realise their unique potential and to succeed as Māori

gives expression to the national curriculum documents for early learning, primary and secondary education, which recognise the importance of Māori language for New Zealand

supports community and iwi commitments to Māori language intergenerational transmission and language survival.<sup>16</sup>

The Ministry of Education, ERO and education sector agencies play an important role in supporting Māori language acquisition and revitalisation in the early learning, primary, secondary and tertiary education sectors. Their role includes providing funding, resources, support and information, and developing policies and regulations.

### **Tau mai Te Reo - The Māori Language in Education Strategy**

Tau Mai Te Reo – The Māori Language in Education Strategy 2013–2017 (Tau Mai Te Reo) seeks to ensure a connected and cohesive approach to the Ministry of Education’s, ERO’s and education sector agencies’ contributions towards supporting and strengthening the Māori language. This approach supports the Ministry of Education’s, ERO’s and education sector agencies’ obligations, as Crown agencies, under the Treaty of Waitangi and Te Rautaki Reo Māori: The Māori Language Strategy.

Tau Mai Te Reo aims to:

**create the conditions** for learners to enjoy and achieve Māori language and education outcomes

support the **coordination of effort** across Māori language in education activity in the Ministry of Education and across education sector agencies

provide a framework for **better Government investment** in Māori language in education over the next five years.

<sup>12</sup> Durie, M. (2006); Te Puni Kōkiri (2006)

<sup>13</sup> Māori medium education includes all Māori language in education pathways that sit within immersion levels 1 and 2. These include all settings where teaching occurs in and through Māori language for 51–100 per cent of the time.

<sup>14</sup> Māori language in English medium provision includes all pathways that are not included in the general definition of Māori medium education, and sits within levels 3 to 5 of the Māori language immersion levels. These pathways are generally linked to larger English medium providers.

<sup>15</sup> Tau Mai Te Reo – The Māori Language in Education Strategy 2013–2017.

<sup>16</sup> Ibid

#### **Applying the critical factors to this focus area**

### **Quality provision, leadership, teaching and learning, supported by effective governance**

Effective Māori language educators have a high level of Māori language proficiency and are experts in second language acquisition pedagogy. Education professionals teaching in and through Māori language must have high levels of language proficiency and the ability to teach across a range of subject areas.<sup>17</sup>

Iwi play a vital role in strengthening Māori language in education provision and Māori language revitalisation. Iwi and Māori communities can:

support reo ā-iwi and language quality

help with Māori language in education teacher recruitment  
provide elements of professional development and iwi-specific curriculum  
ensure Māori language in education pathways are supported in homes, on marae and within whānau.

Ka Hikitia – Accelerating Success 2013–2017 implementation will focus on supporting iwi to grow their role in quality Māori language in education provision.

## **Strong engagement and contribution from students and those who are best placed to support them – parents, families and whānau, hapū, iwi, communities and businesses**

Opportunities for learning in and through Māori language across the education sector began from the aspirations of iwi and Māori. Whānau are the main constituents of iwi in a social context; they have the single greatest influence on students' achievement.

Education professionals, including teachers and leaders, have the greatest influence in an education setting. Productive partnerships among education professionals, iwi, whānau and communities are critical to achieving high quality outcomes for students of Māori language in education. Iwi and Māori uphold a critical role as kaitiaki of Māori language in all Māori language in education options.<sup>18</sup>

Activity with iwi and Māori must incorporate the fundamentals of language revitalisation. The strongest Māori language in education pathways are those embedded in homes and communities, on marae and, most importantly, within whānau. Ambitions for the Māori language will only be achieved when education is coupled with active intergenerational language transmission, in homes and communities.<sup>19</sup>

<sup>17</sup> May, S., Hill, R., & Tiakiwai S. (2004)

<sup>18</sup> Tākao, N., Grennell, D., McKegg, K., & Wehipeihana, N. (2010)

<sup>19</sup> Waho, T. (2006); Skerret, M. (2011)

### **Goals and actions for this focus area**

The goals, priorities and actions for Māori language in education are integrated across Ka Hikitia – Accelerating Success 2013–2017 focus areas. The role of the Ministry of Education, ERO and education sector agencies in delivering the goals and outcomes of this focus area will be guided by Tau Mai Te Reo.

