2005

Ngā Haeata Mātauranga

Annual Report on Māori Education

te Mana
KI TE TAUMATA ● GET THERE WITH LEARNING

te Mana
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TE TĀHUHU O TE MĀTAURANGA
Ministry of Education
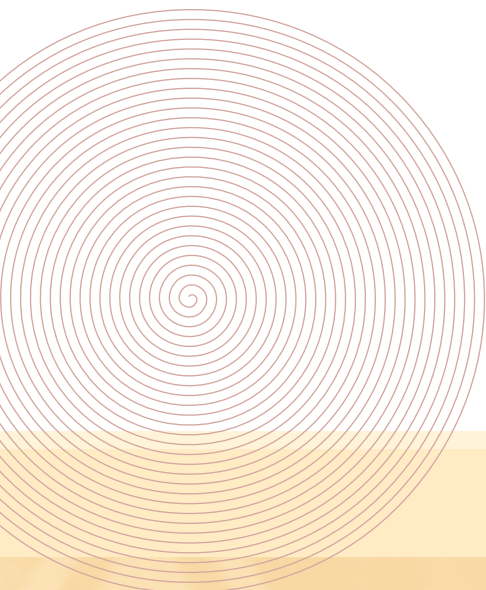
Kia mārō koe i te ara namunamu

Ki te taiao, ki te ao hurihuri

Kia kōkiri, kia kōkiri

Ki te ao tūroa

Ka whakawhenua ngā hiringa i kōnei

E mau tō ringa, ki te kete tuauri

Ki te kete tuatea, ki te kete aronui

I pikitia e Tāne-nui-a-rangi

I te ara tauwhāiti

Rua i te pupuke

Rua i te horahora

Rua i te mahara

Rua i te wanawana

Kia areare i taringa ki te whakarongo

Piki atu e koe ngā pikitanga

Whakaangi i runga rā, kia tau atu ana

Ki te taumata

Haramai, puritia i te aka matua

Kia whitirere ake ko te kauwae runga

Ko te kauwae raro

Kia tāwhia, kia tāmana, kia ita i roto

Te ihi, te wehi, te wana

Te ihi, te wehi, te mana!

Contents

Message
from the Minister of Education

E rau rangatira mā tēnā koutou kātoa

Education is at the heart of the government's commitment to building a strong future for New Zealand. To achieve this, we will focus on building a learner-centred education system that meets the needs of all students.

In continuing to ensure that the education system works for Māori learners, we will focus on those things that we know make the biggest difference. We have seen, through professional development programmes such as Te Kotahitanga, that when high-quality teaching is well supported and includes having high expectations of all students and developing strong, caring relationships, then the quality of learning is also high.

To help guide our next steps, it is important we regularly reflect on how well the system is meeting the needs of learners, capturing what works best so that good practice can be shared throughout the system.

Ensuring the education system works well for all students is dependent upon clearly understanding the role we all play, too. We must identify the things that work, understand why they do and build on them. It is about building on success to garner more.

This latest edition of *Ngā Haeata Mātauranga – Annual Report on Māori Education, 2005* provides readers with an insight into our progress towards meeting the needs of Māori learners. It reinforces the gains we are making and the challenges we face in this important and exciting journey.

The report shows that the government is strongly committed to improving education outcomes for Māori and in many cases we are seeing the results of this commitment. Going forward, it is important that our efforts be guided by a clear vision of our shared outcomes and goals.

The Ministry of Education's Māori Education Strategy, in particular, will help focus on outcomes for Māori learners. This, together with the strategies for early childhood education, schooling and tertiary education, will continue to ensure that the needs of Māori learners are prioritised across the system and reflected in the work the Ministry carries out over the coming year – reinforcing that Māori success is New Zealand's success.

Nāku noa, nā

Hon. Steve Maharey
Minister of Education

Message
from the Associate Minister of Education

Whāia te iti kahurangi, ki te tūohu koe, me he maunga teitei.

These sentiments expressed by our ancestors in this whakatauākī hold true today.

This whakatauākī speaks of the importance of pursuing excellence, despite the challenges that such a pursuit may bring.

In many ways, these words remind us that in education, as in other parts of life, we are on a journey – a journey characterised by struggle, success and, ultimately, reward. With this in mind, it is my great pleasure to introduce, alongside the Hon. Steve Maharey, *Ngā Haeata Mātauranga – Annual Report on Māori Education, 2005*.

The report provides us with the opportunity to reflect on the events of the past year. It shows that in 2005, the government collaborated with Māori to carry out a significant range of activities to improve education outcomes for mokopuna, tamariki, rangatahi, and our adult Māori population.

In many cases we are seeing the results of these efforts. For example, in the early childhood education sector, our mokopuna participated in even greater numbers than ever before. This is a trend we need to keep nurturing and supporting if we are to realise the overall aim of the government's ten-year strategy for the sector – to give tamariki a strong education foundation and a head start at school.

In the school sector, we saw the introduction of the five-year Schooling Strategy – a crucial piece of work that highlights the importance of supporting the educational achievement of all students within this country's schools.

Participation in Māori-medium education remained steady in the past year. In 2005, we saw more than 26,000 tamariki and rangatahi receiving their primary or secondary education through a combination of te reo Māori and English or through te reo Māori alone.

In both the English-medium (mainstream) and kaupapa Māori school sectors, the Ministry of Education continued to carry out a wide range of initiatives to support

teachers. In 2005, it was heartening to see best evidence research commissioned that will examine the teaching practice that works best for Māori learners. I look forward to reviewing the results.

Finally, in 2005, we saw the concept of partnership within the sector develop for the benefit of Māori learners. An information campaign for parents called Team-Up was launched, acknowledging the vital role whānau play in the education success of their tamariki. And we saw the Crown's iwi partnerships continue to make excellent progress towards supporting the education aspirations of iwi.

I look forward to another busy, challenging and rewarding year in Māori education – a year where we take every opportunity to build on our successes. And I take heart from the progress made in 2005. This year's *Ngā Haeata Mātauranga – Annual Report on Māori Education, 2005* provides readers with an insight into our progress towards meeting these goals for Māori. It reinforces the gains we are making and the challenges we face in this important and exciting journey.

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

Hon. Parekura Horomia
Associate Minister of Education

Message
from the Secretary for Education

Tēnā koutou kātoa

We all have a stake in and a role to play in supporting the success of Māori learners – Māori success is critical to New Zealand's success.

The New Zealand education system overall performs well by international standards, and it is pleasing to see this year's annual report on Māori education shows improvements.

Ensuring the education system works well for all Māori learners is a key priority for the Ministry of Education.

The evidence base relating to student achievement is growing steadily and is being used to inform and improve education policy and teaching for Māori learners.

The evidence shows how well many Māori students achieve in education. The challenge is to learn from success and apply our understandings more widely and more effectively across the education sector.

This document, *Ngā Haeata Mātauranga – Annual Report on Māori Education (2005)*, is part of that process of gathering, sharing, and using evidence. It aims to help us make better decisions about where to best focus our efforts. And it provides an important way of letting Māori whānau, hapū, iwi, and communities know more about our progress towards achieving the country's education goals for Māori learners.

The report brings together in one place a wide range of evidence about participation and engagement in early childhood education, as well as data about engagement, participation and achievement within the schooling and kaupapa Māori (Māori-medium) sectors. It provides a window into Māori learning success in the tertiary sector and explores some of the activity occurring at the whānau, hapū, iwi, and community level.

Creating a future where Māori education success is a defining feature of the education system depends on effective teaching and the effective engagement and involvement of whānau and communities in the education of young people.

So it is important that iwi, Māori groups, and whānau all have input into education policy and its implementation at the national and local level. This view is at the heart of the relationships we look to build with Māori. It is also at the heart of an education system that is responsive to the needs and aspirations of Māori learners.

Māori educationalist and academic Professor Mason Durie explored this belief at the first Hui Taumata Mātauranga (education summit) in 2001 when he talked about success for Māori needing to encompass success in the Māori world and success in a global world.

In today's education system, Professor Durie's sentiments are reflected, in part, in the different pathways Māori learners can take within the education system.

Across the system, priority is given to practices and relationships that increasingly understand that excellent teaching practice values culture and language, has high and appropriate aspirations for students, and builds from the knowledge and expertise of a student's home and community.

There continues to be a considerable amount of change happening in all parts of the education system as we work together to build on the things we know matter most.

Across the system – in both policy and practice – we need to respond positively to new evidence, to emphasise excellence at all levels, and to maintain a strong focus on seeing every student achieve to the best of their abilities.

I encourage people right across the sector to read this report, understand what it means to you, and use it to contribute to better outcomes for Māori learners.

Ngā mihi nui ki a koutou kātoa

Howard Fancy
Secretary for Education

Executive summary

Ngā Haeata Mātauranga – Annual Report on Māori Education, 2005 provides an overview of Māori education, from early childhood through to tertiary. The report looks at key themes influencing the Ministry of Education's approach towards Māori education as articulated in the Māori Education Strategy (refer to chapter one). It includes an update on policies and programmes designed to improve educational outcomes for all learners, including Māori. It refers to the latest research evidence and data to highlight key issues and achievements in Māori education.

The Ministry's direction for Māori education continues to be informed by the government's outcomes for Māori education (see appendix one), the government's Education Priorities, the Ministry's strategic goals and three vital outcomes outlined in the Statement of Intent 2005–2010, the strategic work arising from the Hui Taumata Mātauranga, and the growing number of education partnerships forged among iwi and Māori groups and the Ministry.

Key areas of focus for Māori education continue to be:

- engaging whānau, hapū, iwi, and the wider community
- strengthening kaupapa Māori education
- building early learning foundations
- raising achievement at school
- encouraging lifelong learning.

Engaging whānau, hapū, iwi, and the wider community

The latest educational research suggests that a learner's education success is influenced by a wide range of experiences – those had at school, within the community, and at home.

Research shows that whānau and communities who are engaged in and support their whānau's learning dramatically shape children's aspirations and expectations. Findings also show that, regardless of their circumstances, almost all parents want to support their children's learning as much as they can.

One of the Ministry's main strategic goals is to help increase the participation of whānau and community in the education system at all levels, recognising that, with the right information and support from education and government agencies, whānau, hapū, iwi, and the wider community will be in a better place to nurture and support their children's learning.

In 2005, the Ministry sought to increase the engagement and participation of whānau, hapū, iwi, and the wider community through a range of policies and initiatives focused on supporting the education success of Māori learners.

Some of the year's key highlights are listed below.

- The continued development of the Ministry's iwi and Māori education partnerships, partnerships characterised by collaboration and the common goal of ensuring the educational success of Māori learners.
- The number of primary and secondary schools consulting with their Māori community increased to 88 percent by 2003, according to the Education Review Office (ERO).[1]
- 2005 marked the second year of schools using computerised student management systems to record the iwi affiliation of all Māori new entrants – an important first step towards gathering information about iwi participation and achievement.
- The launch of the sector-wide Team-Up information programme for whānau and communities, seeking to increase people's awareness of the importance of whānau engagement in their children's education.
- Finalising the results of a nationwide whānau engagement programme called Let's Talk Special Education (involving more than 5,000 parents and 395 meetings) and the set up of regional parent reference groups that aim to ensure the perspectives of whānau are better integrated into special education policy and services.
- Ongoing support for schools (and other education providers and social agencies) across the country to develop ways to increase the participation of whānau, building on successful initiatives such as the Whakaaro Mātauranga Te Mana programme, and the Parents As First Teachers programme.

While the progress made in 2005 is heartening, there are still many challenges to overcome to ensure whānau are fully engaged and participate in their children's education and that teaching practice reflects the needs and aspirations of Māori learners. For example, the sector's knowledge about how to best involve and assist whānau, hapū, and iwi to participate in and support children's learning is still evolving. Meanwhile, the Ministry itself is developing a policy framework to support this important goal.

1   *Māori Student Achievement in Mainstream Schools, June 2004. Education Review Office.*

Strengthening kaupapa Māori education

Kaupapa Māori education has grown and developed through the passion and efforts of Māori whānau, hapū, and iwi. It has arisen out of a shared vision and common desire to foster and retain the Māori language and culture, and to ensure learning, within this sector, is driven by and reflective of the needs of Māori learners.

In the early 80s, Aotearoa – New Zealand saw the emergence of kaupapa Māori education with the beginning of the kōhanga reo movement. Today, the kaupapa Māori education sector has evolved to include education within the schooling and tertiary sectors, too.

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

• the learner has access to te reo Māori (Māori language), tikanga Māori (Māori customs and protocols), and mātauranga Māori (Māori knowledge) through te ao Māori (the Māori world) teaching and learning practices
• Māori authority and control exists in all aspects of learning and education
• the learner and their wider whānau is central to the learning process
• Māori communities achieve social and economic aspirations as determined by themselves.

In this report, kaupapa Māori education describes education where students are taught using both te reo Māori and English, or using te reo Māori only. Kaupapa Māori education is found throughout the education sector. It includes education within kōhanga reo and puna kōhungahunga in early childhood education, bilingual and immersion units and classes and kura kaupapa Māori in the schooling sector, and wānanga at tertiary level.

Much of the Ministry's work in this sector throughout 2005 involved collaborating with the range of people working and taking part in kaupapa Māori education to ensure students' education was of a high-quality and provided them with a seamless pathway through the system as they get older.

Some of the year's highlights are listed below.

• In the early childhood education sector, more than 10,000 children participated in approximately 500 kōhanga reo throughout 2005.
• In the schooling sector, 16 percent of Māori students (or more than 25,000 students) were enrolled in kaupapa Māori (Māori-medium) schools, receiving their education through a combination of te reo Māori and English or through te reo Māori alone.
• In 2005, Māori students in year 11, who attended schools where teaching was in te reo Māori for between 51 to 100 percent of the time, had a higher rate of attaining National Certificate of Educational Achievement (NCEA) qualifications than Māori in other schools.

- A high proportion of candidates at schools, where teaching is in te reo Māori for between 51 to 100 percent of the time, achieved NCEA qualifications above the level typical for their year of schooling. Candidates in these settings were more likely to gain NCEA level two compared with their Māori peers in English-medium (mainstream) schools.

Looking ahead, the Ministry will continue to build on the progress it has made and turn its focus towards addressing the shortage of appropriately skilled and qualified teachers and developing educational resources for this sector.

Developing a framework for Māori Language Education is also a key priority. The framework will look at learners' ability to move easily from kōhanga reo (or any other kaupapa Māori early childhood education setting), to kaupapa Māori (Māori-medium) schooling and on to a kaupapa Māori tertiary setting such as wānanga.

Chapter three examines participation rates across the Māori language sector – from early childhood through to tertiary education. It explores academic achievement within the kaupapa Māori (Māori-medium) schooling sector and lists a range of Ministry programmes under way.

Building early learning foundations

Children who take part in early childhood education tend to adapt to school better than children who do not take part. Research shows a child's experience of early childhood education can last well into their primary years and can in fact still affect their achievement much later in life, helping give them the early learning foundations they need for life.

Children's awareness of their ethnic identity develops at a young age, and is shaped and influenced by the different social and cultural settings they encounter as they grow and develop. Kōhanga reo and other kaupapa Māori early childhood education services play an important role in fostering children's knowledge about tikanga and te reo Māori. Refer to chapter three for more information on kaupapa Māori education.

In New Zealand, early childhood education is defined as the period of education from birth to approximately five or six years of age. A significant number of children attend some form of early childhood education service. The attendance rates for Māori pre-schoolers, however, have persistently fallen behind that of other children.

Increasing participation has formed a key part of the government's work and is one of three goals in the ten-year strategic plan for early childhood education, called Ngā Huarahi Arataki, Pathways to the Future.

The three strategy aims are referred to throughout chapter four and are listed below.

• Increasing participation in high-quality early childhood education.
• Improving the quality of early childhood education.
• Promoting collaborative relationships within the sector.

Research shows that affordability can be a barrier to participation for low-income whānau. Currently, whānau can access up to six hours a day of early childhood education at a subsidised rate. From 2007, whānau of children who are aged three and four will be entitled to fully-subsidised early childhood education for 20 hours per week, from teacher-led services.[2]

Free early childhood education for children aged three and four aims to benefit children, whānau, and society by:

• creating stronger awareness among whānau of the benefits of having their children participate in early childhood education
• increasing participation in early childhood education by low-income whānau
• increasing the opportunity for whānau to participate in work, education, or training
• aligning of the country's early childhood education sector with research findings[3] that show intensive participation in early childhood education for between 15 and 25 hours each week is beneficial to children's learning and development.

In 2005, implementation of the early childhood strategic plan reached its third year, making a major contribution to the year's highlights, which are noted below.

• Māori increased their participation in early childhood education at a greater rate than the general populaton in 2005.
• The number of registered Māori early childhood education teachers increased from 23 to 38 percent between 2004 and 2005.
• The number of children reported to have participated in early childhood education on entry to school was 90 percent for Māori, up slightly from 89 percent according to the latest data.[4]
• The early childhood education exemplars project was launched by the Minister of Education. The exemplars were developed to help educators assess learning.
• The early childhood information and communications technologies (ICT) framework was launched to help educators to teach and develop their professional capability.
• The Promoting Participation Project, which started in 2001, continued to ensure that early childhood education services are more accessible to whānau and children not participating in early childhood education.

Looking ahead, ensuring the strategic plan continues to meet the needs of Māori children and their whānau will continue to be the major focus for the Ministry and the sector.

The report's fourth chapter looks at particular aspects of the early childhood education sector. It examines participation rates across the sector and explores the quality of

2 Early childhood education services are defined as either teacher-led or parent-led services.

3 New Zealand's Competent Children study. New Zealand Council for Educational Research, 1993.

4 Includes licensed and licence-exempt services.

education within the sector. It also looks at the collaborative relationships essential to the sector's ongoing success.

Raising achievement at school

New Zealand has a good education system, with high average achievement by international standards, but widespread disparity between the highest and lowest student achievement rates. Māori students, Pasifika students, and students from lower socio-economic groups are over-represented among students who underachieve.

In 2005, a new strategy for the English-medium (mainstream) schooling sector was launched, called Making a Bigger Difference for all Students: Schooling Strategy 2005–2010. The strategy highlights the importance of strengthening the effectiveness of teaching and relationships among schools, whānau, and communities for the benefit of Māori learners.

Research (the Ministry's Best Evidence Syntheses) provides evidence that there has been inequitable teaching of Māori learners over many decades (for example, through fewer teacher interactions, less positive feedback, under-assessment of capability, mispronunciation of names, and so on).[5]

Māori students make up a significant proportion of the school-age population. Māori learners were 19.9 percent of all domestic students in 1996, a figure that increased to 21.4 percent in 2005. In 2005, Māori made up a greater proportion of the English-medium (mainstream) school population than ever before.

Māori, like other groups, are a diverse population. Therefore, student success lies in helping teachers and schools to better cater to the diverse needs of Māori students across the achievement spectrum. This idea was at the heart of a range of projects and initiatives implemented throughout the year. Some highlights for 2005 follow.

- A continued focus on improving teaching practice and building the evidence and research base around what works for Māori students through initiatives such as Te Kauhua, Te Kotahitanga.
- Continued development of the literacy and numeracy assessment tool for teachers, called asTTle, and continued emphasis on teachers using data to improve and adapt their teaching practice to better meet students' learning needs.
- The latest data showed more year 12 Māori students gained an NCEA level two qualification – up from 40 to 43 percent.
- Meanwhile, slightly more Māori school leavers achieved qualifications at or equivalent to NCEA level two or higher according to the latest data – up from 45 to 47 percent.
- The difference between Māori and non-Māori qualification attainment rates narrowed in year 12. However, Māori year 12 students remained more likely to gain an NCEA level one and less likely to gain an NCEA level two qualification than their non-Māori peers.

5   *Quality Teaching for Diverse Students in Schooling: Best Evidence Synthesis. Alton-Lee, A. Ministry of Education, 2003.*

The year's truancy, suspension, and participation rates continued to show that Māori were over-represented in the group of students who had disengaged from the education system, despite the high aspirations of their whānau, hapū, and iwi.

Looking ahead, the education sector must continue working together to ensure Māori learners succeed within English-medium (mainstream) schools by continuing to focus on improving teaching practice, raising the quality of education provision, and engaging families and communities.

Chapter five looks at where the schooling sector was at in 2005. It explores student achievement, participation, and engagement, and it looks at the range of initiatives that seek to lift quality within this sector.

Encouraging lifelong learning

Encouraging New Zealanders to develop a strong interest in lifelong learning is a key priority for the Ministry.

Tertiary education helps people build their skills and knowledge. It helps people improve their standard of living and contribute positively to their various communities.

Māori, as a growing proportion of the population, play a key role in the future of the country. Māori participation at a local, national, and global level is greatly influenced by their choice of education pathway and learning new skills and knowledge. In turn, the participation of Māori in tertiary education is influenced by the ability of the tertiary system to respond to and support Māori needs and aspirations. This is especially important given the increasing focus by Māori on Māori economic development expressed at events such as the Māori economic hui held in Wellington during 2005. The hui reaffirmed the growing desire by Māori to define their own economic development pathways to ensure Māori individuals and communities prosper and ensure their wellbeing is enhanced.

There is a growing number of Māori learners choosing to move on to higher-level study after completing certificate-level learning. The number of postgraduate Māori students has also been gradually increasing in recent years. Māori research capacity has been strengthened, thanks to the emergence of centres of research excellence such as Ngā Pae o te Māramatanga, hosted by the University of Auckland.

Some of this year's tertiary sector highlights are listed below:

• Māori had the highest tertiary education participation rates of all New Zealanders in 2004.

• A growing number of Māori learners chose to move on to higher-level study after completing certificate-level learning.

• The number of Māori students enrolled in bachelor degree-level study grew at a slower rate than other qualification levels, but at a faster rate than that of the population as a whole.