## **Focus area 2 - Early learning**

Outcome for this focus area:

All Māori children participate in high quality early learning

### **Why focus on early learning?**

Strong early learning experiences provide critical foundations for success in later education.<sup>20</sup> Evidence is clear that children from low socio-economic backgrounds benefit the most from attending high quality early learning, for longer hours and from a younger age.<sup>21</sup>

While the number of Māori children participating in quality early learning is increasing, Māori children still have lower rates of participation in early learning compared with the national participation rate. Participation is also particularly low in some regions.<sup>22</sup>

### **Access to quality early learning opportunities can be supported through:**

provision of information that supports parents and whānau to understand the benefit of early learning, how and where it can be accessed, and the different types of early learning available

increasing provision of quality, culturally responsive early learning opportunities

supporting access by addressing barriers to access including cost, transport, distance, health problems.<sup>23</sup>

Strong early learning experiences provide critical foundations for success in later education.

<sup>20</sup> Mitchell, L., Wylie, C., & Carr, M. (2008); PISA in focus 2011/1 (February) OECD 2011

<sup>21</sup> Fletcher, M., & Dwyer, M. (2008)

<sup>22</sup> Education Counts – Ministry of Education

<sup>23</sup> Dixon, R. et al (2007)

**Applying the critical factors to this focus area**

## **Quality provision, leadership, teaching and learning, supported by effective governance**

Children gain the most benefit from quality early learning.

Research highlights that access to quality early learning provision that is culturally responsive is a strong factor in parents' choice of early learning.<sup>24</sup>

Te Whāriki, the early childhood education curriculum, is an expression of biculturalism and provides a strong basis for teachers and leaders to promote aspects of Māori language and culture in early learning environments. Te Whāriki must be embedded within all services.<sup>25</sup>

The Ministry of Education, ERO and education sector agencies will contribute by supporting quality leadership and teaching in early learning. Promoting the benefits of early learning to parents, whānau, hapū and iwi will also be a strong focus.

Iwi and Māori organisations are playing a greater role in providing early learning opportunities. Supporting this will be important in improving access to quality early learning.

Te Kōhanga Reo and Puna Kōhungahunga provide Māori medium<sup>26</sup> early learning. They are important avenues for early learning, and ensuring the effective transmission of Māori language to young children. Support is needed to ensure the quality and effectiveness of these early learning providers, and to ensure a good supply of suitably skilled education professionals/kaiako are available to support Māori medium early learning provision.

## **Strong engagement and contribution from parents, families and whānau, hapū, iwi, communities and businesses**

Collaboration between parents, whānau, hapū, iwi, communities and early learning providers is required to lift the quality and responsiveness of early learning for Māori children and their whānau. Providers can then better tailor their provision to match the identity, language and culture of children and their whānau, hapū, iwi and communities, and create welcoming and supportive environments.

Parents and whānau must be provided with practical information on the benefits of early learning and choices of provision, including English medium and Māori medium early learning. This is to support them to make informed choices that will best meet the needs of their children. This includes information on the best options to achieve bilingualism and to support them in their role as first teachers.

Strong collaboration between organisations working with hard-to-reach children, parents and whānau will provide practical support to enable regular

access to quality early learning.

<sup>24</sup> Robertson, J. (2007)

<sup>25</sup> Nuthall, J. (2003)

<sup>26</sup> Māori medium includes Māori immersion levels 1-2

### The goals for this focus area

All Māori parents and whānau are accessing their choice of high quality early childhood education (English and Māori medium education).

All parents and whānau are providing high quality early learning experiences (education and language).

### The key actions for achieving these goals

Increase the supply and quality of early childhood education and early learning (both English and Māori medium education).

Remove barriers to access, and promote the benefits of participation in quality early childhood education and the benefits of Māori language in education.

Ensure parents and whānau have good support and information in their role as first teachers.

## Focus area 3 - Primary and secondary education

Outcomes for this focus area (In English and Māori medium education):

All Māori students have strong literacy, numeracy and language skills.

All Māori students achieve at least National Certificate of Educational Achievement (NCEA) Level 2 or an equivalent qualification.

### Why focus on primary and secondary education?

The primary and secondary education focus area covers the largest number of Māori students in formal education.

This focus area includes English medium and Māori medium education.

Over the past decade, there has been an increase in achievement for Māori students in primary and secondary education.<sup>27</sup> Improvements in achievement result when schools and kura:

integrate elements of students' identity, language and culture into the curriculum teaching and learning

use their student achievement data to target resources for optimal effect

provide early, intensive support for those students who are at risk of falling behind

create productive partnerships with parents, whānau, hapū, iwi, communities and businesses that are focused on educational success

retain high expectations of students to succeed in education as Māori.<sup>28</sup>

Ka Hikitia – Accelerating Success 2013–2017 aims to ensure this good practice occurs in all schools and kura.

Over the past decade, there has been an increase in achievement for Māori students in primary and secondary education.

<sup>27</sup> Education Counts – Ministry of Education

<sup>28</sup> Alton-Lee, A. (2011); Durie, M. (2011)

### Applying the critical factors to this focus area

Over the past decade, there has been an increase in achievement for Māori students in primary and secondary education.

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## **Quality provision, leadership, teaching and learning, supported by effective governance**

Education professionals need to know the best ways to support, teach and engage with Māori students, building on students' inherent capability, cultural assets and existing knowledge. Improving the quality of teaching and leadership is a central action within this focus area.<sup>29</sup> This will include improvements to initial teacher education, professional learning and development (incorporating Tātaiako: Cultural Competencies for Teachers of Māori Learners), and improvements to appraisal processes that place focus on supporting better outcomes for Māori students.

### **Supporting high quality Māori language in education teachers**

For Māori language in education there are challenges relating to teacher supply, quality and kura establishment processes that require urgent and ongoing focus. The Ministry of Education, ERO and education sector agencies will collaborate closely through the actions of Ka Hikitia – Accelerating Success 2013–2017 and Tau Mai Te Reo to address these challenges.

Iwi and Māori organisations will play a vital role in contributing to these actions as kaitiaki of Māori identity, language and culture.

### **Improving achievement**

Māori students in English medium schools are more likely to have lower levels of achievement in literacy, numeracy and science than non-Māori students.<sup>30</sup> If not addressed early, students are likely to fall behind and will be at risk of disengaging in the early years of their education. Continuing to embed National Standards and Ngā Whanaketanga Rumaki Māori is key to identifying these early warning signs so that students can receive assistance before the negative consequences of falling behind are compounded.

Schools and kura need to use disaggregated data<sup>31</sup> on students' performance to guide decisions on how to support Māori students' achievement. The Ministry of Education will also use data to target actions and support where it can make the biggest difference for Māori students.<sup>32</sup>

## **Supporting Māori students to believe in themselves and their potential**

Students with a strong belief in their capacity to achieve are more likely to set themselves challenging goals and put a high degree of effort into achieving them. Research has shown that the most motivated and resilient students are those who believe their abilities can be developed through their own effort and learning.

Students who believe they have set abilities, whether they believe they are smart or not very smart, are less likely to engage in activities where they might fail or look bad. They tend to avoid challenges and are more vulnerable to setbacks. Education professionals and whānau can help students by encouraging them to believe that if they apply themselves, they can achieve what they set out to do.

Education professionals who believe students have fixed abilities often have their belief confirmed when students do not improve. On the other hand, education professionals who believe their students can improve through diligence find that students who start at the bottom of the class can improve throughout the year. Education professionals who have strong self-efficacy believe in their own ability to create change and are confident of their teaching abilities. Education professionals with a high sense of efficacy about their teaching capabilities may find it easier to connect with students, influence students' beliefs about their abilities and influence student achievement.<sup>33</sup>

The New Zealand Curriculum and Te Marautanga o Aotearoa highlight the importance of self-efficacy in influencing student achievement.

### **Improving retention – creating strong pathways**

Despite recent improvements, many Māori students are leaving education early and without the skills and qualifications they need to reach their potential. Too many Māori students are the subject of standdowns, suspensions, exclusions and expulsions. Māori students frequently end up in

education settings that may not support their success or provide a pathway to re-engage in learning, or out of education altogether.<sup>34</sup>

## **Raising expectations**

Students who expect and are expected to succeed are more likely to succeed. Education professionals who hold lower expectations for Māori students may harm students' learning opportunities and outcomes. Ka Hikitia – Accelerating Success 2013–2017 requires the development of approaches to support all stakeholders to hold high expectations for all Māori students.

Students who expect and are expected to succeed are more likely to succeed.

Innovative approaches to education provision for at-risk students at the secondary and tertiary interface will support more Māori students to gain NCEA Level 2 and progress to further education and employment. The Government will continue to expand these opportunities. Iwi and Māori organisations and businesses will be key partners in this. Responses will involve creating teaching and learning environments and support systems that recognise and reflect the identity, language and culture of these students and support their achievement in education as Māori.