- The number of Māori students leaving after their first year of study dropped significantly from approximately a half to a third between 2000 and 2003, and a growing number of students moved on to further study after completing a qualification.

Looking ahead, tertiary providers and educators will need to be more outwardly focused and link more strongly to business, communities, and other external stakeholders to ensure they continue to meet local and national needs.

The Statement of Tertiary Education Priorities (STEP) 2005/07 has been released, setting out the priorities for New Zealand's tertiary education system to December 2007.

The latest STEP highlights the importance of high-quality and relevance as a focus for the sector and links teaching, learning, and research in the tertiary sector to wider social and economic outcomes, also focusing on the need to strengthen Māori development.

Wānanga will continue to play a critical role in fostering and sharing te reo Māori (Māori language), tikanga Māori (Māori customs and protocols), and mātauranga Māori (Māori knowledge) through te ao Māori (the Māori world) teaching and learning practices. High quality among kaupapa Māori providers will continue to be guided by the sector's understanding and knowledge of kaupapa Māori education at tertiary level.

Chapter six explores collaboration among tertiary providers and whānau, hapū, and iwi, and it looks at participation and achievement by Māori learners within this sector.
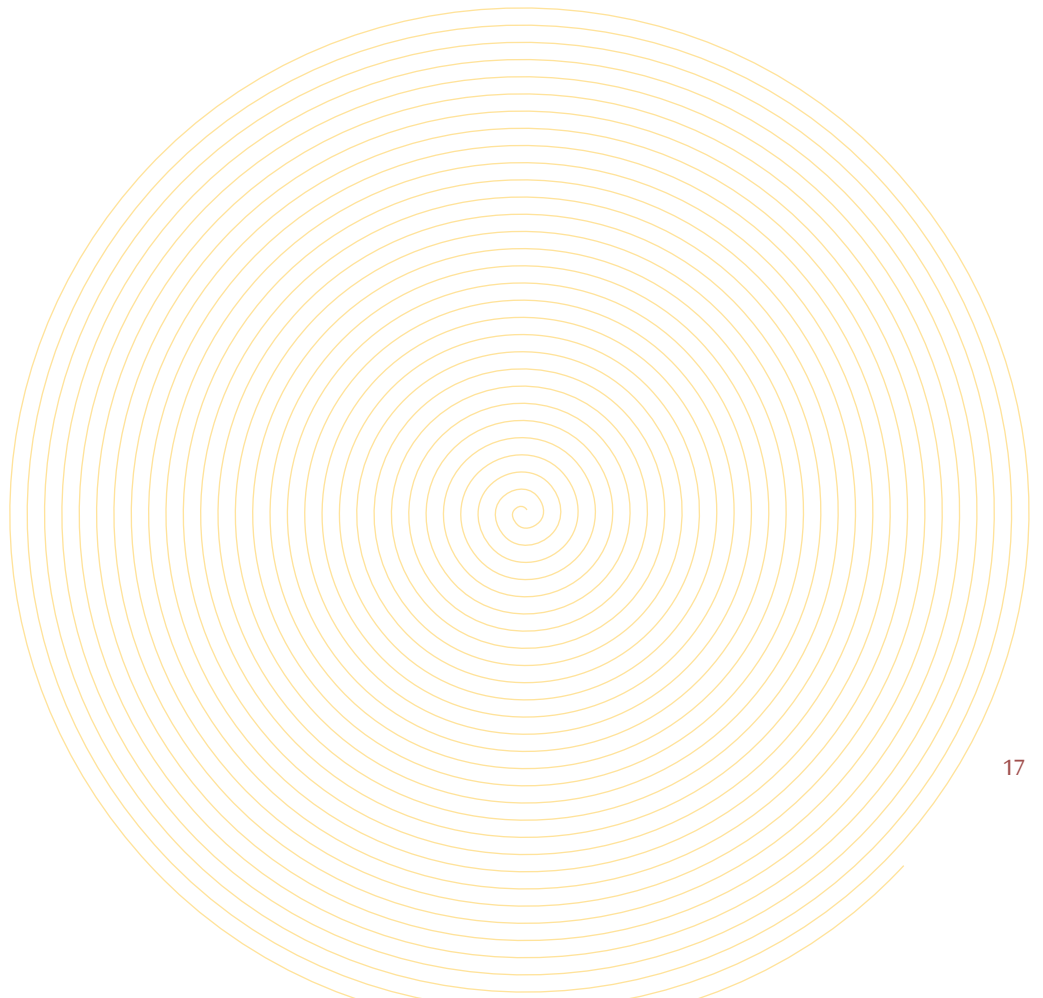
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Introduction

1.0 Ngā Haeata Mātauranga content and purpose

Ngā Haeata Mātauranga – Annual Report on Māori Education, 2005 is the latest in the Ministry of Education's series on Māori education. It provides an overview of the key education policies and programmes in place to enhance the achievement and participation of Māori learners.

In 2005, the Ministry focused on the continued development and implementation of the Māori Education Strategy. The document provides a strategic approach for realising the goals and aspirations expressed by the government and Māori over the past four to five years.

Ngā Haeata Mātauranga – Annual Report on Māori Education, 2005 is organised into six chapters. Chapter one provides a range of contextual information, including the Māori Education Strategy. Chapter two looks at the central role whānau, hapū, iwi, and the wider community play in the education of their members. Chapter two looks at the importance of whānau engagement in the education of their children and the involvement and authority of Māori in education.

Chapter three looks at what is being done to strengthen kaupapa Māori education across all parts of the education sector, but focuses mainly on early childhood education and kaupapa Māori (Māori-medium) schooling, providing information about the participation and achievement of students learning in te reo Māori.

The following chapter, chapter four, looks at learning in the early childhood education sector. It focuses on the policies and programmes that underpin the government's strategic plan for early childhood education, Pathways to the Future: Ngā Huarahi Arataki, A Ten-Year Strategic Plan for Early Childhood Education.

The fifth chapter looks at efforts to raise the achievement of Māori learners within the English-medium (mainstream) school sector. Chapter five also considers the impact of high-quality teaching on learning.

Chapter six examines Māori learners' participation and achievement in tertiary education and the work that is under way to encourage lifelong learning among Māori. It also reflects on how tertiary education contributes to the income, employment, and Māori development outcomes of Māori learners and communities.

Appendix one outlines the government's outcomes for Māori education, while appendix two provides a range of statistical information relevant to all education sectors (note that 2005 data is used wherever possible, although, in some cases, data from previous years was the most recent available as this report went to print.) Appendix three is a glossary of vocabulary and terms used throughout the report.

1.1 Māori population trends

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

The population of Māori in New Zealand, especially young Māori, is expected to increase significantly. Right now, Māori students make up a significant proportion of the school-age population. Māori learners were 19.9 percent of all domestic students in 1996, a figure that increased to 21.6 percent in 2005. Over the next 20 years, while the non-Māori population across many age groups is set to decrease, the Māori population is expected to steadily rise.[6]

In 2001, the estimated resident population of Māori in New Zealand was 585,900, representing 15.1 percent of the population. In 2026, the number of Māori is expected to reach 804,200, increasing to 17 percent of the total population.

Figure one on page 21 and the points below summarise the trends anticipated from the Māori population during the next 20 years.

- The number of Māori children aged under four is expected to increase by 14 percent, increasing their proportion of the national under-four population from 27 percent in 2001 to 32 percent in 2026.
- The number of Māori five to 12 year olds is expected to increase by seven percent, increasing their proportion of the national population aged five to 12 from 24 percent in 2001 to 28 percent in 2026.
- The number of Māori 13 to 19 year olds is expected to increase by 24 percent, increasing their proportion of the national population aged 13 to 19 from 21 percent in 2001 to 24 percent in 2026.
- The number of Māori aged 20 years and older is expected to increase by two percent, increasing their proportion of the national population in this age group from 12 percent in 2001 to 14 percent in 2026.

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6 *Data based on Statistics New Zealand projections taken from 2001 Census data.*

Figure 1: Projected Māori population by age group, 2001–2026
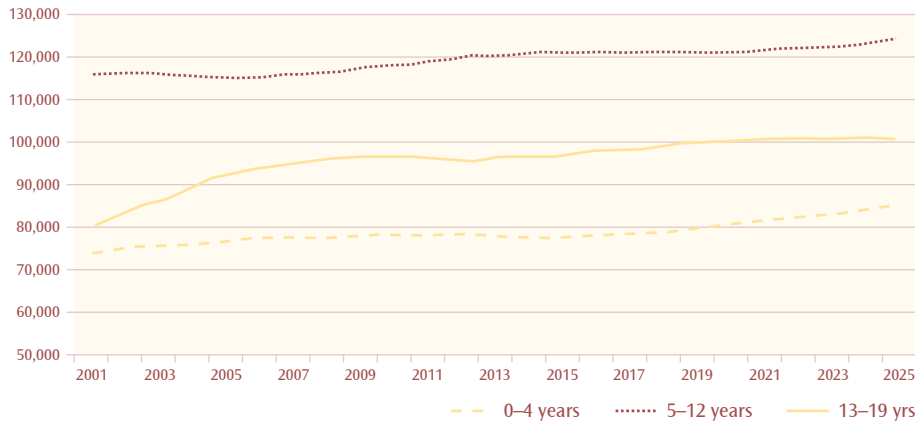
1.2 Māori education trends

This report provides a wide range of statistical information that highlights trends occurring across the education sector. The information reveals a mix of positive achievements and areas for attention. The information, while not comprehensive, provides a window into what is occurring across the education sector. Listed below are some of the main trends for 2005.

Engaging whānau, hapū, iwi, and the wider community

By 2005, Ministry had fostered partnerships with more than 20 iwi and Māori organisations, where the main focus is education.

The number of primary and secondary schools consulting with their Māori community increased to 88 percent by 2003, according to the Education Review Office (ERO).[7]

2005 marked the second year of schools using computerised student management systems to record the iwi affiliation of all Māori new entrants – an important first step towards gathering information about iwi participation and achievement.

Strengthening kaupapa Māori education

In the early childhood education sector, more than 10,000 children participated in approximately 500 kōhanga reo throughout 2005.

In the schooling sector, 16 percent of Māori students (or more than 25,000 students) were enrolled in kaupapa Māori (Māori-medium) schools, receiving their education through a combination of te reo Māori and English or through te reo Māori alone.

In 2005, Māori students in year 11, who attended schools where teaching was in te reo Māori for between 51 to 100 percent of the time, had a higher rate of attaining National Certificate of Educational Achievement (NCEA) qualifications than Māori in other schools.

A high proportion of candidates at schools, where teaching is in te reo Māori for between 51 to 100 percent of the time, achieved NCEA qualifications above the level typical for their year of schooling. Candidates in these settings were more likely to gain NCEA level two compared with their Māori peers in English-medium (mainstream) schools.

7 *Māori Student Achievement in Mainstream Schools, June 2004. Education Review Office.*

Building early learning foundations

Māori increased their participation in early childhood education at a greater rate than the general population in 2005.

The number of children reported to have participated in early childhood education on entry to school was 90 percent for Māori, up slightly from 89 percent according to the latest data.

Raising achievement at school

Māori students, who remained at school after the age of 16, had similar retention rates to those of other students in 2005. However, Māori students remained considerably more likely to have left school by age 16 than non-Māori.

The latest data showed more year 12 Māori students gained an NCEA level two qualification – up from 40 to 43 percent.

Meanwhile, slightly more Māori school leavers achieved qualifications at or equivalent to NCEA level two or higher according to the latest data – up from 45 to 47 percent.

The difference between Māori and non-Māori qualification attainment rates narrowed in year 12. However, Māori year 12 students remained more likely to gain an NCEA level one and less likely to gain an NCEA level two qualification than their non-Māori peers.

Encouraging lifelong learning

Māori had the highest tertiary education participation rates of all New Zealanders in 2004.

A growing number of Māori learners chose to move on to higher-level study after completing certificate-level learning.

The number of Māori students enrolled in bachelor degree-level study grew at a slower rate than other qualification levels, but at a faster rate than that of the population as a whole.

The number of Māori students leaving after their first year of study dropped significantly from approximately a half to a third between 2000 and 2003, and a growing number of students moved on to further study after completing a qualification.

1.3 Māori Education Strategy

Background to the strategy

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

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

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

Education is not the only factor that will determine fluency in te reo, or readiness for participation in a global society, or good health, but it has the potential to be a major contributor, and educational failure significantly reduces chances in any of the three areas."[8]

Education, among other things, has an important impact on people's employment success. Education can also contribute positively to the creation and generation of income through business enterprise and the creation of new knowledge.

There is a substantial body of evidence that shows that people with high levels of education are more likely to participate in the labour market, face lower risks of unemployment, have greater access to further training, and earn more. These labour market advantages are an important outcome of education. Access to a good income enables people to achieve a higher standard of living, as well as many of the other benefits associated directly or indirectly from higher incomes.

Developing a strategy for Māori education

The Māori Education Strategy originated out of consultation between Māori and government in 1997 and 1998. The themes arising from the consultation are noted below.

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

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

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

8   A framework for considering Māori educational achievement. Mason Durie, 2001.

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

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

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

Strategy policies
This section describes the various education policies and initiatives included in the strategy, which identified three core goals.

- Raising the quality of education in English-medium (mainstream) education.
- Supporting the growth of high-quality kaupapa Māori education.
- Supporting greater Māori involvement and authority in education.

In 2000 and 2001, the Ministry's commitment to the Māori Education Strategy strengthened, and this was reflected in a range of new policies, projects, and programmes.

In 2002 and 2003, the Ministry continued ensuring that all its strategies, policies, and programmes contributed to the educational success of Māori and reflected the aspirations and expectations of Māori. For example, the Ministry implemented the Tertiary Education Strategy and the government's early childhood education strategy, which both included a focus on Māori education participation and achievement.

The following diagram shows the Māori Education Strategy today. Without exception, all education policies and programmes influence Māori participation and achievement in education in some manner. The policies and programmes identified in the diagram are the strategy's key priorities.
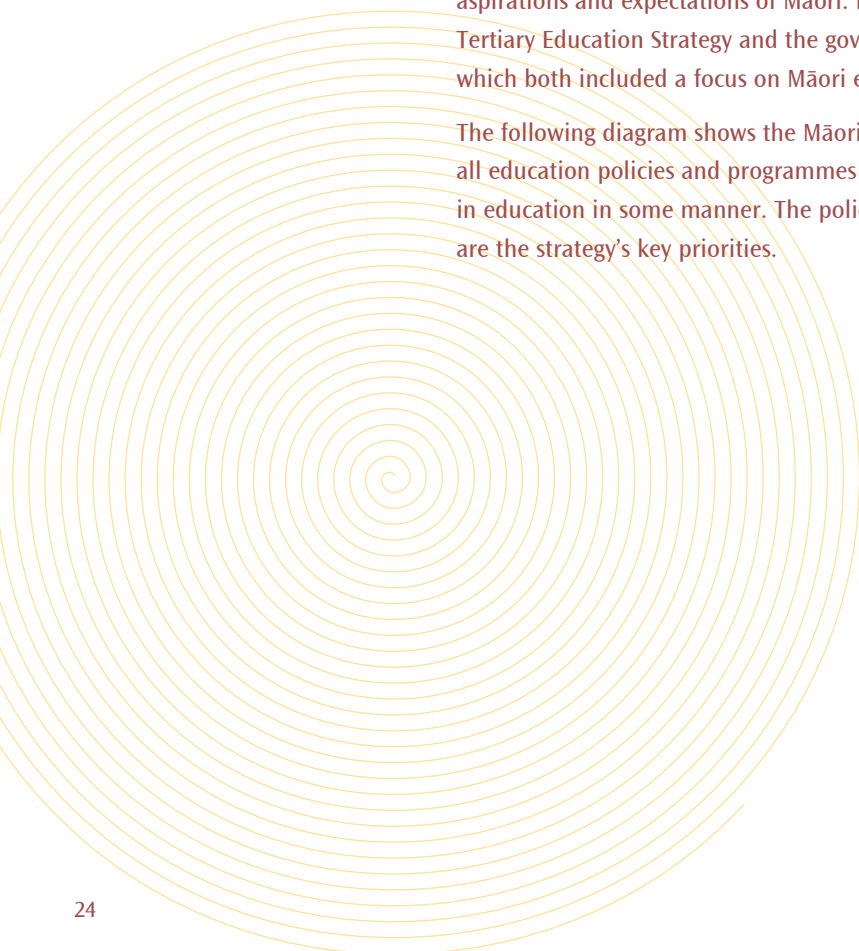
Figure 2: Māori Education Strategy

Māori Education Strategy

| GOVERNMENT GOALS | > Learners equipped with 21st century skills
> Reduce systemic under achievement in education | > Enabling Māori to live as Māori
> Facilitating participation as citizens of the world
> Contributing towards good health and a high standard of living | MĀORI EXPECTATIONS OF EDUCATION |

Māori Education Strategy Goals	Raise quality of mainstream education	Support growth of quality kaupapa Māori education	Support greater involvement and authority in education
Early Childhood Education	Effective teaching Promoting Participation Programme Discretionary grants scheme	Effective teaching Promoting Participation Programme Discretionary grants scheme	
Schooling	Effective teaching programme including Māori in mainstream professional development strategy Te reo Māori in mainstream strategy School improvement initiatives Literacy, numeracy and assessment strategies Student engagement initiatives	Effective teaching: Ngā Taumatua Poutama Tau Assessment Strategy Teacher Supply Initiatives Teaching and Learning Materials Development Kura establishment support Kaupapa Ara Whakawhiti Mātauranga	Board of trustee elections & training School planning & reporting	Iwi Education Partnerships Hui Taumata Mātauranga Whakaaro Mātauranga – Te Mana and Pouwhakataki CBLI
Tertiary	Special Supplementary Grants	Kaupapa Māori Tertiary Project	Governance & management project

PRIORITY POLICIES AND PROGRAMMES

Strategy redevelopment

The Ministry is revisiting the Māori Education Strategy in 2006, with the aim of reaffirming its key goals and outcomes for Māori learners. It will also review the strategy's focus on effective teaching and learning and validating and valuing culture within the education system. This work will also look at the strategy's emphasis on productive partnerships and creating an effective infrastructure for kaupapa Māori education.

1.4 Māori success in education

Ensuring Māori achieve greater success in education is a high priority for both Māori and the Ministry.

The Ministry is committed to ensuring the goals expressed by Mason Durie are realised through the Māori Education Strategy. It is also committed to finding more effective ways to contribute to the achievement of the Māori Education Strategy. Increasing the ability of the education system to provide greater value for Māori is a major focus. So, too, is finding ways to better support learners who learn within the kaupapa Māori education sector, where education teaching and learning draws on te reo Māori (Māori language) and tikanga Māori (Māori customs).

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

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

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

The Ministry works closely with iwi and Māori organisations, encouraging their involvement in policy development and planning, to help it better meet local needs.

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

Improving the way the Ministry works and its capability to effectively respond to Māori educational issues is an ongoing challenge. Maintaining a coherent and strategic approach to Māori education that supports changes in beliefs, attitudes, ways of working, and capability is important, and will continue to be a focus in 2006.

To read more about any of the strategies, policies, and programmes mentioned in this chapter, refer to **www.minedu.govt.nz**
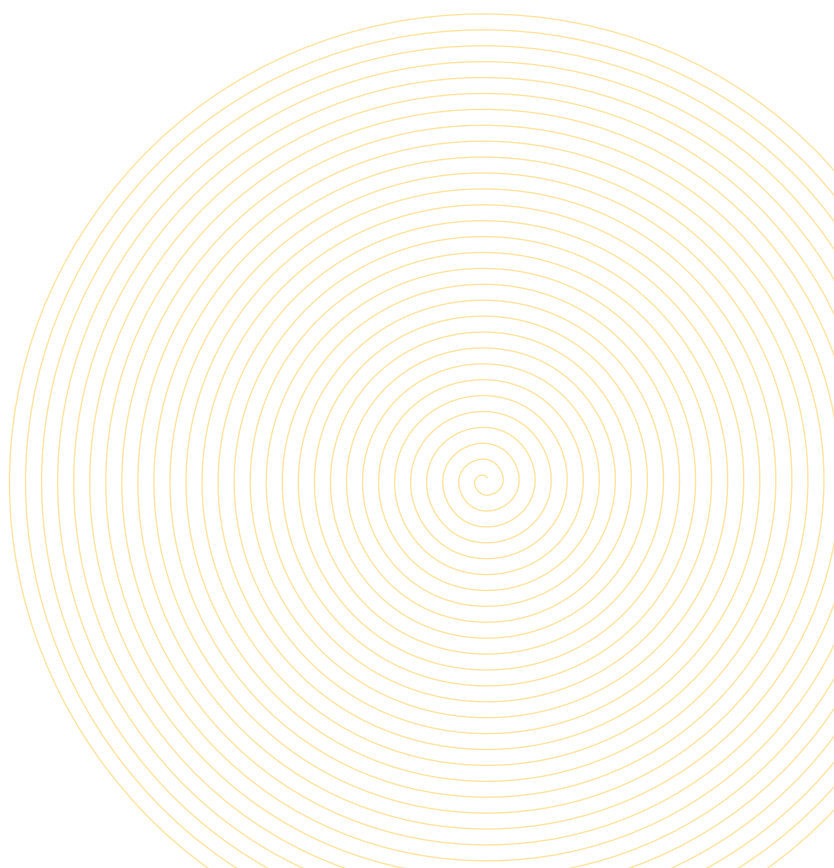
2
Engaging whānau, hapū, iwi, and the wider community

2.0 Context

The latest educational research suggests that a child's education success is influenced by a wide range of experiences – those had at school, within the community, and at home.