To achieve their potential as Māori, every Māori student needs to play a role, from an early stage, in planning strong pathways in their education, supported by effective, culturally responsive transitions, and career information and guidance. Vocational Pathways will be an important tool, but communities also need to be provided with more information about the post-school outcomes and destinations of their students. Schools must focus on providing quality careers information, advice and guidance that take account of the aspirations of Māori students, their parents, whānau, hapū, iwi and communities.<sup>35</sup>

## **Quality leadership through effective boards**

Boards of trustees of schools and kura are responsible for the governance of the school or kura. The board sets the strategic direction for the school or kura in consultation with parents, whānau, iwi, staff, communities and students.

School charters outline how boards will deliver set goals that reflect the school's or kura's priorities. Charters will be an important way to guide action to support Ka Hikitia – Accelerating Success 2013–2017.

Boards will be expected to set targets that deliver on the Government's expectations for better outcomes for Māori students. Boards are required to monitor progress on their charters and report results annually to the Ministry of Education and communities.

Promoting the value of board membership to Māori parents, whānau, hapū, iwi and communities will be an important way to ensure governance decisions support strong outcomes for Māori students.

## **Ministry of Education's, ERO's and education sector agencies' responsibilities**

Through implementing Ka Hikitia – Accelerating Success 2013–2017, the Ministry of Education, ERO and education sector agencies will collaborate with sector professionals to lift capability and increase the accountability of all key stakeholders to support Māori students to achieve. This includes providing direct support and challenge to schools and kura where required.

Ongoing investments and activities have contributed to the evidence base of what works to support Māori students to engage and achieve in education. The Ministry of Education and education sector agencies will focus on ways to use this knowledge to implement Ka Hikitia – Accelerating Success 2013–2017. This will include increasing opportunities to better share good practice so that it becomes common practice.

## **Strong engagement and contribution from students and those who are best placed to support them – parents, families and whānau, hapū, iwi, communities and businesses**

Education professionals must recognise and value the contribution of whānau, hapū and iwi, and build connections with them both inside and outside

of school. These groups are key to engaging students in education, and can help develop a local curriculum that reflects the identity, language and culture specific to each area.

Providing accessible, practical information is necessary to support students and their whānau to understand how the education system works, what they can expect and the best ways to influence the quality of education provision. Information on the benefits of Māori language in education will be an essential component of this.

Many iwi and Māori organisations are preparing and implementing their own language and education strategies. They are also designing curriculum material and providing innovative teaching and learning environments.<sup>36</sup> Supporting iwi and Māori organisations to play a greater role in education will be an important part of implementing Ka Hikitia – Accelerating Success 2013–2017.

Schools and kura that work in partnership with parents, whānau, hapū, iwi, and Māori organisations, communities and businesses can better support more effective teaching and learning for Māori students. These partnerships can establish a shared commitment to hold high expectations for Māori students – a key action within this focus area. They can also create learning environments that reinforce the identity, language and culture of Māori students.

Promoting the value of board membership to Māori parents, whānau, hapū, iwi and communities will be an important way to ensure governance decisions support strong outcomes for Māori students. This will be an ongoing focus over coming years.<sup>37</sup>

Education professionals must recognise and value the contribution of whānau, hapū and iwi, and build connections with them both inside and outside of school.

<sup>29</sup> Alton-Lee, A. (2003)

<sup>30</sup> Education Counts – Ministry of Education

<sup>31</sup> Data that is separated to show how different groups perform

<sup>32</sup> OECD Reviews of Evaluation and Assessment in Education: New Zealand 2011

<sup>33</sup> Kok, et al (1991); den Boer, et al (1991)

<sup>34</sup> Education Counts – Ministry of Education

<sup>35</sup> ERO (2012) Careers Information, Advice, Guidance and Education (CIAGE) in Secondary Schools. Wellington: Education Review Office.

<sup>36</sup> Ministry of Education (2011)

<sup>37</sup> ERO (June 2010)

### **Goals for this focus area (In English and Māori medium education)**

All Māori students are engaged in quality teaching and learning experiences.

All stakeholders with a role to play in Māori education success:

have high expectations for all Māori students

are sharing and growing knowledge and evidence of what works, and

are collaborating to achieve excellent education and Māori language outcomes.

All Māori students have access to learning pathways of their choice that lead to excellent education and Māori language outcomes.