Research shows that whānau and communities who are engaged in and support their children's learning dramatically shape children's aspirations and expectations. Findings also show that, regardless of their circumstances, almost all parents want to support their children's learning as much as they can.

One of the Ministry's main strategic goals is to help increase the participation of whānau and the community in the education system at all levels, recognising that, with the right information and support from education and government agencies, whānau, hapū, iwi, and the wider community will be in a better place to nurture and support their children's learning.

In 2005, the Ministry sought to increase the engagement and participation of whānau, hapū, iwi, and the wider community through a range of policies and initiatives focused on supporting the education success of Māori learners.

Some of the year's key highlights are listed below.

- The continued development of the Ministry's iwi and Māori education partnerships, partnerships characterised by collaboration and the common goal of ensuring the educational success of Māori learners.
- The number of primary and secondary schools consulting with their Māori community increased to 88 percent by 2003, according to the Education Review Office (ERO).[9]
- 2005 marked the second year of schools using computerised student management systems to record the iwi affiliation of all Māori new entrants – an important first step towards gathering information about iwi participation and achievement.

9 *Māori Student Achievement in Mainstream Schools, June 2004. Education Review Office.*

- The launch of the sector-wide Team-Up information programme for whānau and communities, seeking to increase people's awareness of the importance of whānau engagement in their children's education.
- Finalising the results of a nationwide whānau engagement programme called Let's Talk Special Education (involving more than 5,000 parents and 395 meetings) and the set up of regional parent reference groups that aim to ensure the perspectives of whānau are better integrated into special education policy and services.
- Ongoing support for schools (and other education providers and social agencies) across the country to develop ways to increase the participation of whānau, building on successful initiatives such as the Whakaaro Mātauranga Te Mana programme, and the Parents As First Teachers programme.

While the progress made in 2005 is heartening, there are still many challenges to overcome to ensure whānau are fully engaged and participate in their children's education. For example, the sector's knowledge about how to best involve and assist whānau, hapū, and iwi to participate in and support children's learning is still evolving. Meanwhile, the Ministry itself is developing a policy framework to support this important goal.

The following chapter provides more information about the key pieces of work under way to ensure whānau are fully engaged and participate in their children's education. It explores, in more depth, the progress the sector made towards achieving this goal in 2005.

2.1 Partnership

Iwi and Māori education partnerships

The Ministry has partnerships with more than 20 iwi and Māori organisations, where the main focus is education. Nine iwi have formalised their relationship with the Ministry by signing a memo of understanding. Each agreement provides the basis for ongoing engagement and collaboration between the partners. Some partners have developed education plans that articulate iwi and Māori organisational aspirations and that help form the basis for ongoing engagement with the Ministry and other stakeholders.

Working together gives iwi, Māori organisations, and the Ministry the opportunity to design and implement solutions that focus on strengthening the role of whānau in education.

In 2005, iwi partners were involved in a wide variety of work as part of their education partnerships. For example, they took part in governance training for school boards, professional development for teachers and principals, teachers' literacy programmes, and community-based language and culture initiatives.

In 2005, a new position within the Ministry was created with the encouragement of education partners within the central North Island. The position of Te Mataaruru, or Central North education performance Māori manager, and her small team are responsible for developing a strategic overview of education performance for Māori within the central North Island. The team acts as the primary link between education partners and the Ministry in their region.

The Ministry also invited its education partners to a number of capability development workshops in 2005. Workshops focused on analytical and critical thinking (intervention logic), explored data analysis, and provided an opportunity to develop processes for monitoring progress, capturing insights, and reporting. Workshops were held in Wellington, Rotorua, and Gisborne, and were attended by representatives from 14 organisations.

The Ministry collects information on the participation and achievement of different iwi. The data is useful for planning and helps the Ministry and iwi to monitor and analyse education trends. In 2003, schools started using computerised student management systems to record the iwi affiliation of all Māori new entrants. The information will help gain an overall understanding of education participation and outcomes for specific iwi. It will also help iwi, education providers, and the Ministry discuss and work out ways to ensure the education system is better equipped to raise iwi participation and learning outcomes.

The following case study explores an indigenous education model adapted from Alaskan Inuit tribes and tailored to the needs of the Wanganui education community. The case study also looks at this work in the context of the iwi partnership shared by the Ministry and Whanganui iwi.
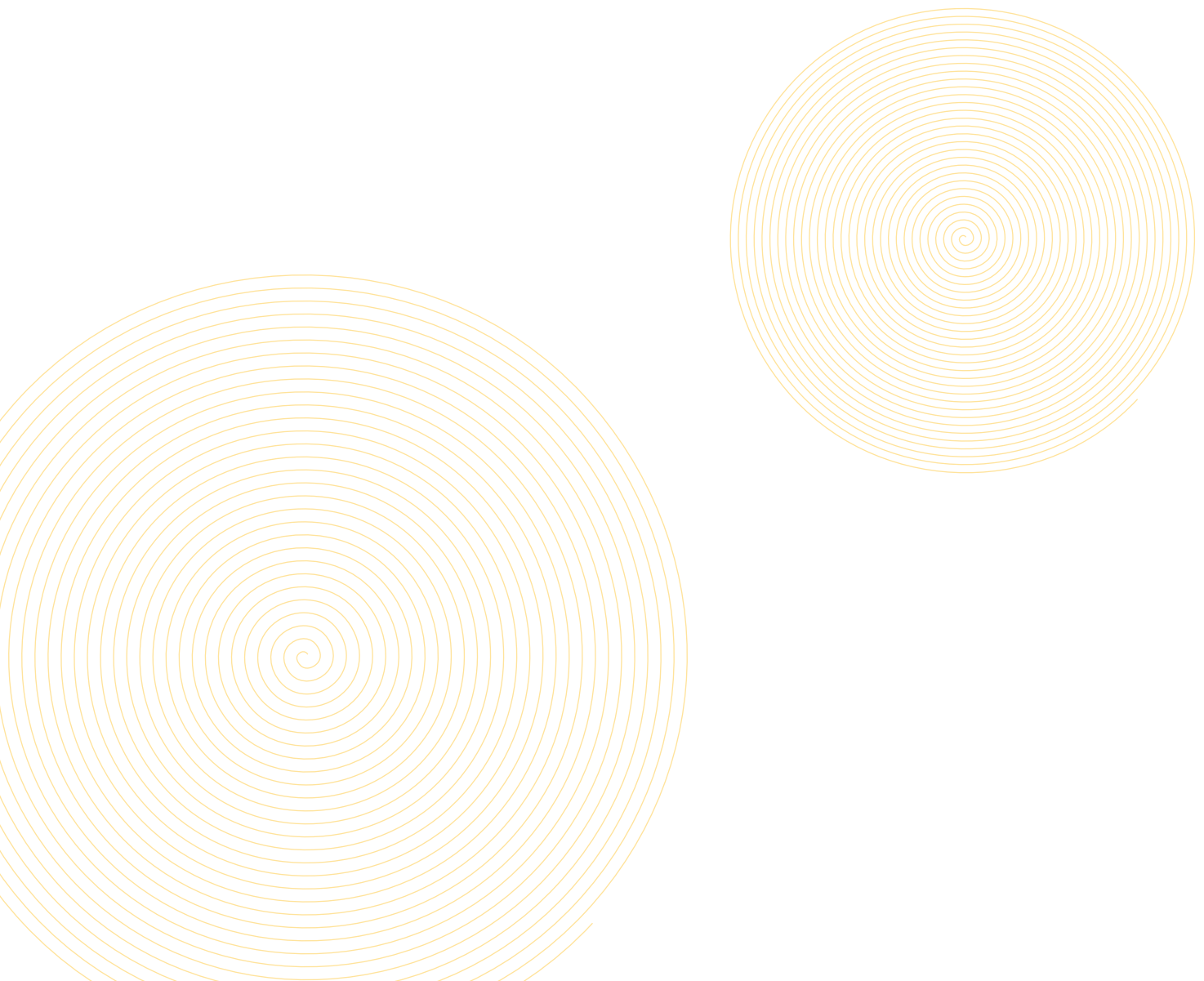
Case study no. 1

Whanganui iwi looks to Alaskan tribes for the way ahead

Te Puna Mātauranga o Whanganui general manager Aaron Te Aramakutu (Ngāti Kauwhata, Ngāti Porou).

They're divided by thousands of kilometres of land and sea, yet Whanganui iwi and four of Alaska's Inuit tribes share something very exciting in common.

They are each seeking to improve the education success of their people by implementing in their communities a model that has culturally-responsive teaching and culturally-balanced learning at its heart.

The model is called the cultural standards model. Alaska's Inupiaq, Athabascan, Southern Aleut, and Yup'ik tribes developed it and began describing it to the world's indigenous peoples at international education conferences in the 1990s.

Whanganui iwi soon caught wind of the model, seeing it as a way to help it achieve its goal of having a culturally, socially and economically strong, robust and vibrant iwi.[10]

At the same time, they saw its potential to give iwi a bigger say in education. So, in 2000, when Whanganui iwi revised their education plan – Ngā Kai o te Puku Tupuna (2000–2008) – the cultural standards model became one of the plan's defining cornerstones.

Simply put, Whanganui's cultural standards model provides schools with a set of standards by which they can understand and measure culturally-responsive teaching and culturally-balanced learning.

The model reflects a wide range of national and international education theory, research, and evidence. For example, it sees culturally-responsive teaching as practice that helps learners become knowledgeable about the history and cultural traditions of Whanganui hapū and iwi, while learners, according to this model, should have an ability to participate in a range of cultural environments and in a global society.

"We hope this model, though still in its infancy, will help us get to where we want to go. Whanganui iwi has long been concerned about the education outcomes of its people

10 Whanganui iwi goal statement, June 2000.

and making a more effective contribution to those outcomes," says Aaron Te Aramakutu, Whanganui iwi education authority's general manager.

"Since 1975, we've been convening education hui looking at how education is working for our people, what we are achieving, and what we can do better. In fact, discussion about education has been happening everywhere for a long time – in the kitchen, at the marae, you name it."

Aaron says adopting and developing the Alaskan's cultural standards model to suit Whanganui's needs has required a lot of behind-the-scenes, set-up work.

For example, Whanganui iwi needed an appropriate body to administer the iwi education plan. So, in March 2004, Te Puna Mātauranga o Whanganui, the iwi's education authority, was set up. Then, it needed a manager to implement the plan and Aaron was appointed the following June.

He says the iwi education plan itself, Ngā Kai o te Puku Tupuna (2000–2008), has needed a lot of work too. It needed endorsement by all five tipuna rohe – Tamaupoko, Hinengākau, Tupoho, Ngāti Rangi, and Tamahaki – which it now has. Today the plan covers the Whanganui rohe from Wanganui city north to Taumarunui.

"We also needed to negotiate a new relationship with the Crown and its agencies, before the cultural standards model could really fly," says Aaron.

In 2002, at Putiki marae, Whanganui iwi and the Ministry signed an historic memo of understanding, moving Whanganui another step closer towards implementing their cultural standards model.

"We're certainly not interested in being the Ministry of Education and we'll never be education providers per se. Rather, we're interested in working with the Ministry at a strategic level, where we share interests in common."

2005 was a significant and exciting year for Whanganui, says Aaron. Together with the Ministry, they convened a working party to develop terms of reference, and a methodology and strategy for integrating the cultural standards model into Whanganui primary schools, officially calling the cultural standards model Te Kaupapa Ahurea Taumata.

Aaron says in the long term he'd like to see the model implemented across the entire education sector from early childhood to tertiary. And he'd like to see it reflected in teachers' training and in the curriculum, too. Right now, though, his working party is busy working out how the model will be researched, piloted, and implemented in a handful of primary schools by 2008.

"It's a huge piece of work, so we want to see it develop in a slow, structured, and planned way. It's early days, but, ultimately, we want our schools to reflect both Māori and non-Māori ways of knowing, learning, and being so that it's okay to be Māori in the classroom. We want our kids to feel good about who they are and know they don't need to change to learn and succeed."

Te Kōhanga Reo Trust

The Trust was formed in 1981 by the Department of Māori Affairs. Te Kōhanga Reo National Trust is the parent body for kōhanga reo nationwide and is closely involved in supporting the development and implementation of the early childhood education sector strategy policies and programmes. The Trust has a role, both in providing practical support to kōhanga, and in strengthening the philosophies underpinning the kōhanga movement. The Ministry manages a tri-partite agreement involving the Ministry, Te Puni Kōkiri, and Te Kōhanga Reo National Trust. In 2006, the parties met to discuss the future of the partnership and develop an action plan based on shared outcomes and agreed priorities.

Te Rūnanganui o Ngā Kura Kaupapa Māori

The Rūnanganui is the national coordinating body for the group of kaupapa Māori (Māori-medium) primary and secondary schools known as kura kaupapa Māori. Section 155B of the Education Act 1989 established the Rūnanganui as the kaitiaki of Te Aho Matua, the guiding philosophy for kura kaupapa Māori. In 2003, the Ministry and the Rūnanganui signed a memo of understanding formalising their mutual commitment to working together toward achieving a set of shared objectives. The Ministry and the Rūnanganui recently took part in an intensive cooperative planning process, revisiting their original strategy and aligning it with the government's managing for outcomes work. More recently, the partners developed a three-year project plan identifying shared key outcomes. Some of their shared outcomes include researching successful kura to further develop the kura network and developing programmes to strengthen leadership and governance within kura.

Paerangi Limited

A semi-independent company, Paerangi Limited, works with and alongside Māori boarding schools to support their development. The Ministry and Paerangi Limited share a partnership, formalised by a memo of understanding that expired at the end of 2004. In 2006, the partners will review their relationship, focusing on shared outcomes.

Hui Taumata Mātauranga

The first Hui Taumata Mātauranga was held in 2001 and hosted by Ngāti Tūwharetoa Paramount Chief Tumu te Heuheu. It developed from a need to identify the key issues that impact on Māori education and seek consensus from Māori as how best to address the issues. The Hui Taumata Mātauranga has provided a way towards a more collaborative relationship between government and Māori, allowing both to work together and respond to educational issues. In 2005, the Hui Taumata Mātauranga process continued to identify and examine a range of issues, concerns, and ideas about Māori education, through two regional hui held in Porirua and Manurewa. In 2006, there will be a focus on whānau, with a possible link to whānau-centred projects taking place across other social sectors, recognising that positive whānau development is key to Māori development as a whole.[11]

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11 *Māori development: reflections and strategic directions.* Durie, 1999.

2.2 Whānau, hapū, iwi, and community engagement and participation

The participation of whānau in school activities is one indicator of how well a school is serving the needs of local families and the wider community. Whānau and communities play a vital role in bringing leadership, support, and social cohesion to the school sector. Since 2000, the National Education Goals (statements of desirable codes or

principles of conduct or administration for all schools referred to in the Education Act 1989) have required each school board of trustees to consult with the school's Māori community to develop and make known to the school's community its policies, plans, and targets for improving the achievement of Māori students.

A review carried out by the Education Review Office (ERO) in 2004 noted that 88 percent of primary and secondary schools had established processes for consulting with the Māori community of their school.[12] It noted that consultation was conducted both informally and formally through a range of strategies, most of which focused on building relationships and maintaining links. Examples listed by ERO are noted below.

- Surveying Māori parents on what their needs and aspirations are for their children's education.
- Surveying Māori students' views on their learning experiences.
- Coopting Māori representatives to school boards.
- Engaging the support of kaumātua to assist the school board to obtain advice from key people within the Māori community.
- Carrying out home liaison visits to whānau by a local iwi school board member.
- Appointing a teacher to liaise between the school and the local rūnanga.
- Establishing whānau support groups.
- Maintaining contact with whānau involved in school kapa haka groups.
- Implementing Te Kotahitanga programme.
- Holding regular whānau meetings.
- Establishing pōwhiri protocols in the school.
- Informing whānau of their rights.
- Holding parent-teacher interviews.
- Providing written reports on students' achievement.
- Holding social gatherings, open days and other school / community functions and events.
- Ensuring whānau have effective access to principals and teachers.

In 2000, the Ministry published guidelines on engaging with whānau and communities for boards of trustees and schools.[13] The guidelines are being revised to take into account a broader and more up-to-date range of policies and programmes. The Ministry also supports a range of programmes that focus on bringing whānau into schools to share knowledge with educators for the purpose of supporting children's learning and achievement. Some of these programmes are listed below.

Tū Tangata

This initiative, funded through the Ministry's Innovations Funding Pool, helps schools engage and involve their Māori communities in the life of a school. In the evaluation of the Tū Tangata programme,[14] schools found the programme was successful in developing and strengthening links among the home / whānau / community and improving the school climate.

Schooling improvement initiatives

These initiatives involve schools and their communities working together in partnership to raise school performance and student achievement. Many of the schooling improvement initiatives involve schools with a high proportion of Māori students.

12 Māori student achievement in mainstream schools. Education Review Office, 2004.

13 Better relationships for better learning. Ministry of Education, 2000.

14 An evaluation of three programmes in the innovation funding pool: Tū Tangata. Murrow, K. et al., 2004.

Te Kauhua

Engaging whānau in schools' teaching and learning decisions is a focus of phase two of a professional development programme for schools known as Te Kauhua. Whānau are involved in teachers' professional learning, school policy, data gathering, music, kapa haka, and on school boards. Te Kauhua is part of a wider Ministry research and professional development strategy called Te Tere Auraki, discussed later in chapter five.

Representation on boards of trustees

Increasing community representation on school boards of trustees is an important way to increase parental involvement in schools. First introduced in 1989, boards were designed to enable parents to become involved in making school governance decisions. Whānau participation in planning, development, and the delivery of education services helps ensure services are appropriate and effective for Māori.

In addition, the annual cycle of planning and reporting, through the school charter, has become an integral part of board activity. Boards of trustees monitor the implementation and performance of their strategic and annual plans, ensuring there is wide consultation with the community and wide consultation with, and plans specific to, the Māori community.

Data collected at the last triennial election in 2004 shows the proportion of Māori school board representatives was lower than the proportion of Māori students. This was largely because the proportion of the Māori school-age population was considerably higher than the proportion of the Māori population aged between 25 and 50. The gap between the proportion of Māori trustee members and the proportion of Māori students narrowed between 1998 and 2004. Regionally, Gisborne, Northland, and Bay of Plenty had the highest numbers of Māori trustees. More board data can be found in appendix two. The next election will be held in 2007.

In 2004, a review of the elections recommended the Ministry improve its method for raising awareness of the elections and governance in general among Māori communities. As a result, the Ministry – for the next triennial elections in 2007 – will link with existing local community groups, including local Māori communities, to engage prospective voters and candidates in the election process and talk about effective trusteeship. A national promotional strategy has been developed, and regional coordinators from the New Zealand School Trustees' Association (NZSTA) will lead the engagement process, in partnership with regional and local office Ministry staff.

Figure 3: Māori representation on school boards, 2001–2004

Ethnic Group	2001			2004		
	Candidates	Parent elected reps	All trustees	Candidates	Parent elected reps	All trustees
Māori	17.6%	16.5%	15.2%	18.8%	17.6%	16.0%
NZ European / Pākehā	75.7%	78.4%	80.1%	74.1%	76.1%	78.3%
Pasifika	7.8%	3.3%	2.9%	5.0%	3.8%	3.1%
Asian	1.3%	0.7%	0.7%	1.5%	0.8%	0.8%
Other	0.6%	1.1%	1.1%	0.6%	1.7%	1.8%

2.3 Collaboration with parents

In 2005, there were several programmes that involved the Ministry working with whānau to support the development and learning of their tamariki, both at home and at school. The programmes listed below, such as Whakaaro Mātauranga, Whānau Toko i te Ora, and Atawhainga te Pā Harakeke, are specifically aimed at Māori whānau. A range of other programmes, not specifically aimed at Māori, are available and benefit many whānau.

Team-Up

In February 2005, the high-profile information campaign Team-Up was launched by the Minister of Education. The programme aims to support whānau to:

- encourage their children to be the best that they can be
- ensure they have the knowledge about how and what their children learn
- understand the positive contribution they can make
- understand how the education system works.

The Team-Up information programme is being delivered primarily through a series of 15-second advertisements that started in October 2005. The campaign initially focused on helping whānau understand the different ways to support their children's learning at home, but will also integrate techniques for supporting learning at school. These messages are supported by printed and online information. The website **www.teamup.co.nz** was launched in November 2005, and an 0800 number was set up in 2006.

This programme will run in parallel with the Ministry's other work that aims to raise student achievement by engaging whānau and communities, including the recently launched education portal Edcentre **www.edcentre.org.nz**

Whakaaro Mātauranga

This is the Ministry's main initiative providing educational information to Māori learners and whānau. The programme comprises a nationwide media campaign, called Te Mana, which aims to inspire Māori to get the most from learning. Its tagline is: Ki Te Taumata, Get There with Learning. Whakaaro Mātauranga also comprises pouwhakataki (Māori liaison officers) who work directly with iwi, hapū, and whānau. In 2005, the programme's baseline funding was increased. Some of the funding went towards more pouwhakataki to work among Māori communities. Pouwhakataki use a face-to-face approach to support Māori to participate in education at all levels. They promote Te Mana messages within their communities at a range of venues including hui, expos, conferences, the national kapa haka, and speech competitions.

The focus of Te Mana is to provide, develop, integrate, and support the range of Ministry programmes that aim to give whānau, hapū, and iwi better access to education. The campaign, which is continuously monitored and evaluated, particularly focuses on rangatahi through Te Mana's advertising campaign and through the *Taiohi* magazine and website **www.taiohi.co.nz**

To ensure the programme can extend its reach and engage effectively with whānau, another strategy has been added to Te Mana programme called Te Mana Whānau. This strategy aims to increase whānau involvement in children's learning and is designed to complement the Team-Up programme to achieve that goal.