### **The key actions for achieving these goals (In English and Māori medium education)**

Continue to enhance the quality of school leadership and teaching and raise the professional status of teaching.

Develop new and expand current teaching and learning approaches that are engaging, effective and enjoyable for all Māori students.

Strengthen capability and accountability for Māori education and language outcomes across all stakeholders.

Support all stakeholders to:

have high expectations for all Māori students

develop and use a range of networks to share and grow knowledge and evidence of what works to support excellent education and Māori language outcomes.

Develop and support clear pathways that lead to excellent education and Māori language outcomes.

## Focus area 4 - Tertiary education

Outcome for this focus area:

Māori succeed at higher levels of tertiary education.

### Why focus on tertiary education?

In recent years, there have been improvements in participation and achievement at higher levels in tertiary education for Māori students. The proportion of Māori students studying at New Zealand Qualifications Framework (NZQF) level 4 and above has increased, and the number of Māori students enrolled in qualifications at bachelor's level or higher has also increased from 17,500 (21% of Māori students) in 2007 to 21,900 (28%) in 2012. Course completion rates for Māori students at all levels are up to 76% in 2012, compared with 63% in 2007.

However, the total number of Māori students studying at NZQF level 4 and above remains constant. The significant participation and achievement gap at higher levels (especially for younger students) between Māori and the rest of the population has not reduced.<sup>38</sup> This means further work is needed to ensure the education system is delivering the levels of success we would like to see.

Higher-level tertiary qualifications, including vocational education and training at NZQF levels 4 to 6 and at bachelor's level and above, have the greatest benefits for students. Qualifications at these levels increase students' future income and employment opportunities. Increasing the number of highly educated Māori with the skills, knowledge and qualifications sought by employers will boost students' employment opportunities.<sup>39</sup> This is essential in delivering wider economic and social benefits for all New Zealanders.

Tertiary education has an important role to play in sustaining and revitalising Māori language and mātauranga Māori. Māori language and knowledge have the potential to contribute to innovation, productivity and economic growth.

Course completion rates for Māori students at all levels are up to 76% in 2012, compared with 63% in 2007

### Current work

Raising educational achievement is the single most important way to achieve the Government's ambitious goals for raising living standards through a more productive and competitive economy. Under the Education Act 1989, the Tertiary Education Strategy sets out the Government's long-term strategic direction for tertiary education including a goal to address the development aspirations of Māori. This has enabled a range of work that makes a difference in improving educational and employment outcomes for Māori.

The Government is working to:

ensure that tertiary providers have the right incentives to get better outcomes for their Māori students  
increase the accountability of tertiary providers to their communities and to the Government.

The Government is progressing this by:

setting strong performance targets for providers through performance linked funding

the Tertiary Education Commission setting strong targets for providers that focus on increasing Māori learner participation and achievement to be at least on par with other students, and providing additional resourcing to providers that have shown good outcomes for Māori students  
committing funding to expand Māori and Pasifika trades training from the current 600 places to 3,000 places by 2015 and expanding apprenticeship training opportunities through New Zealand Apprenticeships  
actively encouraging more Māori students to successfully transition from secondary to tertiary education by increasing places in the Youth Guarantee (up to 10,500 places by 2015)  
improving the information available on the outcomes of tertiary study to help students and potential students understand the benefits of tertiary education and to assist them to make decisions about what to study  
the NZQA developing the Mātauranga Māori Quality Assurance Mark, which is awarded to qualifications that have been approved as meeting the needs of Māori students.

This is improving the performance of tertiary education for Māori students.

<sup>38</sup> Education Counts – Ministry of Education

<sup>39</sup> Mahoney, P., Park, Z., & Smyth, R. (2013)

## Goals for this focus area

Four tertiary education goals and accompanying actions have been developed to improve system and institutional performance for Māori that focus on the shifts needed to accelerate progress.

Māori participate and achieve at all levels at least on a par with other students in tertiary education.

Māori attain the knowledge, skills and qualifications that enable them to participate and achieve at all levels of the workforce.

Grow research and development of mātauranga Māori across the tertiary sector.

Increase participation and completion in Māori language courses at higher levels, in particular to improve the quality of Māori language teaching and provision.

## The key actions for achieving these goals

To make a bigger difference in improving educational and employment outcomes for Māori, the Ministry of Education as well as education, business, innovation and employment sector agencies are targeting areas that are likely to show quick improvements, as well as taking a long-term, pragmatic approach. In the short term, actions include (but are not limited to):

expanding trades training for Māori

maintaining a strong performance element to tertiary funding – to ensure providers are accountable and have the incentives to support better educational outcomes for Māori students

continuing to improve the information available on tertiary education, particularly on careers advice, employment outcomes and skills in demand, for Māori students, whānau, communities and iwi to enable them to make informed educational choices

examining existing support for research based on mātauranga Māori as part of the reviews of the Performance Based Research Fund and the Centres of Research Excellence.

In the longer term, the Ministry of Education and education, business, innovation and employment sector agencies' actions include (but are not limited to):

supporting approaches to up-skill Māori in the workforce by connecting tertiary education with the Māori economic development initiatives

growing the research available on effective teaching and learning for Māori students so providers know what they can do to support students

ensuring that Māori students' success is more transparent in NZQA's quality assessment of tertiary providers, so students, parents, whānau and iwi

can better judge individual providers, improving the quality of Māori medium initial teacher education  
providing clear, quality Māori language pathways through tertiary education to support improvement in language proficiency  
looking for opportunities for better inclusion of mātauranga Māori in tertiary programmes.

## Applying the critical factors to this focus area

### **Quality provision, leadership, teaching and learning, supported by effective governance**

Tertiary providers have differing strengths and weaknesses in providing for Māori students. Each provider will have different challenges: for some it may mean a focus on increasing participation, for others transitioning students to higher levels will be important.

All tertiary providers will need to focus on supporting students to attain qualifications that lead to better employment outcomes. In particular, we expect providers to use their research and networking capacity to develop and share information on what works for Māori students in education and implement this into their particular tertiary context.

#### **For providers this includes:**

embedding organisation-wide accountability and monitoring for raising educational and labour market success outcomes for Māori students  
providing information and advice (in conjunction with schools), and engaging with parents and whānau to strengthen transitions from school to tertiary education  
tailoring their provision (for example, using foundation and bridging courses) to support better transitions for students with low prior qualifications (especially adult students)  
investing in research on improving outcomes for Māori  
providing professional development for tertiary educators and introducing culturally responsive teaching pedagogies  
integrating or exploring different models for Māori pastoral care, including collaborating with whānau, hapū and iwi  
building stronger relationships with whānau, hapū and iwi to successfully engage Māori communities and support Māori student success

### **Strong engagement and contribution from students and those who are best placed to support them – parents, families and whānau, hapū, iwi, communities and businesses**

The benefits of tertiary education are numerous. Māori, particularly those with a NZQF level 4 qualification or above, are more likely to be employed and earn higher incomes. Māori with higher level qualifications are also more likely to live longer, with lower mortality rates found among Māori with post-school qualifications than Māori with only school or no qualifications.<sup>40</sup>

We want to increase the expectations of Māori students, which may require us to question how we think about teaching and learning. On the other hand, we want to enable whānau, iwi, Māori organisations and communities to influence and expect tertiary providers to be responsive to their needs in order to improve educational and labour market outcomes for Māori students.

The tertiary education sector encourages parents, whānau, iwi, and communities to:

have high expectations for Māori students to learn and succeed in tertiary education  
increase their own understanding of the benefits and challenges of tertiary education, and the support available  
choose their tertiary education organisation carefully – judge them on how well they provide excellent learning environments and good outcomes for Māori students  
seek ways to successfully engage and influence tertiary education institutions over the needs of Māori students, whānau and iwi.

<sup>40</sup> Te Puni Kōkiri (2010)

## Focus area 5 - Organisational success

Outcome for this focus area:

The performance of the Ministry of Education, ERO and education sector agencies creates the conditions for Māori students to enjoy and achieve education success as Māori.

### Why focus on organisational success?

The Ministry of Education, ERO and education sector agencies must lead, coordinate and support improvements in education system performance for Māori students.

This will require close collaboration with all stakeholders – students, parents, whānau, hapū, iwi, communities and businesses. The actions of Ka Hikitia – Accelerating Success 2013–2017 will also connect with and be supported by the following strategies and activities led by ERO and education sector agencies, including:

the Tertiary Education Commission's Tū Māia e te Ākonga 2013–2016: Framework for Māori Learners Te Rautaki Māori 2012–2017 – NZQA's strategy to guide action towards fulfilling its contribution to the Government's education sector goal of Māori enjoying and achieving education success as Māori focusing ERO's differentiated review cycle and

ongoing reviews in individual schools and kura on success for Māori students ERO sharing, through its national reports, good practice for improving outcomes for Māori students and system-wide findings related to success for Māori students ERO including actions and successes for improving outcomes for Māori students in its reports on other education centres outside of mainstream schools (such as teen parent units, activity centres and alternative education centres)

He Kai Kei Aku Ringa – The Māori Economic Development Growth Strategy and Action Plan.