Special education local service profiling

In August 2004, the Ministry embarked on a nationwide community engagement exercise focused on special education. About 5,000 people attended almost 400 public meetings. Meetings shared local and national information about special education services and resources and sought feedback on four key questions. The Ministry asked about the aspirations people had for children and young people with special education needs, what was working well in special education, what wasn't working so well, and asked people what their priorities for change were. After the meetings, each of the 16 Ministry district managers for special education wrote a report that shared the feedback gathered in their district and the local actions resulting from the feedback. Information gathered from the community engagement exercise was published and is available from the Ministry's website.

Improving special education services for Māori

In 2004, whānau asked the Ministry, Special Education (GSE) to engage the Māori communities in meaningful partnerships. They wanted a focus on the total wellbeing of the child and more Māori in special education to meet their children's cultural needs. They also wanted access to high-quality te reo Māori schooling so that Māori students with special education needs had access to learning their language. Until these outcomes were achieved, whānau wanted more resources put into educating non-Māori staff about working in Māori settings.

In response, the Ministry developed a range of programmes, some of which are listed below.

Staff in the Northern region developed a programme called Kanohi Kitea to ensure that Māori children and young people could access Māori staff during their initial consultation. In the Central Northern region, staff put a strong emphasis on developing bicultural services. Staff in the Southern region took a "nothing about us without us" approach to Māori service provision. Staff in the Central Southern region developed staff training that included marae visits and using a bicultural approach to service provision.

Mahere Rautaki Māori, the Māori special education strategy (see page 92), is being implemented in each district. The strategy focuses on the key achievement areas of research and innovation, leadership, cultural awareness and responsiveness, Māori for Māori services, bicultural services, workforce development, organisational structure and culture, te reo Māori and tikanga, hui Māori, and participation and collaboration. Each district draws on these key achievement areas to provide special education services.

Autism Spectrum Disorders (ASD) guideline

Building on Jill Bevan-Brown's 2004 study about 19 whānau of young people with Autism Spectrum Disorders (ASD), the Ministries of Health and Education have commissioned further consultation, discussion, and resource development. A series of national hui heard the views and priorities of whānau and service providers, with the results incorporated into an ASD best practice guideline due to be published towards the end of 2006. A Māori writer / researcher was contracted to develop a Māori chapter

for the guideline, and a joint health-education Māori advisory group has overseen developments. The guideline is designed to influence practice and service provision, with the expectation of improved outcomes for people with ASD. The Māori chapter is expected to influence services and support for people who identify as Māori. The full potential of the guideline will be realised when it is completed and implemented.

Parents as First Teachers (PAFT)

This programme was established in 1991 and draws on a curriculum called Āhuru Mōwai (Born to Learn) and the philosophy that parents are their children's first and most important teachers. The programme provides practical support and guidance to whānau with young children, that lasts from before birth to when a child is three years old. In 2005, 2,600 whānau were enrolled in the programme.

Whānau Toko i te Ora

This is a parenting skills programme delivered by Te Roopu Wāhine Māori Toko i te Ora. Services are delivered across six regions through home visits to whānau. The programme uses a holistic approach, integrating tikanga Māori into all aspects of child development. More than 100 whānau were involved in the programme in 2005.

Study support centres

Set up in 2001, more than 150 centres are available to assist students to develop good study habits and provide access to homework resources. This initiative involves the wider community and whānau.

Parent Mentoring Initiative

This initiative was funded by the Ministry between 2002 and 2005. The project aimed to strengthen relationships among whānau, teachers, and the wider community and clarify responsibilities and accountabilities. An evaluation of the initiative, published in 2005, estimated that about 600 whānau are involved in the programme in any given year.

Atawhainga te Pā Harakeke

This programme is for social agency providers working with whānau. It draws on tikanga Māori and best practice Māori models of learning. The programme is funded by Child, Youth and Family (now part of the Ministry of Social Development) and delivered by the Ministry through a support and training team called Te Kōmako. The programme was developed in 2000 after the proven success of two previous projects piloted by Early Childhood Development (which merged with the Ministry in 2003). The first of these was a parenting programme delivered to male prison inmates due for release. The second programme was a national children's programme (He Taonga te Mokopuna) delivered throughout New Zealand until June 2003 when the programme was completely devolved to community provider groups to deliver. Both these programmes were rigorously evaluated by external evaluators and seen as highly successful.

The following case study looks at the experiences of one community health worker who recently took part in Atawhaingia te Pā Harakeke.

Case study no. 2

Whānau support the key for young mums

Naku Enei Tamariki community health worker Leah Menage (Kāi Tahu, Ngā Puhi).

For many workers in today's world, computers and mobile phones are commonplace tools of the trade. But for Leah Menage, it's a nippy metallic pink Toyota Starlet that really helps her get things done.

Then there's Leah's pink jewellery, pink clothing, and trendy pink footwear. She even has pink fluffy pens tucked away in her tiny pink handbag.

Leah is a community health worker for Naku Enei Tamariki in Wellington's Upper Hutt. She works with young Māori mums who need support parenting and living their lives. Some are just teenagers, others are in domestically-violent relationships, lack maternal feelings, or are depressed. All of them have little or no whānau support and see Leah as their lifeline.

The 36-year-old works with 18 mums, meeting them each week for an hour one-on-one and as a group for half a day. She helps build their self esteem, set and achieve goals, and support their children's health, wellbeing, learning, and development. Mothers are referred to her through doctors, midwives, other government agencies, and by friends or family.

Leah has worked with some mums for more than three years. Others she's worked with for shorter periods because they've moved away, built stronger relationships with their whānau, or have become ready to stand on their own two feet. "It's so cool when that [the latter] happens, that's when I know I've done my job. When one of my clients feels ready to go it alone."

But that's not always an easy result to achieve, says Leah. In many cases, it takes time to develop a trusting relationship on which to share the range of skills, knowledge, and understanding needed for good parenting and getting on with life.

In fact, says Leah, sometimes it can be a challenge just getting a foot in the door with some women. And that's where her range of pink tools comes in handy. She explains: "Recently, I visited a client who was really unsure of me. She told me she was busy and to go away. But then she saw my pink car and asked me: 'Is that yours?' And I said: 'Yeah, why don't you come and have a look it's really cool!' It got us talking and, before I knew it, two hours passed and I was still there."

Leah says her head-to-toe pink attire has a different effect on different people. It makes some people laugh, some perk up, and some relax. "In many ways, my work can be really serious. But I'm not. And sometimes it's amazing what a bit of colour can do. I use it to find a little something between me and someone else that helps us build a relationship."

Leah puts much of her success with young Māori mums down to a mix of personality, experience, knowledge, ongoing education and – most importantly – the support of her own mum.

"Every week, Mum opens up our centre, sets up the tea, and turns the heaters on so it's nice and warm. She's an inspiration to me – her support is huge, and she's helped many mums see firsthand what a good mother-daughter relationship can be like," says Leah.

Leah says education has played an important role in her success, too. She has a diploma in Māori health, attends te reo Māori lessons every week, and recently took part in the Ministry of Education's training, mentoring, and support programme Atawhaingia te Pā Harakeke, a programme especially for people working with whānau.

It teaches people ways to help Māori whānau flourish, using approaches that are rich in Māori tikanga, knowledge, values, and attitudes. The programme is provided by Te Kōmako, a nine-person team who travel and teach around the country.

Typically, their marae-based training lasts four weeks, spread over four months. At the end of training, all participants receive ongoing, one-on-one mentoring and support from a Te Kōmako member for as long as they need it.

Leah says the programme has improved her practice in a range of ways. Not only did it help her celebrate and embrace her own Māori cultural identity, it also taught her a wide range of parenting and education activities that she uses with her clients every day.

"I talk to my mums about what I learned. I talk to them about the importance of parent-child attachment and its impact on brain development. And I show them ways to bond with their kids – the training has made me understand this so much better."

"In many ways, Atawhaingia te Pā Harakeke has reinforced why I love doing what I do. It reminded me what people are capable of and how far they can go when they're part of a supportive whānau."

3
Strengthening kaupapa Māori education

3.0 Context

Kaupapa Māori education has grown and developed through the passion and efforts of Māori whānau, hapū, and iwi. It has arisen out of their shared vision and common desire to foster and retain the Māori language, culture, and customs for future generations and to provide culturally-appropriate learning contexts for their tamariki (children).

In the early 80s, Aotearoa – New Zealand saw the emergence of kaupapa Māori education with the beginning of the kōhanga reo movement. Today, the kaupapa Māori education sector has evolved to include education within the schooling and tertiary sectors, too.

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

- the learner has access to te reo Māori (Māori language), tikanga Māori (Māori customs and protocols), and mātauranga Māori (Māori knowledge) through te ao Māori (the Māori world) teaching and learning practices
- Māori authority and control exists in all aspects of learning and education
- the learner and their wider whānau is central to the learning process
- Māori communities achieve social and economic aspirations as determined by themselves.

In this report, kaupapa Māori education describes education where students are taught using both te reo Māori and English, or using te reo Māori only. Kaupapa Māori education is found throughout the education sector. It includes education within kōhanga reo and puna kōhungahunga in early childhood education, bilingual and immersion schools and classes and kura kaupapa Māori in the schooling sector, and wānanga at tertiary level.

Much of the Ministry's work in this sector throughout 2005 involved collaborating with the range of people working and taking part in kaupapa Māori education, to ensure students' education was of a high quality.

41

Some of the year's highlights are listed below.

- In the early childhood education sector, more than 10,000 children participated in approximately 500 kōhanga reo throughout 2005.
- In the schooling sector, 16 percent of Māori students (or more than 25,000 students) were enrolled in kaupapa Māori (Māori-medium) schools, receiving their education through a combination of te reo Māori and English or through te reo Māori alone.
- In 2004, Māori students in year 11, who attended schools where teaching was in te reo Māori for between 51 to 100 percent of the time, had a higher rate of attaining National Certificate of Educational Achievement (NCEA) qualifications than Māori in other schools.
- A high proportion of candidates at schools, where teaching is in te reo Māori for between 51 to 100 percent of the time, achieved NCEA qualifications above the level typical for their year of schooling. Candidates in these settings were more likely to gain NCEA level two compared with their Māori peers in English-medium (mainstream) schools.

Looking ahead, the Ministry will continue to build on the progress it has made and turn its focus towards stemming the shortage of appropriately skilled and qualified teachers and developing educational resources for this sector.

Developing a framework for Māori Language Education for this sector is also a priority for the Ministry. The framework will look at learners' ability to move easily from kōhanga reo (or any other kaupapa Māori early childhood education setting) to kaupapa Māori (Māori-medium) schooling and on to kaupapa Māori tertiary settings such as wānanga.

This chapter examines participation rates across the sector and explores academic achievement within the kaupapa Māori (Māori-medium) schooling sector. It also lists a range of Ministry programmes under way to support this part of the sector.

3.1 Participation

Supporting the growth of high-quality kaupapa Māori education forms one of the core goals of the Māori Education Strategy. This goal recognises the importance of supporting the sector to meet the growing demand for Māori-language education, while also ensuring that the academic, cultural, and linguistic aspirations of Māori are met as the sector develops.

In recent years, participation rates across the kaupapa Māori education sector have changed. In the schooling sector, for example, more students are being taught using te reo Māori for more than half of the time. This sector categorises Māori-language teaching in the following ways:

- te reo Māori used to teach for between 81 to 100 percent of the time (level one)
- te reo Māori used to teach for between 51 to 80 percent of the time (level two)
- te reo Māori used to teach for between 31 to 50 percent of the time (level three)
- te reo Māori used to teach for between 12 to 30 percent of the time (level four).

In the tertiary sector, the demand for kaupapa Māori education has risen dramatically, possibly reflecting the success of kōhanga reo, kura kaupapa Māori, and other Māori language education provision, but also reflecting the growing number of adult learners entering the education system. The following section takes a look at participation trends in more detail.

Kōhanga reo

Kōhanga reo is an early childhood education service run by Te Kōhanga Reo National Trust. Education in kōhanga reo is based on the total immersion of mokopuna (grandchildren) from birth until school age in Māori language, culture, and values.

In 2005, more than 10,000 children participated in approximately 500 kōhanga reo. The majority of kōhanga reo were located in the Auckland, Far North, and Bay of Plenty regions. The number of kōhanga reo has decreased over the past 10 years as has the number of children participating. The change could relate to a number of factors, including whānau choice, access (ie, the availability of places and location), and so on. The Ministry has been working closely with the Trust to support increased participation and high-quality education provision in kōhanga reo.

Puna reo / puna kōhungahunga

These early childhood education services provide another way for young children to learn and develop their reo Māori and tikanga Māori knowledge. Puna kōhungahunga are Māori playgroups that generally operate for a few hours a week and involve whānau coming together in a context that supports tikanga and te reo Māori. Whānau are involved in running these services and determine the extent to which te reo Māori is used in each puna. The number of puna has increased in recent years from 20 in 2001 to 49 in 2005.

Kaupapa Māori (Māori-medium) schooling

This refers to schooling where teachers use te reo Māori to teach all or some of the school curriculum for at least 12 percent of the time.

In 2005, 16 percent of Māori students were enrolled in kaupapa Māori (Māori-medium) schooling at 426 schools.[15] This means 26,580 Māori students received their primary or secondary education through a combination of te reo Māori and English, or through te reo Māori alone. Of this group, 6,364 students were taught in te reo Māori for more than 20 hours per week.

Figure 4: Number of Māori enrolments in kaupapa Māori (Māori-medium) education by school type, 2005

	Number of Māori enrolments	% of total Māori enrolments in Māori-medium schooling
Immersion school	6,364	23.9%
Bilingual school	7,217	27.2%
Immersion classes	3,981	15.0%
Bilingual classes	9,018	33.9%

15 This figure is for immersion levels one to four, or 12–100 percent teaching in te reo Māori. For immersion levels one to three only, it is 14 percent.

Bilingual classes accounted for the largest proportion of students whose schooling took place in the kaupapa Māori (Māori-medium) schooling sector, making up 34 percent of all Māori students enrolments, or 9,018 students. Immersion schools accounted for 24 percent of all Māori student enrolments, or 6,364 students. Immersion schooling includes designated character schools as well as kura kaupapa Māori. Different types of kaupapa Māori (Māori-medium) schools are described in more detail throughout this chapter.

Kura kaupapa Māori

These schools are immersion schools where Māori language, culture, and values predominate and where most teachers use te reo Māori for between 81 and 100 percent of the time. Since 1999, kura kaupapa Māori have been required to adhere to the principles of Te Aho Matua, the guiding philosophy for s155 kura. There were 63 kura kaupapa Māori in 2005, as well as 10 kura teina awaiting full kura kaupapa status. This is an increase of two kura since 2003, bringing to four the total number of new kura established since 2000. Of the 63 kura, 11 were in the Bay of Plenty, 10 in the Waikato region, and nine in Auckland. Northland had slightly fewer kura (six) but offered the highest number of bilingual schools, with a total of 20.

Section 156 designated-character schools

Section 156 of the Education Act 1989 provides for the establishment of designated-character schools. These are schools with a character that is in some specific way different from the character of state schools. In 2005, there were nine designated-character Māori immersion and bilingual schools with 996 learners.

Bilingual schools

Students who attend bilingual schools are taught in te reo Māori for 12 to 100 percent of the time. In 2005, 7,217 Māori students attended bilingual schools.

Bilingual and immersion units

Some English-medium (mainstream) schools have stand-alone bilingual or immersion units and classrooms for students interested in spending part of their time learning through te reo Māori. Teaching in te reo in bilingual units occurs for between 12 to 100 percent of the time, whereas teachers in immersion units use te reo Māori for more than 80 percent of the time.

In 2005, bilingual classes accounted for the largest proportion of Māori students learning in the kaupapa Māori (Māori-medium) schooling, making up 33.9 percent of all such enrolments (9,018 Māori students). Almost 4,000 students were taught in immersion classes in 2005, representing 15 percent of all kaupapa Māori (Māori-medium) schooling enrolments.

Figure 5: Number of Māori enrolments in kaupapa Māori (Māori-medium) schooling by immersion level, 2005

Level of immersion	No. of Māori students	% of kaupapa Māori (Māori-medium) school students
Taught using te reo Māori 81 to 100% of the time (level one)	12,626	47.5%
Taught using te reo Māori 51 to 80% of the time (level two)	4,994	18.8%
Taught using te reo Māori 31 to 50% of the time (level three)	5,187	19.5%
Taught using te reo Māori 12 to 30% of the time (level four)	3,773	14.2%

In 2005, 48 percent of all students learning in the kaupapa Māori (Māori-medium) schooling sector were taught using te reo Māori for between 81 to 100 percent of the time (level one). This represented an increase of 14.4 percent since 2000.

The ability to retain students in kaupapa Māori (Māori-medium) schooling is critical to creating a strong kaupapa Māori education sector. Data shows that, as students move through their schooling, a number tend to either enter English-medium education or change to a lower level of kaupapa Māori education.

By 2005, nearly 20 percent of 2002 Māori new entrants in level one (81 to 100 percent of curriculum instruction undertaken in Māori) kaupapa Māori schooling had either left or changed to a lower level of kaupapa Māori (Māori-medium) schooling.

The number of students undertaking some form of kaupapa Māori (Māori-medium) schooling at secondary level has increased over the past five years. However, the overall retention rate between year eight and year nine was low, with around half of year eight students continuing to participate in such schooling the following year. Common reasons for not participating in kaupapa Māori (Māori-medium) secondary schooling is an inability to access this type of schooling at secondary level and the decision to opt for mainstream secondary schooling.

Kaupapa Māori tertiary education

Kaupapa Māori tertiary education includes a diverse range of providers and courses, characterised by different teaching and learning processes. Kaupapa Māori education at tertiary level is provided mainly through wānanga and private training establishments.

Wānanga, as defined in the Education Amendment Act 1991, are tertiary education institutions offering āhuatanga Māori (Māori tradition) according to tikanga Māori. They offer students a distinctively Māori environment that recognises the holistic importance of social, cultural, and academic learning. Wānanga are characterised by Māori ways of teaching and research that maintain, advance, and disseminate knowledge.

The number of learners enrolled in wānanga increased markedly between 2001 and 2004, from 15,000 to 43,000. These figures include students undertaking a qualification specialising in te reo Māori, as well as qualifications that specialised in other areas of mātauranga Māori (Māori knowledge). Figure six shows that, while there has been

growth in participation of Māori students across all forms of tertiary education, wānanga enrolments have shown the most dramatic increase in the past five years. It shows that growth in wānanga enrolments peaked in 2003, and declined slightly in 2004.

Figure 6: Māori students in formal tertiary education by sub-sector, 1994–2004[16]
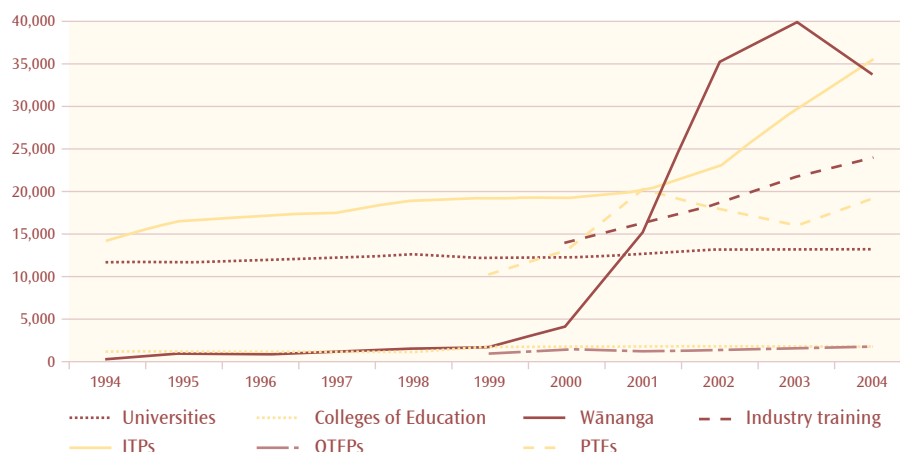
Private training establishments

More than 150 registered private training establishments (or enterprises) identify themselves as Māori providers. Typically these institutions deliver Māori subjects, carry out their courses in a Māori environment, and focus specifically on the needs of Māori learners.

Tribal wānanga

A number of iwi and hapū hold wānanga where knowledge particular to each group is shared among participants. These wānanga are usually held on marae or at other areas of importance within a tribal region, and often have a single focus, for example, te reo Māori or whakapapa (genealogy).

3.2 Achievement in kaupapa Māori (Māori-medium) schooling

Achievement assessment within the kaupapa Māori (Māori-medium) schooling sector depends on having an understanding of the cultural context that guides learning in this sector. Often assessment practices and tools developed for and used in English-medium (mainstream) schools are not appropriate for kaupapa Māori (Māori-medium) schooling. However, the National Education Monitoring Project and Assessment Tools for Teaching and Learning (asTTle) have been adapted for use in the kaupapa Māori (Māori-medium) sector. The unique teaching and learning that takes place in kaupapa Māori (Māori-medium) schools is also recognised by the Education Review Office's kura kaupapa Māori evaluation criteria, which incorporates aspects of Te Aho Matua, the sector's own guiding philosophy for teaching and learning.

National Education Monitoring Project

Since 1999, a randomly selected group of kaupapa Māori (Māori-medium) schools have been invited to take part in the National Education Monitoring Project's assessment.

16 ITP, PTE and university numbers from 2000 on have been adjusted to exclude students enrolled with them for off-job industry training.

These four-yearly assessments have been carried out in parallel with the English-medium (mainstream) assessment cycle and have focused on the same curriculum subjects. Over time, testing and translation have been refined to better suit kaupapa Māori (Māori-medium) schools. For example, assessments are no longer direct translations of those used in the English-medium (mainstream) sector. From 2000, only students with five or more years in kaupapa Māori (Māori-medium) schooling were included in the NEMP assessments, recognising students need time to gain academic proficiency in te reo Māori.

Assessment Tools for Teaching and Learning (asTTle)

These tools provide teachers with information on student achievement at selected levels of primary and secondary schooling. The tools are used in English-medium (mainstream) schools to test reading, writing, and mathematics, and in kaupapa Māori (Māori-medium) schools to assess pāngarau (mathematics), pānui (reading), and tuhituhi (writing). In 2006, a report detailing asTTle achievement across all three learning areas will be released to kaupapa Māori (Māori-medium) schools. The data was gathered between 2001 and 2004 from a sample of students in years four to eight.

National Certificate of Educational Achievement (NCEA)

NCEA was introduced in 2002 and has progressively replaced the existing assessment measures at senior secondary school (School Certificate, Sixth Form Certificate, and University Bursary). Students attain NCEA credits by achieving unit standards and / or achievement standards from the National Qualifications Framework.

NCEA is a flexible qualification in that it can be attained within and across different year levels of study. It is also designed to recognise the tendency of senior secondary students to stay at school longer and to learn in different ways. NCEA level one is the typical level qualification for year 11 candidates, NCEA levels two and three are typically gained by year 12 and year 13 candidates respectively.

The latest NCEA results for Māori-immersion and bilingual schools in 2004 showed that, when compared to Māori in English-medium (mainstream) schools, this relatively small group was more successful at achieving NCEA qualifications than their peers in mainstream schools. In fact, some gained qualifications above the expected level for their year of schooling.

3.3 Qualification attainment

This section covers achievement of year 11 candidates[17] at schools where between 51 to 100 percent of teaching time is in te reo Māori. It is not possible to identify students in bilingual and immersion units within English-medium (mainstream) schools, so the achievement data referenced here is limited to the relatively small group of students who attend schools where all students are involved in kaupapa Māori (Māori-medium) schooling. Small populations are subject to more variation than larger ones, because a few high or low achievers can skew the results for small populations.

Figure seven shows that, overall, year 11 candidates attending schools where teaching was in te reo Māori for between 51 to 100 percent of the time had a higher rate of attaining NCEA than Māori in English-speaking schools. A high proportion of

17 A candidate is a student who gains one or more credits on the National Qualifications Framework.

candidates at schools with 51 to 100 percent of their teaching in te reo Māori achieved NCEA qualifications above the level typical for their year of schooling. Candidates in these settings were more likely to gain NCEA level two compared with Māori year 11 candidates in English-medium (mainstream) schools.

Figure 7: NCEA attainment by year 11 students, 2004

Note: Excludes candidates whose ethnicity is unknown.
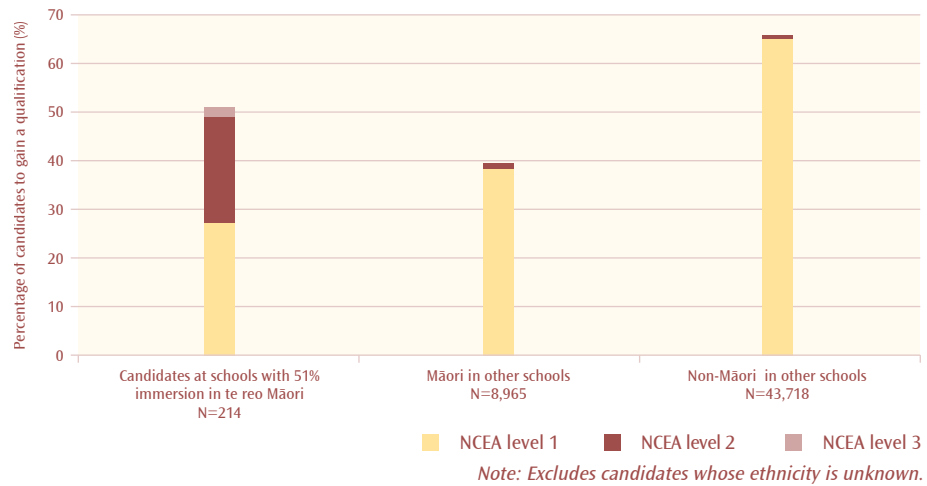
Students attending kaupapa Māori (Māori-medium) schools choose whether or not they want written English assessments translated into and answered in te reo Māori. Almost all of the credits gained in mathematics, science, and social sciences by year 11 candidates attending schools where teaching was in te reo Māori for between 51 to 100 percent of the time were in English. The exception was history, where around half of the credits gained were from standards translated and answered in te reo Māori.

The achievement of credits in science domains was noticeably low in this group of candidates. A third of year 11 candidates at schools with 51 to 100 percent immersion gained credits in science, compared to 70 percent of Māori year 11 candidates in English-medium (mainstream) schools.

The following case study looks at achievement in a wharekura where kaupapa Māori (Māori-medium) education is offered from year one through to 13.
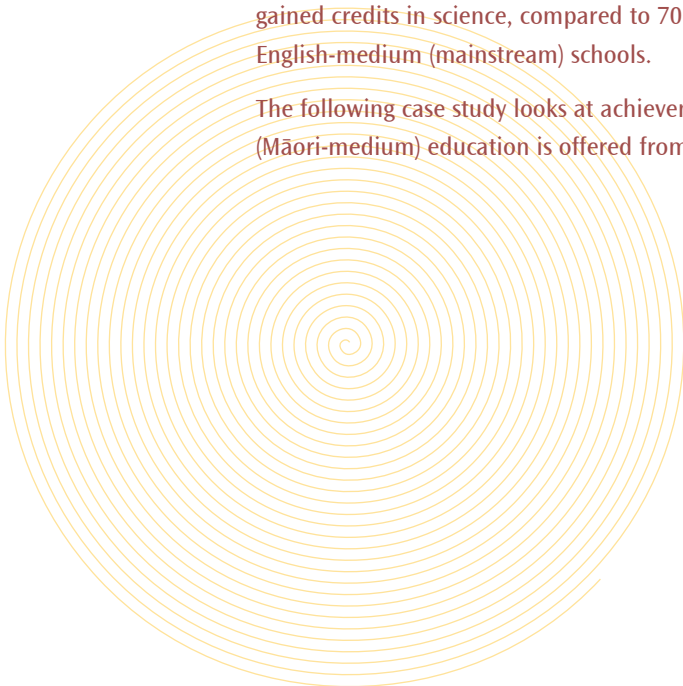
High achievement and strong relationships go hand in hand

Te Wharekura o Rākaumangamanga.

Ask tumuaki Barna Heremia about the things that make his decile one wharekura a success and he'll give you a considered and detailed response.

There's Tomorrow's Schools, introduced in 1989, that enables Māori communities to take responsibility for school governance, for starters. Then there's the collaborative relationship the school has fostered with the government and the Ministry of Education that's helped the wharekura develop according to the needs and wishes of its community.

"Success comes from a complex range of things," says Barna, Te Wharekura o Rākaumangamanga's Tūhoe principal of 17 years. "And we're cautious about saying we have found the panacea – that's just not possible."

Yet, if Rākaumangamanga's latest achievement data is anything to go by, many would agree that the Huntly wharekura is doing a good deal right.

Te Wharekura o Rākaumangamanga is the country's largest wharekura and one of the most historic. In the late 1800s, it was set up as a native school, before becoming a bilingual then total immersion language school in the 1980s. In 1987, it grew from a kura (primary school) to a wharekura (combined primary and secondary school). Today, it has more than 400 students on its roll, and all subjects are taught in te reo Māori, except English.

The school's retention rate is high – almost all of 2005's graduating senior students attended the school as primary students. Student tracking data shows between 80 and 90 percent of all senior graduates go on to some kind of tertiary education after leaving Rākaumangamanga.

These figures, in many ways, exemplify the school's emphasis on student success clearly articulated in its charter. The charter states that no student will leave the wharekura without NCEA level two or without a clearly defined education pathway developed in year nine that is signed off by a student's whānau.

In 2004, the wharekura sought to find out how well it was progressing against its charter goals by commissioning an independent audit of its performance. Education consultants Pareārau Group rated the wharekura's leadership, community, and parent support and involvement, and kaupapa very highly. And while their report noted several areas for improvement, it made special mention of the wharekura's provision of high-quality education, stating: "The wharekura has created an environment that promotes achievement and excellence … the wharekura [is] a decile one school achieving decile ten results."

Barna attributes much of this success to a handful of key elements that: "must not only be working in unison, but must be working effectively and efficiently."

"Your board of trustees must be sharp, they must be passionate, understand their duties, and be committed to achieving their responsibilities and advancing the vision of the kura. Our teachers, too, are very, very important. They must be highly-skilled and knowledgeable and be on board with the kaupapa. And then there are our students, of course, they must own the kaupapa and have real feeling for their school. The management have to be excellent leaders and must be sharp, too."

As well as these things, Barna says, retaining students from the time they start school until they're ready to leave in their late teens is a major part of his wharekura's success. Rākaumangamanga students are able to transition smoothly from one year to the next over a period of 13 years, giving them plenty of time to develop a trusting rapport with their teachers. And Rākaumangamanga is affiliated to seven local kōhanga reo, providing students with even more opportunity to develop lasting relationships with the wharekura's staff, he says.

Retaining students for the majority of their school years also means teachers have access to clearly-documented histories of student learning, giving them a wide range of valuable information for lesson planning and building relationships. Teachers who have a real affinity with the wharekura's students and their wider community is also essential, says Barna.

"We've always had this philosophical view that we can't teach teachers how to love our children. We can definitely teach them how to become better subject teachers and plan and manage their lessons well. We can send them on professional development courses and so on. But we can't teach them how to love our children, they've got to want to do that themselves."

The answer, says Barna, lies in building a school culture that supports and nurtures strong relationships among students and teachers. "At my school, matua (father) and whaea (mother) aren't just terms we use – they really mean something. Once you earn, gain, and maintain a student's trust, you can really work with them to achieve things."

Yet, in spite of all this success, Barna hasn't any plans to open his doors to greater numbers of students. In fact, he believes a roll of 400 is just about the right size for Rākaumangamanga. "Our rule of thumb is that, if the principal no longer knows the names of all the students and their parents and grandparents, then we've become too big. It's that simple."

3.4 Quality

High-quality teaching in bilingual settings requires a complex and varied set of knowledge and skills. For example, teaching in te reo Māori requires fluency in two languages as well as an understanding of the specific learning needs of second-language learners. The education sector's knowledge about effective bilingual teaching is by no means complete, and there are still many issues and questions to address. These issues are further complicated by students' range of Māori and English language abilities as they embark on their education in kaupapa Māori (Māori-medium) schools.

In 2005, the Ministry provided a range of professional development initiatives designed to strengthen teaching practice across kaupapa Māori (Māori-medium) schools. It also continued to fund recruitment programmes and scholarships to help increase the number of teachers teaching te reo Māori in both the early childhood education and school sectors.

Increasing the number of high-quality teachers in kaupapa Māori (Māori-medium) schools is fundamental to the sector's growth. Yet, the sector faces difficulties in recruiting and retaining teachers, possibly reflecting the particular demands teachers in this sector face. In 2005, TeachNZ scholarships as well as a loan support for teachers working in kaupapa Māori (Māori-medium) schools were part of the Ministry's response to addressing some of those difficulties. In 2005, a new early childhood education scholarship was offered to teachers enrolling in kaupapa Māori early childhood education programmes. Similarly, a scholarship for teachers interested in working in kaupapa Māori (Māori-medium) schools was announced. The scholarships attracted more than 60 successful applicants. In the tertiary sector, there was little growth in the number of students taking bilingual and immersion teaching qualifications, reinforcing concerns about the ongoing supply of new teachers in this area.

Figure eight shows the proportion of students enrolled in immersion and bilingual teaching programmes by sector. It shows that, across the three sectors of early childhood, primary, and tertiary education, the majority of students in 2004 were studying towards a qualification that would allow them to teach in early childhood education. The figures represent an increase in early childhood teacher training enrolments since 2001, and may reflect the success of early childhood education recruitment programmes. Chapter four discusses early childhood teacher recruitment programmes in more detail.

Figure 8: Domestic students enrolled in immersion and bilingual teaching qualifications by educational sector, 2000–2004
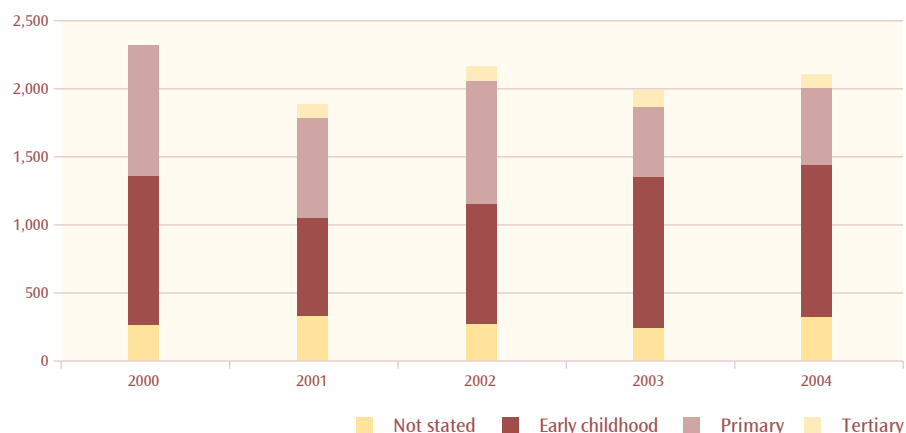
Supporting high-quality teaching and learning across the education sector is a key focus for the Ministry. The quality and growth of kaupapa Māori (Māori-medium) education is supported through a number of education sector initiatives. The following section looks at the initiatives and progress within kaupapa Māori (Māori-medium) schools only. Information about the range of initiatives available to kōhanga reo is discussed in more depth in chapter four. Chapter six looks at tertiary education initiatives in more detail.

The following section looks at a range of kaupapa Māori (Māori-medium) schooling initiatives. Refer to chapter four for more information about the range of initiatives available to support high-quality kōhanga reo. More information about wānanga is included in chapter six.

Marautanga o Aotearoa, The New Zealand Curriculum / Marautanga Project

This project was initiated in 2002 to implement the recommendations of the Curriculum Stocktake Report (2002). The report recommended a range of changes to the New Zealand curriculum, including the refinement of learning outcomes contained in the kaupapa Māori (Māori-medium) curriculum. The four goals of the Marautanga o Aotearoa project are to:

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

The Marautanga o Aotearoa project will also revise the Anga Marautanga o Aotearoa (the New Zealand Curriculum Framework), providing more coherence and establishing a stronger focus on te ao Māori knowledge for students learning in kaupapa Māori (Māori-medium) schools.

Te Whakapiki i te Reo Māori

This is an intensive professional learning programme for primary and secondary school teachers working in kaupapa Māori (Māori-medium) schools. The programme aims to improve teachers' reo Māori skills. It also aims to improve teachers' knowledge of the

curriculum and build up participants' learning and collaboration opportunities. During 2005, five programmes involved approximately 80 primary and secondary teachers. Six providers will carry out the programmes between 2006 and 2008. An external evaluation of Te Whakapiki i te Reo Māori will be carried out in 2006.

Te Poutama Tau

This is a professional development project aimed at improving the teaching and learning of mathematics / pāngarau within kaupapa Māori (Māori-medium) schools. Te Poutama Tau is an integral component of the Ministry's numeracy development project. It encourages teachers to examine their teaching practice and to improve their use of te reo Māori to teach maths. In 2005, Te Poutama Tau was supported by an extensive Ministry publishing programme that included:

- eight Te Poutama Tau teachers' guides
- project evaluation and research reports
- Kupu pāngarau available in hardcopy and online
- an extensive rauemi reo Māori section of the NZmaths website
- 40 student booklets and accompanying teachers' notes in the *He Tau Ano Te Tau* series
- 16 booklets in the *Pipi Pāngarau* series
- first material in the *He Pātahi Pāngarau* series.

By December 2005, more than 600 teachers had taken part in Te Poutama Tau, with another 120 expected to take part in 2006. To date, many teachers involved in the project have gone on to enrol in the University of Auckland's Te Whakapiki Reo: Pāngarau programme, building on their language and teaching skills, knowledge, and qualifications.

Review of kaupapa Māori (Māori-medium) school teacher support

Resource Teachers of Māori help kaupapa Māori (Māori-medium) principals and teachers teach and develop programmes for students in years eight and below. Together with Māori advisors, they are the main source of professional and advisory support within the sector.

In 2005, a review of teacher support for teachers working in the kaupapa Māori (Māori-medium) sector continued. A strategy that aligns and clarifies the range of support available is being developed by the review team, which includes representatives from the National Association of Resource Teachers and Advisors Māori, New Zealand Educational Institute (NZEI), and the Ministry. The review's overall goals are to:

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

Ngā Taumatua

Ngā Taumatua continued, in 2005, to provide professional development to Resource Teachers of Māori and kura teachers working in level one and two settings, focusing on literacy. Ngā Taumatua participants undertake undergraduate and postgraduate research and fieldwork. They are also expected to mentor and support kura kaiako to implement effective literacy programmes.

Kaupapa Māori (Māori-medium) teaching and learning materials

The development, production, and distribution of materials to support teaching and learning in kaupapa Māori (Māori-medium) settings, from kōhanga reo to wharekura, continued in 2005. Two major publishing houses and several smaller organisations were contracted to publish, develop, and distribute materials. Materials include teachers' notes, junior readers, fiction books, children's and teenagers' magazines, audiotapes, activity cards, recreational readers and online materials.

Kaupapa Māori (Māori-medium) Literacy Strategy

In 2005, the Ministry continued developing the Māori-medium Literacy Strategy. In June, a research symposium, Matariki Ahunga Nui, was held bringing together experts from the literacy field to share best practice and knowledge. Strategy work involved a year-long hui programme, a strategy working party, and a mapping exercise comprising a literacy initiative stocktake and a review of all literacy achievement data.

Kaupapa Māori (Māori-medium) exemplars

Exemplars are authentic pieces of student work, annotated to illustrate the learning, achievement, and quality levels described in the marautanga Māori. Their purpose is to highlight features that teachers need to watch for, collect information about, and act on to promote learning. They continued to be developed in 2005.

School Staffing Review

This initiative aims to improve student learning outcomes by reducing teacher workloads and pressures, giving teachers more time to teach. Since 2001, a school staffing improvements programme has been in place to provide extra teachers to schools. Kaupapa Māori (Māori-medium) schools (among others) received more staff and reduced maximum class sizes from 28 to 26 in 2004. New teacher-to-student ratios (of one to 20) were introduced in classes where te reo Māori was taught for more than half the time. The programme continued throughout 2005, recognising the workload pressures particular to working in kaupapa Māori (Māori-medium) schools.

Māori language programme funding

School boards receive extra support for all students enrolled in Māori-language programmes where students are taught in te reo Māori for more than three hours per week.

Teacher allowance

Every teacher working in kaupapa Māori (Māori-medium) schools where lessons are taught in te reo Māori for more than 30 percent of the time is eligible for this allowance. In 2005, 1,110 teachers received the allowance, including 349 teachers working in kura.

Loan support

Starting in 2005, teachers working in kaupapa Māori (Māori-medium) schools were eligible to receive a taxable payment of $2,500 in each of their second, third, and fourth years of teaching as a contribution to their student loan.

Enhancing Effective Practice in Special Education

This project is part of the Ministry's overall policy emphasis on supporting and developing teachers' ability to provide learning opportunities for all learners. Specifically, the project aims to develop teacher knowledge and share ideas on how to support learners who require significant adaptation to the curriculum (ie, learners with special education needs). The project has involved educators and whānau from four kura and in 2005 focused on the development of professional learning communities among 23 schools, action research, and professional learning and development.

Community-Based Language Initiatives

These initiatives promote iwi-specific language and culture, support students' reo Māori skills, and revitalise te reo Māori by encouraging different generations to hand down language knowledge. The initiatives support the need for a coordinated approach to language revitalisation. Iwi organisations taking part in the initiatives share progress, work collaboratively, and build their own capacity to support and play a role in language revitalisation within their communities.

Support for gifted and talented learners

In 2005, a range of support was available to help schools meet the needs of their gifted and talented learners. In 2005, it also became mandatory for all state and state-integrated schools to demonstrate how they were meeting the needs of these learners, as they are currently required to do for students who are not achieving, who are at risk of not achieving, and who have special education needs.

All schools are encouraged to define giftedness and talent according to the values of their cultures and communities. Giftedness is viewed differently across societies. For example, many communities define giftedness as exceptional academic ability. For Māori, however, giftedness can be understood as exceptional service to the Māori community, spiritual and emotional qualities, academic excellence, pride in Māori identity, and mana.[18]

The following case study explores how two kura are exploring and nurturing the gifts and talents of their students as part of the Ministry's Talent Development Initiative.

18 The Extent, Nature, and Effectiveness of Planned Approaches in New Zealand Schools for Providing for Gifted and Talented Students. Ministry of Education, 2004.

Case study no. 4

Talent Development Initiative: a gift for two kura

19 Not his real name.

If you asked Tamati Paratene's[19] whānau and teachers why he's so keen on school these days, it's likely they'd all point towards the Ministry's Talent Development Initiative.

Tamati is a gifted student who attends Tōku Māpihi Maurea Kura Kaupapa Māori, a decile five kura in Hamilton. In 2002, the kura was one of two selected to collaborate and take part in the Talent Development Initiative (TDI).

And it is this initiative that Tamati's whānau and teachers say has had a major influence on Tamati's attitude at school. Tōku Māpihi Maurea principal Laura Hawksworth explains: "We've all noticed he's made a real shift. He was the sort of student who might've come in late, but now he's on time, he's engaged – he wants to be involved. It's like this programme was a catalyst of some sort. And it's been like that for many of our kids. They are more switched on to learning thanks to what we've been doing."