The effective implementation of Ka Hikitia – Accelerating Success 2013–2017 requires strong coordination and collaboration between education sector agencies, businesses and employment agencies.

### Goals for this focus area

The Ministry of Education provides strong leadership to all relevant government agencies and the education sector that supports Māori education success.

Ka Hikitia – Accelerating Success 2013–2017 and evidence of what works for and with Māori students are embedded into all education sector agencies' planning and accountability processes.

The Ministry of Education and education sector agencies take steps to increase their capacity and capability to lift the performance of the education system for Māori students.

### The key actions for achieving these goals

Continue to build the Ministry of Education, ERO and education sector agencies' capability and commitment to lifting the performance of the education system for Māori students, including implementing:

Whakapūmāutia, Papakōwhaitia, Tau ana: Grasp, Embrace and Realise – A model of excellent education relationships between iwi and the Ministry of Education

Tau Mai Te Reo – The Māori Language in Education Strategy 2013–2017

Tātai Pou – competency framework

Ka Hikitia Measurable Gains R Framework.

Develop shared implementation plans to deliver on the goals and actions of Ka Hikitia – Accelerating Success 2013–2017, supported by building capability across the Ministry of Education, ERO and education sector agencies, and improving monitoring, evaluation and measuring of progress.

## Section 4: Ka Hikitia Accelerating Success in action

### In this section:

- [Putting Ka Hikitia Accelerating Success 2013-2017 into action](#)
- [Measuring and sharing success](#)
  - Early learning
  - Primary and secondary education
  - Tertiary education
- [Key readings and resources](#)
- [Glossary](#)
- [Selected references](#)
- [Karakia Mutunga](#)

## Putting Ka Hikitia Accelerating Success 2013 - 2017 into action

To succeed, Ka Hikitia – Accelerating Success 2013–2017 requires contribution from everyone who has a role to play. To improve the performance of the education system for Māori students, the actions of Ka Hikitia – Accelerating Success 2013–2017 must be supported and delivered by stakeholders at all levels of the education system – at national, regional/rohe, local, provider, student and whānau levels.

At national, regional and local levels, action planning requires engagement with students and their whānau so that actions meet local needs, priorities and aspirations. Action plans must take account of the views of students and their whānau, hapū, iwi, Māori organisations and communities.

Activity will be guided by Māori students' progress across key indicators of success, including retention, achievement and qualitative measures contained in the Ka Hikitia Measureable Gains Framework.

The Ministry of Education and education sector agencies will work collaboratively, sharing data, research and examples to build a richer picture of the challenges and opportunities for Māori students in education that will build the effectiveness of action.

### **Ways we will work to accelerate change include the following.**

#### **Prioritising resources**

The Government is committed to ensuring that resourcing and funding are targeted to areas of greatest need. The Government has directed the Ministry of Education and education sector agencies to show how their investment decisions will help to achieve the goals of Ka Hikitia – Accelerating Success 2013–2017. Monitoring will determine if we are on track to effectively implementing Ka Hikitia – Accelerating Success 2013–2017 and where we need to make changes in our approach.

#### **Supporting a stronger student and whānau voice in education**

The Ministry of Education will create ways to gather and share feedback from students and their whānau and communities through ongoing hui, shared stories of Māori students' successes, the findings of an annual student and whānau survey, and updates on the Ministry of Education's website. These resources will be added to, expanded and enhanced over time.

At the provider level, there will be a focus on giving students a greater say in teaching and learning, and on students playing a proactive role in determining their own educational journey. This will be supported through goal setting and strong support from education professionals, parents, whānau, hapū, iwi, Māori organisations, communities and businesses.

### **Creating and maintaining momentum and action**

All stakeholders must remain motivated and maintain momentum in delivering on their Ka Hikitia – Accelerating Success 2013–2017 action plans. We will support this by gathering and sharing information and real life examples that demonstrate our progress towards achieving the vision, outcomes and targets within Ka Hikitia – Accelerating Success 2013–2017. We will also create opportunities to acknowledge and celebrate successes.