Early on in the initiative, Tamati was identified as musically gifted. He composes his own music, plays guitar and drums, is kaitataki for the kapa haka group, and is keen to play more musical instruments. So, as part of TDI, the 12-year-old has regular saxophone lessons and mentoring from a professional sax player. He's also involved in whole-school waiata, playing lead guitar.

Another young tamaiti, gifted in pāngarau (maths), takes part in the lessons of older classmates and enjoys pāngarau wānanga facilitated by well-known mathematician Ian Christensen. As he gets older – and his ability outgrows that of kura staff – he may enrol in maths lessons with The Correspondence School or work with a mentor.

The learning support developed for these two students exemplifies just a couple of ways the kura has responded to the aims of the TDI, an initiative offering schools funding over three years to identify gifted and talented students and better support their learning.

Since being involved with the programme, the kura have identified about 30 students who fit the criteria for being gifted or talented – that's about a third of the schools' small, combined population.

Laura says they are the only schools of their kind out of the 30 or so involved in TDI, so their relationship and support for each other has been a crucial part of their success.

Kura kaiako have teamed up to take gifted education academic Dr Roger Moltzen's university papers, attend professional development workshops run by School Support Service advisors, and organise speakers to talk to whānau about gifted education.

Last year, they also trialled a wide range of policies and programmes together and developed a shared understanding of giftedness particular to the kaupapa Māori sector.

"We've come at giftedness from a Māori world view. A lot of mainstream schools, for example, focus on academic giftedness, whereas our approach is more holistic. One of the things important to our work is the notion of service to others – or manaakitanga," says Laura.

"That means our students who are gifted in this area were given particular learning opportunities. We had them plan lessons and teach te reo Māori to their mainstream peers based in rural Waikato schools using video conferencing, for example."

Meanwhile, this year, kura staff will present their work to a range of schools and education professionals at gifted education hui, including Te Akatea, the national conference for Māori principals.

They'll also collaborate to run professional development courses for other teachers working in kaupapa Māori (Māori-medium) schools as part of their latest TDI contract.

Laura admits there's still a lot to learn about gifted education, but she's delighted to have made such a promising start.

"It's not that we're taking a dramatically new teaching approach, it's more that we've altered our view and the way we look at children. We've been incredibly lucky at this kura, with staff who are really willing to learn and change their practice. It means the kaupapa can really fly and that means more benefit for our tamariki."

In 2005, it became mandatory for all state and state-integrated schools to identify their gifted and talented students and to develop and implement teaching and learning strategies to address the needs of these students (Sharpening the Focus, Kia Hāngai te Titiro, Issue 9, June 2004).

4
Building early learning foundations

4.0 Context

Children who take part in early childhood education tend to adapt to school better than children who do not take part. Research shows a child's experience of early childhood education can last well into their primary years and can in fact still affect their achievement much later in life, helping give them the early learning foundations they need for life.

Children's awareness of their ethnic identity develops at a young age and is shaped and influenced by the different social and cultural settings they encounter as they grow and develop. Kōhanga reo and other kaupapa Māori early childhood education services play an important role in fostering children's knowledge about tikanga and te reo Māori. Refer to chapter three for more information on kaupapa Māori education.

In New Zealand, early childhood education is defined as the period of education from birth to approximately five or six years of age. A significant number of children attend some form of early childhood education service. The attendance rates for Māori pre-schoolers, however, have persistently fallen behind most children.

Increasing participation has formed a key part of the government's work and is one of three goals in the ten-year strategic plan for early childhood education, called Ngā Huarahi Arataki, Pathways to the Future.

The three strategy aims are referred to throughout this chapter and are listed below.

•   Increasing participation in high-quality early childhood education.
•   Improving the quality of early childhood education.
•   Promoting collaborative relationships within the sector.

Research shows that affordability can be a barrier to participation for low-income whānau. Currently, whānau can access up to six hours a day of early childhood education at a subsidised rate. From 2007, parents of children who are aged three and four will be entitled to fully-subsidised early childhood education for 20 hours per week, from teacher-led services.[20]

20 Early childhood education services are defined as either teacher-led or parent-led services.

Free early childhood education for children aged three and four aims to benefit children, whānau, and society by:

- creating stronger awareness among whānau of the benefits of having their children participate in early childhood education
- increasing participation in early childhood education by low-income whānau
- increasing the opportunity for parents to participate in work, education, or training
- aligning of the country's early childhood education sector with research findings[21] that show intensive participation in early childhood education of between 15 and 25 hours each week is beneficial to children's learning and development.

In 2005, implementation of the early childhood strategic plan reached its third year, making a major contribution to the year's highlights, which are noted below.

- Māori increased their participation in early childhood education at a greater rate than the general population in 2005.
- The number of registered Māori early childhood education teachers increased from 23 to 38 percent between 2004 and 2005.
- The number of children reported to have participated in early childhood education on entry to school was 90 percent for Māori, up slightly from 89 percent according to the latest data.[22]
- The early childhood education exemplars project was launched by the Minister of Education. The exemplars were developed to help educators assess learning.
- The early childhood information and communications technology (ICT) framework was launched to help educators to teach and develop their professional capability.
- The Promoting Participation Project, which started in 2001, continued to ensure that early childhood education services are more accessible to whānau and children not participating in early childhood education.

Looking ahead, ensuring the strategic plan continues to meet the needs of Māori children and their whānau will continue to be the major focus for the Ministry and the sector.

21 *New Zealand's Competent Children study. New Zealand Council for Educational Research, 1993.*

22 *Includes licensed and licence-exempt services.*

23 *The number of Māori aged 0–4 years is expected to increase by 14 percent, increasing their proportion of the national population aged under 4 years from 27 percent in 2001 to 32 percent in 2026. Department of Statistics, 2005.*

In the meantime, this chapter looks at particular aspects of the early childhood education sector. It examines participation rates across the sector and looks at initiatives that support high-quality early childhood education. It also looks at the collaborative relationships essential to the sector's ongoing success.

4.1 Participation

As noted above, the rate of Māori participating in early childhood education is increasing. This is a heartening trend. Yet, overall, participation rates among Māori – compared with the general population – are low. This is concerning, particularly as Māori preschoolers are predicted to make up the larger proportion of the country's under-five age group over the next ten years.[23] Yet the reasons behind Māori participation rates are complex. It is possible they may include Māori having less access to information about the early childhood education services available. The cost and suitability of early childhood education are other possible barriers to participation.

However, Māori participation in early childhood education has increased in recent years, with the largest proportion of Māori children attending education and care centres.[24] A major aspect of increasing the sector's responsiveness to Māori will involve ensuring that these services reflect the needs of Māori children. A significant number of Māori children also attend kōhanga reo and kindergarten.

Since 2003, the number of Māori children attending education and care services has exceeded the number attending kōhanga reo, as shown below. In 2005, 10,062 Māori children participated in kōhanga reo, 11,924 participated in education and care services, and 7,933 attended kindergarten. Across most service types, the number of Māori enrolments is growing.

Figure 9: Number of Māori enrolments in selected early childhood education services, 1998–2005
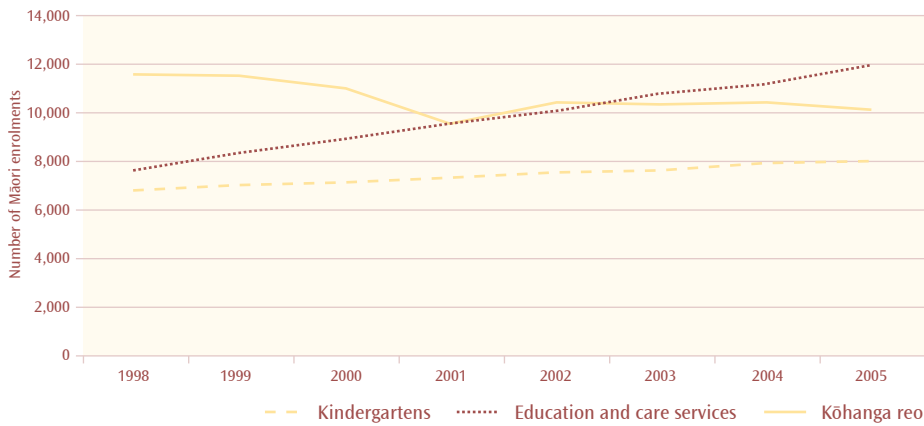
Figure nine shows an increase in Māori participation in selected early childhood education services over the last four years. The growth in Māori participation rates has exceeded the rate for the general population. Early childhood education participation rates are generally measured by asking children enrolling at school if they have participated in early childhood education. As a result, this measure does not account for the length of time a child has participated in early childhood education. Rather, it more likely reflects the number of children who participated in early childhood education immediately before starting school. Of all children entering primary school in 2005, 94 percent were reported to have taken part in early childhood education. Of the Māori children entering school in 2005, 90 percent were reported to have participated in early childhood education.

24 Education and care services provide either sessional, full day or flexible-hour programmes for children from birth to school age or for specified age groups within this range. These services include kaupapa Māori / Māori-medium education and care services.

Figure 10: Participation and enrolment in early childhood education, 2002–2005

Indicator	Children	2002	2003	2004	2005
Reported participation in early childhood education on entry to school (includes licensed and licence-exempt services)	Māori	86%	88%	89%	90%
	All	92%	94%	94%	94%
Enrolments in all licensed early childhood education services at 1 July	Māori	30,994	31,816	32,866	33,297
	All	156,187	160,173	163,085	164,521
Māori enrolments as a proportion of all enrolments in licensed early childhood education services		19.8%	19.9%	20.2%	20.2%

Initiatives and progress in 2005

Network coordinators

The role of network coordinators is to increase the supply of high-quality early childhood education services. Network coordinators work with communities to develop solutions that best meet their needs. For example, while some regions require more early childhood education services or different types of services, other regions need to amalgamate existing services in response to population decline. Network coordinators work in areas where participation is low and can help set up new services using capital funding.

Discretionary Grants Scheme

This scheme provides funding to build services in areas of need. The scheme defines areas of need as those that are isolated or that have a significant low-income or growing population. In 2005, the scheme provided grants to 65 services, of which a quarter were kōhanga reo.

Promoting Participation Project

This project helps ensure that early childhood education services are more accessible to families and children not participating in early childhood education. It was first introduced in 2001. The Ministry contracts providers to identify and address barriers to participation in early childhood education.

Advice and support coordinators

Advice and support coordinators work with early childhood education services located in communities with low rates of participation that need additional support to be more responsive to their communities.

4.2 Quality

The early childhood strategic plan places a greater requirement on early childhood education services and teachers to be responsive to the care and education needs of Māori children. This involves effective delivery of Te Whāriki, the bicultural curriculum for the early childhood education sector. It also means drawing on the teaching practice reflected in Te Whāriki, responsible for improving the quality of children's learning experiences and programmes over the past eight years. In 2004, legislation was introduced that enabled the introduction of Te Whāriki to all early childhood education services. The Bill also proposed a new regulatory framework for early childhood education, making clear the requirements for high-quality teaching and learning within the sector.

The strategic plan for early childhood education includes a strong focus on improving the overall quality of early childhood education services and their responsiveness to Māori children and whānau through improving teaching practice and increasing the supply of high-quality teachers.

Initiatives and progress in 2005

The following initiatives aim to improve the overall quality of early childhood education services, including their responsiveness to Māori children and whānau. Many of these initiatives support providers to deliver high-quality early childhood education and increase the supply of high-quality teachers.

Kei Tua o te Pae, Assessment for Learning: Early Childhood Education Exemplars

In 2004, funding was allocated to the implementation of this leading-edge early childhood education exemplars project. The project includes in-depth professional development for approximately 3,500 services over five years. The exemplars illustrate bicultural, inclusive learning and assessment practice for teachers and highlight the value of collaborating with young children and whānau. As part of this project, exemplars for kaupapa Māori early childhood education services are being developed, focusing on te ao Māori and kaupapa Māori pedagogy.

Self-review guidelines

The development of Ngā Arohaehae Whai Hua: Self-Review Guidelines for early childhood education neared completion in 2005. The guidelines will help early childhood education services review and improve their practice. The guidelines draw on Māori concepts and practices, particularly those that reflect the interweaving of learning and development expressed through the curriculum document, Te Whāriki. For example, the term raranga (to weave) expresses unity, togetherness, and the weaving together of all parts of the early childhood education community to support learning. These guidelines will be published in 2006. A small scoping exercise will explore how self-review can be integrated into general professional development in early childhood education.

Professional development for teachers

Through professional development, teachers not only learn new skills but also develop new insights into their existing practice. Professional development helps teachers gain a new or different understanding of teaching and learning. During 2005, the Ministry contracted 14 providers to ensure early childhood education services were supported to provide high-quality programmes and implement Te Whāriki. The aim was to improve teaching practice, particularly bicultural teaching practice, and to improve outcomes for Māori children in early childhood education.

Centres of Innovation

This is an early childhood education research and development project focused on innovative early childhood education practice. It aims to build the sector's evidence base and understanding of effective, high-quality teaching practice. In its first year, Te Kōhanga Reo o Puau Te Moananui a Kiwa was one of six services selected to be part of the project. The research whānau have since attended conferences and written about their research process. Four more services were selected to join the programme in 2005, including Te Kōpae Piripono, a kaupapa Māori early childhood education service in

New Plymouth. Their research focuses on leadership and the Māori curriculum. Round three of the programme began in 2006, involving six new services. Research in this round will look at innovative bicultural processes that support te reo and tikanga Māori in mainstream early childhood education services.

Regulatory review

The purpose of this review is to clarify the existing regulatory requirements and improve the overall quality of early childhood education by establishing a set of sector-wide quality and outcomes standards by 2006. For example, services will be required to meet the standards before they can become licensed and certified. The standards will also mean services have the ability to show parents, whānau, the community, and the government the ways they are providing a high-quality teaching and learning environment. The Ministry is working closely with key groups such as Te Kōhanga Reo National Trust to discuss and explore implications of the new regulatory system.

Funding review

A review of the funding system has resulted in changes that better align the system with the strategic plan's participation and quality goals. The new system provides additional funding to high-quality, teacher-led services, enabling them to meet the sector's teacher registration targets. The new funding system also recognises the variable costs of providing early childhood education among services and the importance of ensuring increased costs are not passed on to whānau and do not impact on participation in or access to services. The first payment under the new early childhood education funding system was made in mid-2005. The funding system covers the cost of increasing education quality and free access (for three- and four-year-olds in teacher-led, community-based services) from 2007, reflecting the needs and circumstances of individual early childhood education services. For example:

- if a service has a high proportion of registered teachers, funding will be higher
- if a service is a full-day service, it will receive more funding to meet higher adult-to-child ratios
- services may seek funding to cover the cost of employing well-qualified, registered teachers
- rural or isolated services can access additional annual funding.

Te Whakapiki i te Reo Māori

The Ministry contracts organisations to provide professional development to educators in kaupapa Māori (Māori-medium) schooling and kōhanga reo who want proficiency in te reo Māori.

TeachNZ scholarships

In 2005, the TeachNZ scholarship scheme continued to increase the supply of Māori early childhood education teachers. TeachNZ scholarships provide financial support to student teachers enrolling in particular teacher education programmes. In 2004, the scholarship criteria were changed to attract students from low to middle income backgrounds interested in studying towards any approved early childhood education qualifications (stream one), and students interested in studying towards an approved Māori or Pasifika-focused early childhood education qualification (stream two).

Scholarship recipients teach in New Zealand for a time equivalent to the period of financial assistance. Seven hundred scholarships were available to students who started studying in 2005. The figure below shows the proportion of TeachNZ scholarships awarded across the two streams.

Figure 11: TeachNZ scholarships awarded by streams, 2004

	Māori	
	No. of approved scholarships	Fees
Stream one (income tested)	57	$175,198.81
Stream two (Māori and Pasifika focus)	32	$107,634.20
Total	89	$282,833.01

Face-to-face recruitment

Kanohi-ki-te-kanohi (face-to-face) recruitment is an effective way to introduce prospective teachers to a career in early childhood education. In 2004, a kanohi-ki-te-kanohi recruitment initiative was piloted successfully in Auckland and Bay of Plenty, resulting in a new contract to promote early childhood teacher education to Māori. The following case study shows how one woman was successfully recruited into a career in early childhood education by Haemata Ltd and KP Solutions.
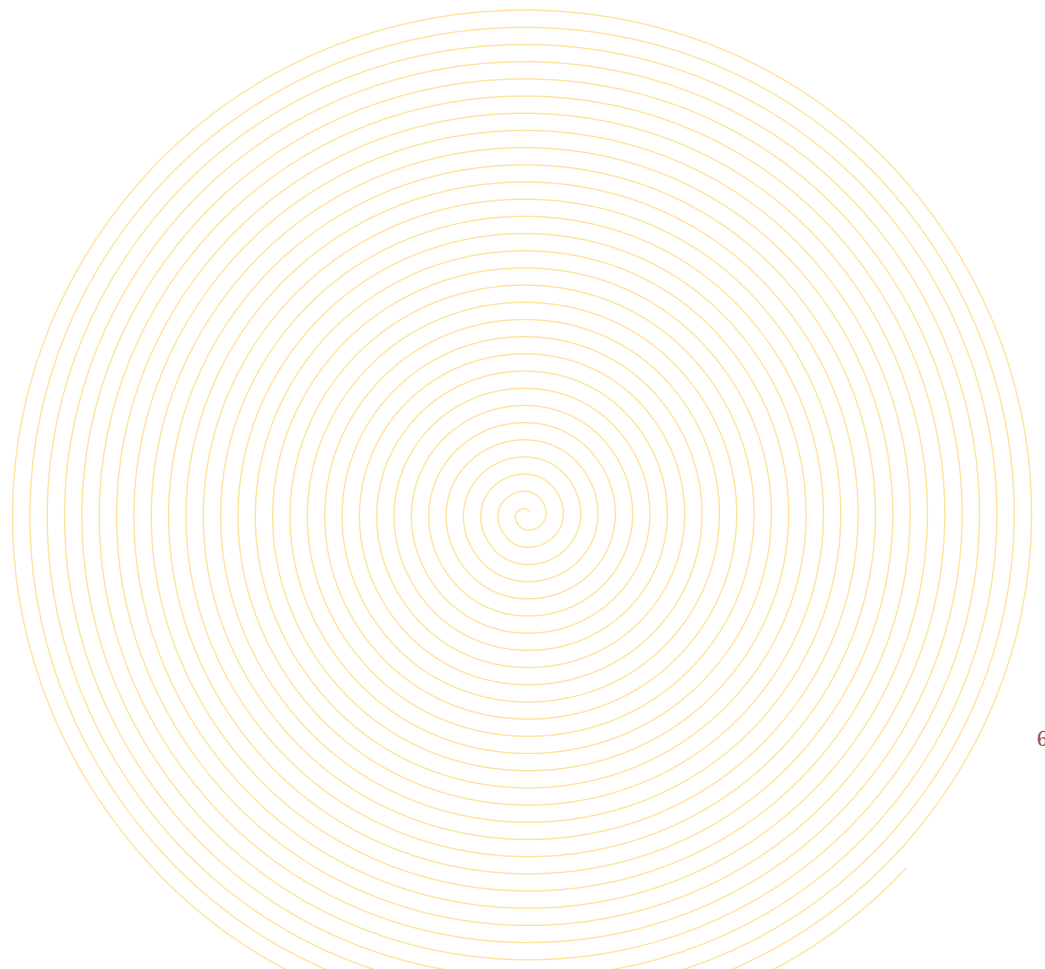
Case study no. 5

Eva's early childhood education career takes off

Early childhood education scholar

Eva Reriti (Ngāti Mutunga ki Wharekauri).

Some might say that Eva Reriti's early childhood education career was inevitable.

There were her early experiences as a youngster helping mum at kōhanga reo. And then there were the many hours spent helping mum raise a family of ten children on the remote Chatham Islands. And as long as Eva can remember, she's always harboured a desire to study teaching and teach young children.

Yet, it wasn't until she was in her late 20s when she was offered a job at a crèche in Auckland that her dream started to become reality.

"I just didn't have the opportunity before that. We couldn't afford for me to go to school on the mainland, so I finished school at 15 to work in the local fish factory and on farms rousing and crutching. I worked for a bank and a shipping company and ran a lawn-mowing business too!" says Eva, looking back.

In the late 1990s, Eva moved to Auckland where she met her future employer, a crèche owner, who hired her in 2005. Better still, her new job soon opened up the possibility of studying towards an early childhood education teaching diploma.

"Staff talked about the new ten-year plan for early childhood education and the need for educators to upskill and become registered. So, through them, I began developing an awareness about the sorts of courses available and the kind of financial and time commitment required."

Eva says a trip to the local Pasifika festival that year provided her with exactly the information she needed to take the next major step. "I came away from an information tent with a fistful of pamphlets telling me all about the study options and who to contact for more information. I remember plonking myself down under a tree, devouring the information and getting really, really excited."

The information tent Eva entered that day was set up by Haemata Limited, an organisation contracted by the Ministry to help increase the supply of qualified and registered early childhood education teachers who are Māori.

Haemata and recruitment agency KP Solutions have recently developed a range of face-to-face initiatives to support the Ministry's Te Mana and TeachNZ information campaigns, including targeted mailouts, setting up information tents at various festivals, and following up interested people with house visits and calls.

Their initiatives aim to help the Ministry increase the number of Māori early childhood education teachers, raise the profile of the profession and its value among Māori communities, and increase the participation of Māori children in early childhood education. Haemata is particularly active in Auckland, Waikato, and the Bay of Plenty, where teacher shortages are most acute.