The Ministry of Education and education sector agencies will also take account of the findings and recommendations of the Office of the Controller and Auditor-General's fiveyear audit programme on Māori education as they progress with implementing Ka Hikitia – Accelerating Success 2013–2017.

### **Developing further measures and indicators of progress**

The Ministry of Education, ERO and education sector agencies will develop a range of supporting measures that will guide progress over time. These measures must show that:

- our activities are positively contributing to progress – progress will be reported to Cabinet annually
- include a strong focus on quality to ensure that we are contributing to the 'as Māori' component of our vision for Ka Hikitia – Accelerating Success 2013–2017.

To gain a richer picture of progress at local and regional levels, it is important that every Ka Hikitia – Accelerating Success 2013–2017 action plan contains measures of progress and quality that are developed in consultation with stakeholders.

## **Measuring and sharing success**

The Ministry of Education, ERO and education sector agencies will publish annual monitoring reports to measure the progress against the actions, goals, outcomes, targets, measures and vision of Ka Hikitia – Accelerating Success 2013–2017. We will use a range of information channels to share progress, including the Ministry of Education's website, social media and Education Counts.

### **Early learning**

In 2016, 98% of Māori children starting school will have participated in quality early childhood education.

By 2017, 85% of early childhood education services reviewed by ERO will be working to some extent or to a high extent in partnership with Māori whānau.

### **Primary and secondary education (In English and Māori medium education)**

By the end of 2017, 85% of Māori students will be achieving at or above their appropriate National Standard/Ngā Whanaketanga Rumaki Māori in literacy and numeracy.

Of the Māori students who turn 18 in 2017, 85% will achieve at least NCEA Level 2 or an equivalent qualification.

In 2015, 22% of students will participate in Māori language in education (primary and secondary education).

By 2017, Māori school leavers achieving University Entrance will be on par with non-Māori school leavers.

## Tertiary education

The proportion of Māori who attain a NZQF Level 4 or above qualification by age 25 increases.

Employment outcomes for Māori improve.

The number of people who participate in, and complete, Māori language qualifications increases.

The number of people who complete immersion or bilingual initial teacher education increases.

## Key readings and resources

- Tau Mai Te Reo: The Māori Language in Education Strategy 2013–2017, Ministry of Education.
- Whakapūmautia, Papakōwhaitia, Tau ana – Grasp, Embrace and Realise: Conducting Excellent Education Relationships between Iwi and the Ministry of Education, Ministry of Education.
- Key evidence and how we must use it to improve system performance for Māori (2008–2012), Ministry of Education, Ministry of Education.
- Tātaiako: Cultural Competencies for Teachers of Māori Learners, Ministry of Education.
- Ka Hikitia Measurable Gains Framework, Ministry of Education.
- Me Kōrero – Let’s Talk – engagement document to support the development of Ka Hikitia – Accelerating Success 2013–2017, Ministry of Education.
- Me Kōrero – Let’s Talk – Summary of Online Feedback – March 2013, Ministry of Education.
- BES (Iterative Best Evidence Synthesis) Programme – What Works Evidence Hei Kete Raukura, Ministry of Education.

## Glossary

ERO	Education Review Office
Iwi	Tribe – social group of people with shared family links, culture, and language dialect
Hapū	Sub-tribe
kaitiaki	guardian/s
NCEA	National Certificate of Educational Achievement
NZQA	New Zealand Qualifications Authority
NZQF	New Zealand Qualifications Framework
te ao Māori	Māori world view and values
Treaty	The Treaty of Waitangi
Whānau	Family or group of people with a genealogical bond; also used colloquially for those who share a common interest or philosophy

## Selected references

Full references for Ka Hikitia – Accelerating Success 2013–2017 will be available through the Ka Hikitia – Accelerating Success 2013–2017 Key Evidence booklet

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## Karakia Mutunga

### Karakia mutunga

Kua hikitia te kaupapa

Kua takoto te wero

Me hoe tahi i runga i te whakaaro kotahi

Tiaki tō tāua oranga

Kia kaha ai mo te tuku taonga

Kia tutuki ngā hiahia mō

Ka Hikitia

Tihei mauriora!

Ki te whai ao!

Ki te whai oranga e!

Mauriora!

We have come to an awareness

The challenge lies before us

Let us work together as one

Stay well so that we have the ability to manage success

Behold, here is the pathway to enlightenment and well-being

What a positive feeling!