Eva says enrolling with an early childhood education provider was a pretty smooth process after a successful two-hour entry interview and securing a TeachNZ scholarship to cover her course fees. Today she's studying towards her three-year diploma with Te Tari Puna Ora o Aotearoa, which each week involves 15 hours' field work and a day in class.

She says it's a real buzz getting her assignments in, sitting exams, being assessed, and achieving top marks. She's also enjoying bringing into her workplace new knowledge about child development and learning.

And, says Eva, the past year has only whet her appetite for more: "Now, I want to do a degree and own my own centre. I'll do it. Just watch me."

Increasing the numbers of qualified teachers

Research findings show that qualified teachers are a key factor in delivering high-quality early childhood education, a finding emphasised in the strategic plan for the early childhood education sector. The plan aims to have all early childhood education teachers registered or becoming registered by 2012. To meet this goal, a number of targets have been set. For example, the first target, set in 2005, requires all people in positions of responsibility, such as managers and supervisors, in teacher-led services to be registered early childhood education teachers.

Future targets include:

• by 2007, 80 percent of all teacher-led service staff are registered teachers
• by 2012, 100 percent of all teacher-led service staff are registered teachers.

The plan encourages early childhood education services to employ registered teachers by increasing funding to services with a high proportion of registered teachers. Other incentives include grants, recognition of prior learning assessments, support to study towards approved early childhood education qualifications, and the promotion and development of teacher education programmes for primary teachers interested in developing careers in early childhood education.

The following figure shows the percentage of qualified and registered early childhood education teachers between 2002–2005. The figures reflect a consistent growth in the number of Māori and non-Māori early childhood education teachers who are either registered or who have qualifications that meet registration requirements.

Figure 12: Percentage of qualified and registered early childhood education teachers, 2002–2005

		2002	2003	2004	2005
Qualified	Total	49%	49%	51%	54%
	Māori	36%	36%	38%	42%
	Non-Māori	50%	50%	52%	55%
Registered	Total	35%	35%	37%	52%
	Māori	24%	22%	23%	38%
	Non-Māori	36%	36%	39%	53%

The qualification requirements do not apply to services where the education is provided by whānau such as kōhanga reo and playcentres. Kōhanga reo have their own qualifications and learning pathways. Te Kōhanga Reo National Trust, for example, offers Te Ara Tuatahi, Te Ara Tuarua, and Tino Rangatiratanga Whakapakari qualifications that are unique to the kōhanga reo movement. Refer to chapter three for more information about kōhanga reo and puna kōhungahunga.

Kaupapa Māori teacher education programme development

To increase the number of teachers working in kaupapa Māori early childhood education services, the Ministry is partnering with teacher education providers to ensure teaching programmes are relevant to the needs of their Māori communities and relevant to kaupapa Māori services. The following case study looks at the development of a new bilingual early childhood education teaching diploma developed through a partnership between Victoria University's Wellington College of Education and the Whariki Papatipu roopu.

Case study no. 6

Kōrero leads to bicultural diploma's success

Ki te Taumata

As a young rangatahi growing up in Waikaremoana, Jean Puketapu remembers how everyone used to get together to talk through important issues so that sound, lasting decisions could be made.

"To me, how can you work on an important kaupapa unless you talk about it? That's what our old people used to do. They did it in the 80s before the beginning of kōhanga reo and, as a result, the movement spread and spread. It was a success because the people were a part of it," says Jean, a Wellington-based kuia and kōhanga reo kaiako.

Since 2002, Jean has been involved in a partnership between Victoria University Wellington College of Education's early childhood teacher education team and the Whāriki Papatipu roopu. Together, they have developed a new bilingual early childhood teaching diploma especially for teachers keen to have a dual understanding of Māori and Pākehā / Western early childhood education traditions and teaching practices.

Whāriki Papatipu members all completed the diploma as part of its initial development between 2002 and 2005. Jean is one of those first graduates.

The three-year diploma – the Diploma of Teaching (ECE) Whāriki Papatipu – has been formally accredited by the New Zealand Teachers Council. Eighteen student teachers aged between 20 to 60 enrolled in the diploma in its first year. As graduates, they can become registered teachers as well as continue studying towards bachelor degrees in early childhood education teaching.

(Left to right standing): Wikitoria Ratu (Ngāruahine, Te Atiawa), Ngāhaka Puketapu-Deys (Tūhoe, Ngāti Kahunungu, Te Atiawa, Ruapani, Ngāti Manawa), Paea Dentice (Tūhoe, Ngāti Kahunungu, Te Atiawa). (Left to right seated): Sue Cherrington (Pākehā) and Jean Puketapu (Tūhoe, Kahunungu, Ruapani, Ngāti Manawā).

A hallmark of the successful partnership between the university and Whāriki Papatipu has been a mutual commitment and willingness to talk through and debate all elements of the diploma, which, at times, hasn't been an easy task for either partner.

Sue Cherrington, Head of School at the university, explains: "There were times in those early days when I thought: I don't know how we're going to get through this. I don't know where to go from here. But we always got there in the end. Someone would throw the right things in the mix and something would emerge that would move us on to the next stage."

At the start, Sue says, the partners' initial discussions were as much about developing trust and a new relationship as they were about understanding the norms and approaches that characterised each other's different cultural and theoretical perspectives.

"It's been hugely powerful for my team. We've learned so much that we'll take into our practice and programmes. Most importantly, I've learned that there are multiple ways to teach and do things," says Sue.

Ngāhaka Puketapu-Deys and Wikitoria Ratu, both kaiako and members of Whāriki Papatipu, agree the diploma's development has been hard work. Yet, both feel satisfied with what the partnership has achieved, believing the diploma successfully weaves together two world views without compromising either.

Victoria University Wellington College of Education's early childhood teacher education staff teach undergraduate and postgraduate teaching courses. Whāriki Papatipu are experienced early childhood educators from kōhanga reo based in Te Awakairanga (Hutt Valley / Wellington).

The university and Whāriki Papatipu would like to acknowledge and thank the following people for their involvement in supporting and helping develop the Diploma of Teaching (ECE) Whāriki Papatipu – Ministry of Education pouwhakataki (Hutt Valley / Wairarapa) Paea Dentice, Victoria University Wellington College of Education iwi liaison representative Anaia Randall, and Kōkiri Seaview Marae manager Tina Ratana.

Wiki, a kaiako for more than 20 years, says there have been major positive spin offs for her as a teaching professional. "I was initially quite scared coming into this diploma. And, I admit, in our first year I was quite close minded. But that's because I wasn't used to change."

Wiki says time spent in a mainstream kindergarten, as part of her diploma study, provided her with a fresh insight into her work. "I came back to my kōhanga and tried out a kindy exercise. It was an activity involving self-directed play. I got all the materials in front of the children and told them to go for it. But they just sat there. They didn't know what to do. It was a departure from my usual instructional teacher-led style and I thought: 'What have I created here?'."

Wiki eventually made the exercise a success by working closely with her team to reassure and coach the children into taking part in the activity, something they now do on a daily basis.

"I guess this is just one way my teaching has improved. This new approach means my interaction with kids is greater and their potential for learning and developing a relationship with me is greater, too, because I spend more time explaining things to them."

Jean says the bicultural diploma offers all its students an opportunity to take the best from a wide range of teaching approaches that, in a way, reflect the diverse knowledge, education, and experience of the people who've helped develop the qualification.

"When I heard about this work, deep down in me I knew I could be of value. And I can see clearly that we all have. We've all brought something valuable to this work."

Special education in the early years

In 2004, funding over four years was allocated to special education in the early years. In part, the funding aims to increase participation in early childhood education of children with special education needs. It also aims to support early diagnosis, assessment, and surgery for children with special education needs. More funding was allocated to services for children with moderate, high, and very high special education needs. The funding will increase the number of early intervention specialists working in the early childhood education sector, including speech-language therapists, early intervention teachers, psychologists, advisors on deaf children, kaitakawaenga (Māori liaison advisers), and education support workers. In 2005, the Ministry continued developing an action plan for special education. The plan, now finalised, sits within the broad frameworks of the schooling, early childhood, and tertiary education strategies.

4.3 Collaborative relationships

Collaborative relationships are integral to the development of a strong, successful early childhood education sector. As a result, partnerships are being developed among the range of people and groups taking part in the early childhood education sector. Education agencies are increasingly supporting early childhood education services that seek to build links with whānau, hapū, and iwi and that are committed to being more responsive to the needs of Māori children. In 2006, for example, the Education Review Office will again look at how effectively schools and early childhood education services link with their communities (see page 33 for a summary of findings from a previous report).

Early childhood education sector and whānau / family collaboration

Parents decide if their child will participate in early childhood education and, if so, the type of service their child will take part in. It is important that whānau are not only aware of the services available, but that they have the information they need to confidently decide which service will suit their child best. A range of programmes, promoting early childhood education and encouraging parents to be involved in their children's education, was available in 2005. For example, the Ministry developed a website for parents as part of a broader information programme called Team-Up (**www.teamup.co.nz**). Refer to chapter two for more information about Team-Up and other whānau programmes.

Early childhood education sector and school collaboration

Making a smooth transition from home to an early childhood education service, and from there to school, is important for all children. It is also important that the early childhood education and school sectors work together to make these changes easier and successful for everyone. The range of ways they are achieving this is listed below.

*   Promoting better understandings among early childhood education and primary teachers about the links between the curriculum for early childhood education and school.
*   Promoting better understandings among early childhood education and primary teachers about the pedagogical approaches in early childhood education and school.

- Distributing information about effectively moving from early childhood education and school.

Early childhood education sector and other family service collaboration
Collaborative relationships among the various education agencies are important if children are to enjoy educational success. In 2005, the Ministry continued working with other government agencies including the Ministries of Health, Justice, and Child, Youth and Family (now part of the Ministry of Social Development). It also continued to build on its education partnerships. Find out more about this partnership work in chapter two.
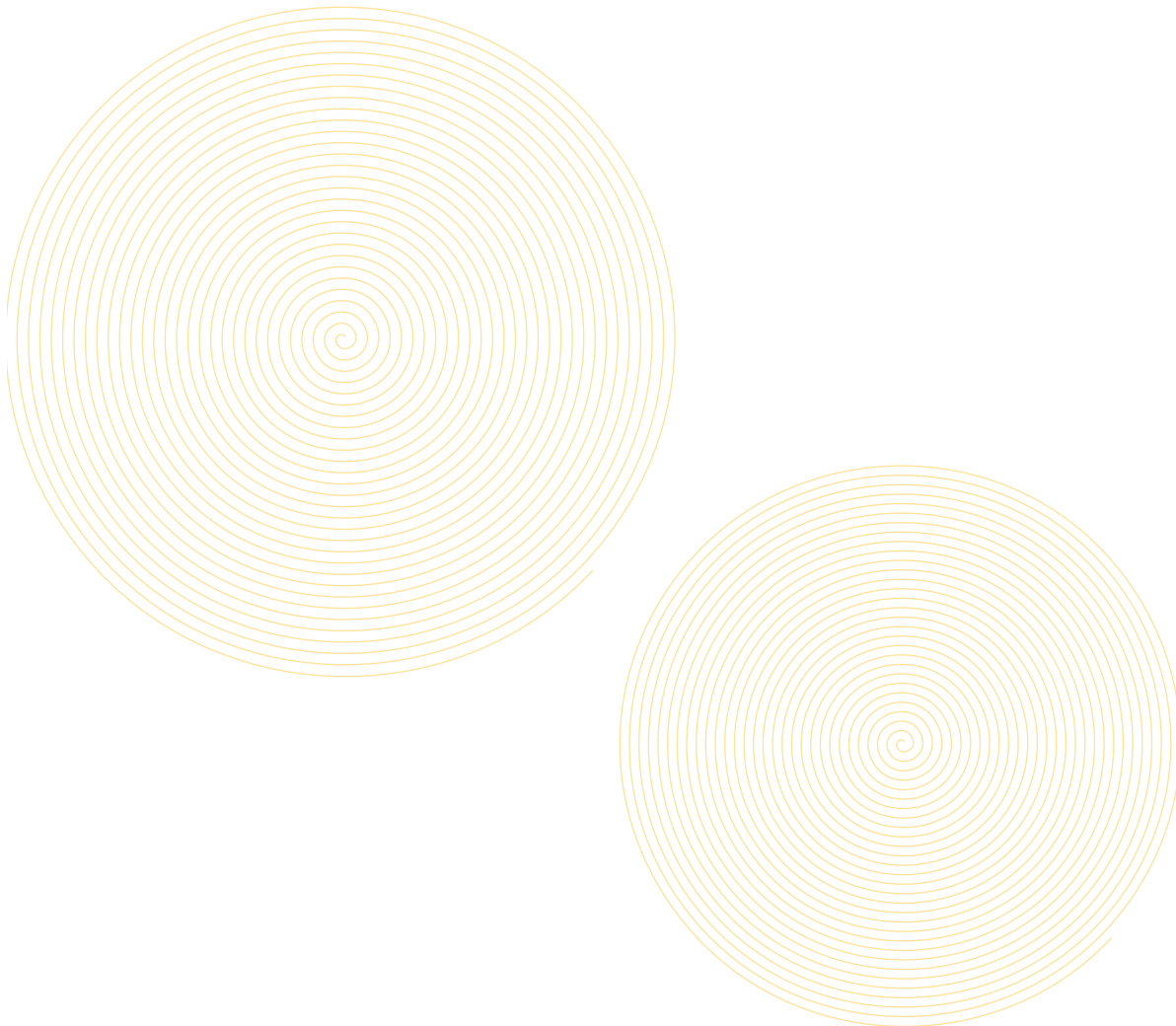
5
Raising achievement at school

5.0 Context

New Zealand has a good education system, with high average achievement by international standards, but widespread disparity between the highest and lowest student achievement rates. Māori students, Pasifika students, and students from lower socio-economic groups are over-represented among students who underachieve.

In 2005, a new strategy for the English-medium (mainstream) schooling sector was launched, called Making a Bigger Difference for all Students: Schooling Strategy 2005–2010. The strategy sets the direction for the sector during the next five years and focuses on how everyone in schooling can contribute individually and together to ensure that more students succeed to the best of their abilities. It also highlights the importance of strengthening effective teaching, emphasising the importance of effective relationships between teachers and whānau and teaching practice that is effective for Māori students.

Research (the Ministry's Best Evidence Syntheses) provides evidence that there has been inequitable teaching of Māori learners over many decades (for example, through fewer teacher-interactions, less positive feedback, under-assessment of capability, mispronunciation of names, and so on).[25]

Māori students make up a significant proportion of the school-age population. Māori learners were 19.9 percent of all domestic students in 1996, a figure that increased to 21.4 percent in 2005. In 2005, Māori made up a greater proportion of the English-medium (mainstream) school population than ever before. Figure 13, on the following page, shows the proportion of the school-age population who are Māori, from 1996 to 2005.

25 Quality Teaching for Diverse Students in Schooling: Best Evidence Synthesis. Alton-Lee, A. Ministry of Education, 2003.

Figure 13: Proportion of New Zealand school students who are Māori, 1996–2005

	% aged 5-12	% aged 13-18	% aged 5-18
1996	22.0%	17.0%	20.05%
1997	21.6%	16.8%	20.0%
1998	21.6%	17.3%	20.1%
1999	21.6%	17.1%	20.1%
2000	21.9%	17.4%	20.4%
2001	22.2%	17.8%	20.7%
2002	22.4%	17.9%	20.9%
2003	22.7%	18.2%	21.2%
2004	22.9%	19.4%	21.5%
2005	23.1%	19.5%	21.7%

Māori, like other groups, are a diverse population. Therefore, ensuring student success lies in helping teachers and schools to better cater to the diverse needs of Māori students across the achievement spectrum. This idea was at the heart of a range of projects and initiatives implemented throughout the year. The highlights for 2005 follow.

- A continued focus on improving teaching practice and building our evidence and research base around what works for Māori students, through initiatives such as Te Kauhua, Te Kotahitanga, and Extending High Standards Across Schools.
- Continued development of the literacy and numeracy assessment tool for teachers (called asTTle) and continued emphasis on teachers using data to improve and adapt their teaching practice to better meet students' learning needs.
- The latest data showed more year 12 Māori students gained an NCEA level two qualification – up from 40 to 43 percent.
- Meanwhile, slightly more Māori school leavers achieved qualifications at or equivalent to NCEA level two or higher according to the latest data – up from 45 to 47 percent.
- The difference between Māori and non-Māori qualification attainment rates narrowed in year 12. However, Māori year 12 students remained more likely to gain an NCEA level one and less likely to gain an NCEA level two qualification than their non-Māori peers.

However, the year's truancy, suspension, and participation rates continued to show that Māori were over-represented in the group of students who had disengaged from the education system, despite the high aspirations of their whānau, hapū, and iwi.

Looking ahead, the education sector must continue working together to ensure Māori learners succeed within English-medium (mainstream) schools by continuing to focus on improving teaching practice, raising the quality of education provision, and engaging whānau and communities.

In the meantime, this chapter looks at where the sector is at in 2005. It explores student achievement, participation, and engagement, and it looks at the range of initiatives that seek to lift quality within this sector.

5.1 Achievement

National Certificate of Educational Achievement (NCEA)

NCEA is New Zealand's main national secondary qualification. It was first implemented in 2002 beginning with level one. In 2003 and 2004, levels two and three were also introduced.

The National Qualifications Framework includes a range of standards that learners need to attain to gain credits towards national qualifications (such as NCEA). There are two types of national standards: achievement standards and unit standards. Credits from both achievement and unit standards count towards NCEA.

The transition from school to tertiary education or employment tends to hold more promise for students who leave school with at least NCEA level two or its equivalent. A school qualification, such as NCEA, is a measure of the extent to which a student has completed a basic prerequisite for higher education, training, and many entry-level jobs. People who attain such educational qualifications tend to do better within the labour force and enjoy higher incomes.

By analysing NCEA data, it is possible to assess how many students are on the way to achieving qualifications, as well as those who have achieved the qualification. For example, a student may not achieve NCEA level one in one year, but may attain 60 of the 80 credits required and complete the final 20 credits the following year.

The following is a summary of the main points emerging from NCEA data in 2004.

- The proportion of year 11 Māori candidates gaining an NCEA level one qualification dropped from 40 to 37.9 percent between 2003 and 2004, while the proportion of year 12 Māori students gaining an NCEA level two qualification rose from 40 to 43 percent.
- The proportion of Māori school leavers with qualifications at or equivalent to NCEA level two or higher increased from 45 percent in 2003 to 47 percent in 2004.
- Māori school leavers with low NCEA attainment dropped from 30 percent in 2003 to 25 percent in 2004.
- In 2004, 12 percent of Māori school leavers had a qualification that allowed them to attend university, compared to only nine percent of Māori school leavers in 2003.
- Māori females were more likely to attain NCEA qualifications than Māori males. This reflected the gender trend for other ethnic groups.

In 2004, 40 percent of year 11 Māori candidates achieved an NCEA qualification compared to two-thirds of non-Māori (see figure 14). The proportion of candidates gaining NCEA qualifications in year 12 was markedly higher than in year 11. The difference between Māori and non-Māori qualification attainment rates narrowed in year 12. However, Māori year 12 students were more likely to gain an NCEA level one and less likely to gain an NCEA level two qualification than non-Māori in year 12.

Figure 14 shows the NCEA achievement of Māori and non-Māori across years 11 to 13. 2004 was the first year in which NCEA level three was widely available to students. The difference between the attainment rates for year 13 Māori and non-Māori was the same as for year 12 Māori and non-Māori. Māori year 13 students were more likely than non-Māori year 13 to gain an NCEA level one or two qualification.

Figure 14: NCEA attainment by year 11 to 13 candidates, 2004

NCEA level 1   NCEA level 2   NCEA level 3 or Scholarship

Note: excludes students whose ethnicity is unknown.
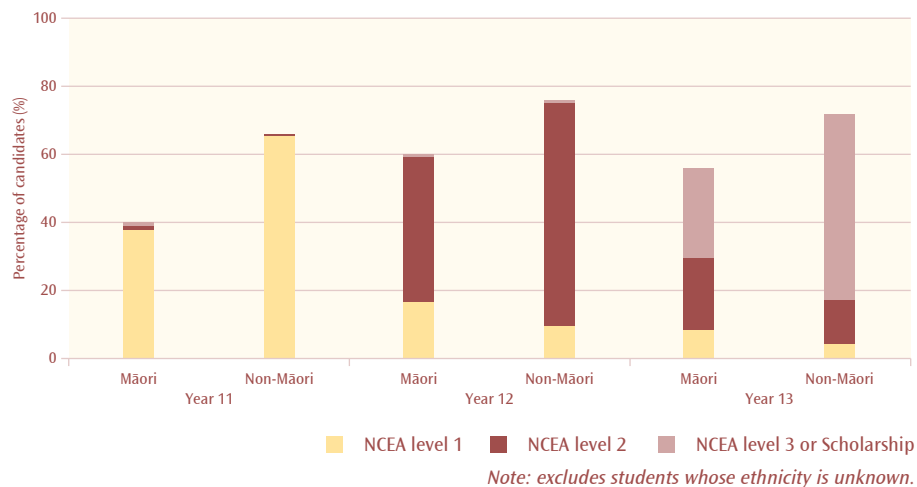
Achievement in literacy and numeracy

Reading and writing ability (or literacy) is critical to student achievement across the curriculum. Literacy involves the ability of individuals to use written information to fulfil goals, and the consequent ability of complex modern societies to use written information to function effectively. Numeracy skills are also vital to full participation in adult life and learning. The importance of literacy and numeracy skills is recognised by the National Administration Guidelines (statements of desirable codes or principles of conduct or administration for all schools referred to in the Education Act 1989), which require boards of trustees to develop and implement teaching and learning programmes that help students gain proficiency in literacy and numeracy, especially in years one to four.

Literacy and numeracy achievement is an important part of the NCEA level one qualification. For a student to be awarded NCEA level one, they must achieve 80 credits. Of these, eight credits must be in literacy standards and eight credits in numeracy standards.

In 2004, 58 percent of Māori in year 11 met the literacy and numeracy requirements for an NCEA level one (see figure 15 below). Some candidates did not meet both literacy and numeracy requirements, but gained one or the other. Of these candidates, a higher percentage gained the numeracy requirements. Thirty-two percent of Māori year 11 candidates did not meet the literacy requirements, while 25 percent did not meet the numeracy requirements.

Figure 15: Māori students who met and did not meet the literacy and numeracy requirements for NCEA level one, 2004[26]

26 Figures exclude candidates whose ethnicity is unknown.

	Total number of candidates	Met both the literacy & numeracy requirements		Met the literacy requirement only		Met the numeracy requirement only	
		No.	%	No.	%	No.	%
Māori	9,178	5,324	58.0%	946	10.3%	1,523	16.6%
Non-Māori	43,719	33,237	76.0%	1,972	4.5%	5,241	12.0%

Qualification attainment

The school leaver results for Māori show an improvement in the proportion of school leavers with low attainment.[27] In 2002, 35 percent of Māori school leavers left with low attainment. By 2004, this number had dropped to 25 percent. In 2004, University Entrance was available through standards-based assessment for the first time. In 2004, 12 percent of all Māori school leavers achieved at least an entrance qualification, allowing them to go directly into tertiary study at degree level. This was an improvement from the nine percent of Māori school leavers in 2003 achieving at least an entrance qualification.

Figure 16: Percentage of school leavers gaining a University Entrance qualification or higher, 1993–2004
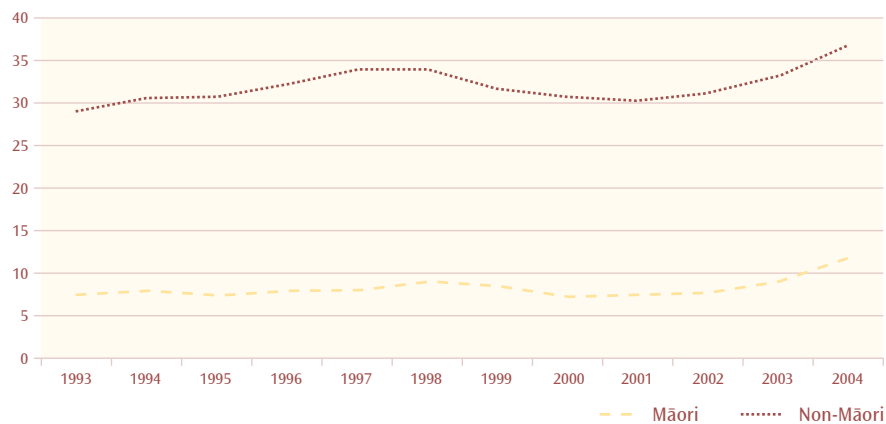
Progression to tertiary education

In 2003, 52 percent of Māori school leavers enrolled in tertiary courses that same year or in 2004, representing a four percent drop on the previous year. This decrease was similar for other groups and may reflect a move by students into employment during a strong labour market.

Māori who left school in 2003 and went directly to tertiary education the following year mostly enrolled in certificate-level qualifications (39 percent of 2003 Māori school leavers). The proportion of Māori school leavers going directly to degree-level courses was significantly lower than for non-Māori. Nine percent of 2003 Māori school leavers went directly into degree studies, compared with 26 percent of all students. Refer to chapter six for more information about tertiary education.

National and international student assessments

Every year, data is collected from a number of sources as a way to help the sector monitor its performance. For example, information is gathered from several large-scale assessment studies, including the Programme for International Student Assessment (PISA), Progress in International Reading Literacy Study (PIRLS), and the Trends in International Mathematics and Science Study (TIMSS). The studies are administered in Organisation for Economic Cooperation and Development (OECD) and other countries, providing the opportunity for international comparisons. The main assessment tools used to monitor student achievement within New Zealand are the National Education Monitoring Project (NEMP) and Assessment Tools for Teaching and Learning (asTTle).

27 Low attainment refers to one to 13 credits at level one or no attainment.

The National Education Monitoring Project (NEMP) – Every year, since 1995, a group of randomly selected schools is invited to take part in the National Education Monitoring Project (NEMP). NEMP tests three subjects annually, taking four years to cover all curriculum areas. Testing is limited to year four and eight students and monitors the progress of students who are in their middle and final years of primary schooling.

Assessment Tools for Teaching and Learning (asTTle) – asTTle was launched in 2003 to help teachers assess student literacy and numeracy skills using a teacher-controlled, curriculum-based assessment tool. It is available in both English and te reo Māori from curriculum levels two to five (years four to 12) and is currently in its fourth edition. In 2006, data drawn from asTTle's development phase will be released. The data will provide a snapshot of achievement across reading, writing, and maths – pānui, tuhituhi, and pāngarau.

Programme for International Student Assessment (PISA) – The PISA assessments are administered every three years starting in 2000. Every three years PISA assesses reading literacy, mathematical literacy, and scientific literacy. Although each area of knowledge and skills is assessed in each cycle, the focus changes, with reading literacy the focus in 2000, mathematical literacy in 2003, and scientific literacy in 2006.

Trends in International Mathematics and Science Study (TIMSS) – TIMSS is an extensive study that focuses on mathematics and science. Every four years, TIMSS collects educational achievement data from year five and year nine students. Information is also collected from teachers on the provision of the mathematics and science curriculum.

Progress in International Reading Literacy Study (PIRLS) – This international research project is designed to provide information on the reading literacy of year five students. Like PISA and TIMSS, it is an international comparative study. It is designed to help countries monitor changes in student reading literacy achievement and is carried out every five years.

The following summary of Māori student achievement is taken from research findings on student achievement in New Zealand schools, released throughout schools in 2006.[28]

Reading achievement by ethnicity
Results from a range of studies show that many Māori achieve at a high level in reading. asTTle results also showed that all students, regardless of ethnicity, experienced stronger gains in reading skills during their secondary schooling.

- On average, year four Pākehā students achieved moderately higher than both Māori and Pasifika students (NEMP, 2004).
- The mean scores for year five Pākehā and Asian students were significantly higher than the international mean, whereas the mean scores for Māori and Pasifika were significantly lower than the international mean (PIRLS).
- According to asTTle, Māori students started at year five with lower average scores in reading than Pākehā / New Zealand European and Asian students.
- Year eight Pākehā students achieved moderately higher than Māori students (NEMP, 2004).

28 *Student Outcomes Overview Report. Ministry of Education, 2006.*

The range or spread of achievement in reading was wide for every ethnic group. The range between the highest and lowest achieving students was greater for Māori and to a lesser extent for Pākehā than for Asian and Pasifika students.

According to NEMP findings, the gap between Māori and Pākehā year four students substantially narrowed between 2000 and 2004, but there was no change for year eight students.

Clearly, the assessed reading skills of many Māori and Pasifika students continues to be a concern, though asTTle and the other studies (such as NCEA) show that there are Māori who also achieve at a high level.

Writing achievement by ethnicity

asTTle results showed that, on average, Pākehā / New Zealand European and Asian / other students had higher writing scores compared to Māori and Pasifika students, and tended to be a year ahead. NEMP results for 2002 confirm that non-Māori students in years four and eight scored higher than their Māori peers. However, for year four students, the Māori / non-Māori disparity decreased between 1998 and 2002.

Initiatives that aim to raise achievement in writing include the Literacy Professional Development Project, which has shown improvement in Māori students' writing.

Mathematics achievement by ethnicity

asTTle showed that the mathematics achievement of Pākehā / New Zealand European and Asian / other students was higher throughout primary and secondary schooling compared with Māori and Pasifika students. NEMP results for 2001 showed non-Māori students scored higher than their Māori peers on many tasks in years four and eight. TIMSS results confirmed this pattern in 2002, finding that Pākehā and Asian students performed better, on average, than Māori and Pasifika students in years five and nine.

asTTle showed that the rate of increase in mathematics scores varied between different school years for the different ethnic groups. Māori and Pasifika students started at year five with lower average scores than Pākehā / New Zealand European and Asian students. This disparity persisted in years 11 and 12. Pākehā / New Zealand European students' achievement improved between years seven and eight, while Māori students showed similar improvement a year later at the start of secondary school.

Some evidence is emerging that the ethnic gap in mathematics achievement is narrowing. When year five TIMSS results for 2002 are compared with the results in 1994 and 1998, the ethnic disparity decreased for both Māori and Pasifika.[29] Furthermore, in 2002, significantly more Māori students achieved at or above all four international benchmark levels. These year five results are promising, but no similar trend appears in TIMSS results for year nine in 2002, and NEMP results show a similar gap between Māori and non-Māori in 2001 and in 1997.

Numeracy Project findings suggest that the disparity between Māori and Pasifika and their peers' achievement in mathematics may be closing, especially in schools where additional funding support has focused on numeracy.[30] At a policy level, the Māori Education Strategy identifies improving literacy as an important part of raising the

29 Ministry of Education, 2006b.

30 Higgins, J., Irwin, K.C., Thomas, G., Trinick, T. and Young-Loveridge, J., 2005.

quality of mainstream education for Māori. Findings from the Literacy Professional Development Project show that Māori students' reading performance improved at a greater rate compared to other students. However, on average, Māori students' performance was still below that of Pākehā students.

5.2 Participation and engagement

Achievement is strongly linked to participation in schooling. Students who miss out on learning opportunities through non-attendance at school, or by deciding not to enrol in senior secondary school, tend to face more difficulties finding work or going on to further study. A lack of engagement in schooling can show itself in either justified or unjustified absence from school. The main forms of non-participation in schooling are:

- justified absence – absences due to illness, and so on
- unjustified absence – absences such as truancy where the absence is not explained or explained to the school's satisfaction
- stand-downs – the formal short-term removal of a student from school for a specified period after which the student automatically returns to school
- suspensions – the formal removal of a student from school until the board decides whether to end or continue the suspension or to exclude or expel the student
- exclusion – the formal removal of a student aged 16 or younger from a school, with the requirement that the student enrol elsewhere
- expulsion – the formal removal of a student aged 16 or over from a school, after which time the student may choose to reenrol elsewhere
- enrolment (early-leaving) exemptions – where parents of students aged between 15 and 16 may apply to the Ministry for an early leaving exemption on grounds specified in the Education Act 1989.

Māori are currently over-represented in the statistics for non-participation at school. Data shows Māori in 2005 were more likely to leave school before completing senior schooling and less likely to leave with a qualification. Māori students were also suspended, stood-down, truant, or excluded from school at higher rates than non-Māori. While Māori students were considerably more likely to have left school by age 16 than non-Māori, those Māori students who remained at school after the age of 16 had similar retention rates to those of other students.

The Student Engagement Initiative was established in 2004 to provide a systemic change to the way student engagement is encouraged in schools by:

- enhancing the information base about student engagement
- providing better responses to problem situations when they arise
- considering options for improving the relevant legislation.

The initiative involves identifying schools or regions that have unusually high levels of student disengagement, setting targets for improvement, closely monitoring change over time, and working flexibly at the local level to identify the reasons for the unusually high incidence of the problem and help with meeting targets.

Examples of projects included as part of the initiative are:

- localised investment and research in selected districts to find out what works in the New Zealand context

- an Education Review Office review of truancy management in selected districts with high truancy rates
- evaluating processes for, and the effectiveness of, prosecuting the parents of persistent truants
- testing the effectiveness of electronic messaging systems to inform parents about non-attendance
- working with schools to reduce enrolment exemptions for 15-year-olds
- obtaining information about school-initiated barriers to enrolment
- reviewing the process for the reenrolment of excluded students
- considering how outcomes from the initiative can inform the development of future options for attendance management in New Zealand.

Improving teachers' ability to teach all students, continuing to provide curriculum and qualifications options, and enhancing the support (for example, the Ministry's specialist behaviour services) for schools whose students have challenging behaviour are all ways the Ministry is encouraging student participation and engagement at school. Interagency work has also increased the focus on improving social services to better support at-risk families.

Suspensions

In 2005, 48.1 percent of all suspension cases involved Māori students.[31] Almost two percent of the total Māori student population were suspended in 2005, compared with almost one percent of the total student population. More male students are suspended every year, and this trend was also true of Māori students in 2005, with 70 percent of Māori student suspension cases involving Māori males. Nationally, 72.4 percent of all suspension cases involved male students.

The three most common reasons for Māori students to be suspended, in order of frequency, were drugs, continual disobedience, and physical assault of other students. Nationally, these are also the three most common reasons for suspension, but the order is slightly different, ie, continual disobedience, drugs, and physical assault on other students.

During 2005, suspensions involving Māori students occurred most frequently in schools of deciles one to five (accounting for 74 percent of all Māori suspensions). Suspension of Māori students occurred least frequently in decile eight, nine, and 10 schools. The age group of students most frequently suspended is between 13 and 15 years old (72.6 percent of all suspension cases). Suspension cases involving Māori students of these ages comprised 71.1 percent of all Māori suspension cases.

Figure 17: Suspension rates per 1,000 students, 2005

	Māori			Non-Māori		
	Male	Female	All	Male	Female	All
Suspensions	1,733	737	2,470	1,989	683	2,672
State roll	81,227	77,708	158,935	289,475	276,427	565,902
Rate per 1,000	21.3	9.5	15.5	6.9	2.5	4.7

31 This figure was calculated using live data. Live data is data that has not yet been frozen and is subject to change. Therefore, all 2005 data are approximations.

Nationally, one third of suspension cases end in exclusion, a trend true for Māori students in 2005. Thirty-one percent of suspension cases involving Māori students resulted in exclusion.

Truancy

In 2004, a national survey was carried out among primary and secondary schools to measure levels of attendance and absenteeism, and to find out how schools were coping with monitoring school attendance. The data collected has allowed comparisons to be made in attendance levels between different types of schools and between students of different sex, age, and ethnicity.[32]

In line with a similar survey carried out in 2002, the levels of Māori truancy were twice as high as New Zealand European and Asian students. The results would suggest that on any given day, five percent of Māori boys and 5.6 percent of Māori girls in English-medium (mainstream) schools were likely to be truant.

For those attending kura kaupapa Māori and other immersion schools, levels of truancy were lower with an overall rate of 2.9 percent, though slightly higher than New Zealand European at 2.2 percent. Students attending kura kaupapa Māori and immersion schools were also approximately four percent more likely to be justifiably absent than other Māori or New Zealand European students.

The District Truancy Services (DTS) is contracted by the Ministry to help schools respond to and manage truancy by:

• locating students who are truant and liaising with their whānau
• identifying reasons for a student's non-attendance
• reporting to the school the student is enrolled at to assist the school to take an appropriate course of action.

Enrolment (early-leaving) exemptions

By law, all New Zealanders aged between six and 16 must be enrolled at school (unless granted a certificate of exemption, as is the case for homeschoolers). However, parents of students who are 15 may apply to the Ministry for an enrolment (early-leaving) exemption if a student faces education and conduct problems and is unlikely to derive any benefit from available schools.

In recent years, there has been a dramatic increase in the number of early-leaving exemptions granted. In 1998, 298 early-leaving exemptions were granted to Māori students – by 2005 this increased more than five-fold to 1,533. In 2005, 13 percent of all 15-year-old Māori students were granted an early-leaving exemption, compared with five percent of all 15-year-old non-Māori students.

32 Different parts of the country were severely affected by adverse weather conditions that persisted throughout the surveyed week, causing many students to be away from school. A number of schools were also closed because of bad weather and hence may not have provided data for the affected day(s).

Figure 18: Number of early-leaving exemptions issued for Māori and non-Māori 15-year-olds, 1998–2005
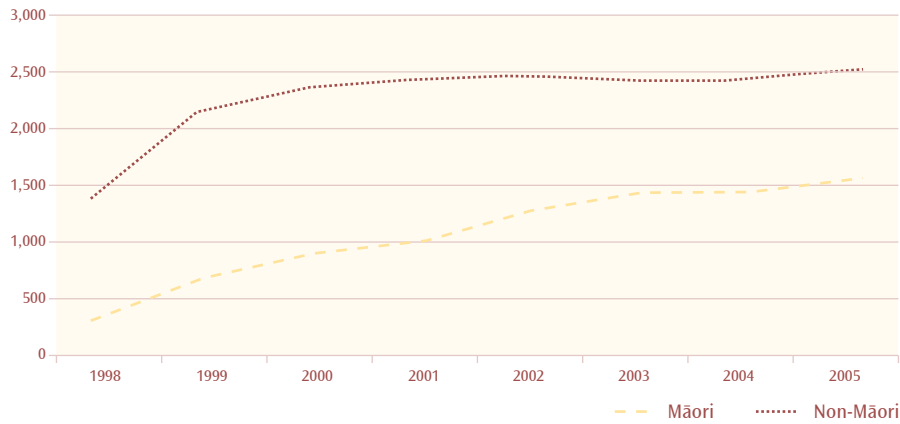
In 2005, Māori students granted early leaving exemptions were more likely to go on to training provider courses (81 percent) than non-Māori (67 percent), while non-Māori (24 percent) were more likely than Māori (15 percent) to go on to full employment.

Secondary school retention rates

The retention rate of Māori 16-year-olds is calculated by dividing the number of Māori 16-year-olds enrolled at school by the number of Māori 14-year-olds enrolled at school two years' prior. Figure 19 depicts the retention rate of 16-year-old Māori students between 1998–2005.

Figure 19: Retention rate of Māori and non-Māori 16-year-olds, 1998–2005
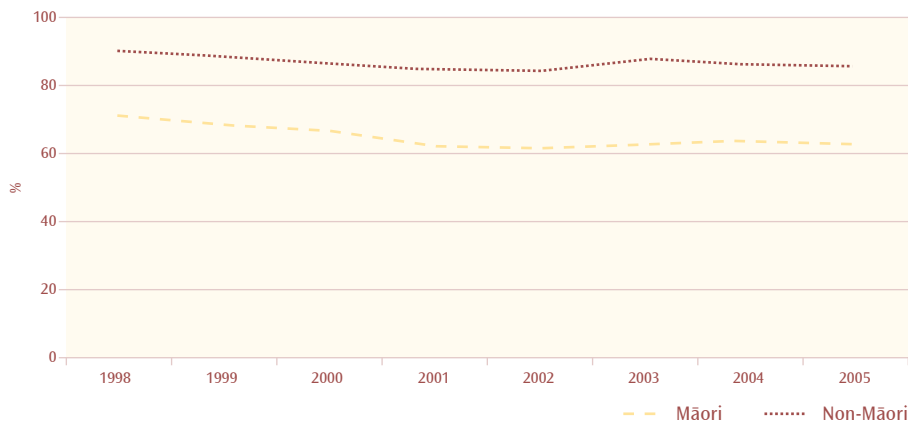
While Māori students are considerably more likely to have left school by age 16 than non-Māori, those Māori students who remain at school after the age of 16 have similar retention rates to other students.

Alternative Education

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

Since 1999, funding for students placed in Alternative Education increased from 400 to 1,820 in 2003. By the end of 2002, 44 percent of students who left the programme either returned to mainstream schooling or went on to employment. In 2004, approximately 57 percent of Māori students who left the programme went on to achieve similar outcomes.

5.3 Quality

Student achievement at school is strongly influenced by their teacher's ability to teach and facilitate learning.

Research (the Ministry's Best Evidence Syntheses) provides evidence that there has been inequitable teaching of Māori learners over many decades (for example, through fewer teacher interactions, less positive feedback, under-assessment of capability, mispronunciation of names, and so on).[33]

As a result, teacher professional development continues to be a top priority across the education sector. In 2005, the Ministry's professional development strategy for teachers working in English-medium (mainstream) schools, Te Tere Auraki, continued (see below). Māori, iwi, and community groups also continued to play an important role in raising Māori student achievement, which is discussed in chapter two.

In 2005, work continued to support educators of Māori learners through:

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

Effective assessment

Effective assessment helps teachers better understand the impact of their teaching practice. A range of national assessment tools and data is available to teachers and educators so they can monitor and analyse their students' performance. In 2005, support for effective assessment practice continued with the development of national assessment tools such as asTTLe and through ongoing professional development opportunities. The New Zealand curriculum exemplars were published for both kaupapa Māori (Māori-medium) and English-medium (mainstream) settings.

Effective teaching practice

Te Tere Auraki is a mainstream professional development framework focused on improving teaching and learning for Māori students in English-medium (mainstream) schools. The framework aims to bring together evidence about what makes a difference

33 Quality Teaching for Diverse Students in Schooling: Best Evidence Synthesis. Alton-Lee, A. Ministry of Education, 2003.

for Māori students, through the implementation of the following professional development programmes.

• Te Kotahitanga, a year nine and 10 research and professional development project
• Te Kauhua, a professional development project
• Te Mana Kōrero, video information and workshops for teachers
• Te Hiringa i te Mahara, a project aiming to address Māori secondary teacher capability and workload.

The figure below provides a visual overview of the core elements of Te Tere Auraki.

Figure 20: Te Tere Auraki

Te Kotahitanga – Te Kotahitanga (meaning unity) is a professional development and research project that began in 2001. It responds to Māori student underachievement in English-medium (mainstream) schools. The project began with the aim of finding out what would help year nine and 10 Māori students achieve at secondary school. Research was carried out and showed that many teachers believed Māori students and their home environments were responsible for the lack of Māori educational achievement, making them feel powerless to make a difference.

Te Kotahitanga professional development model begins with the premise that teachers have the power to change patterns of underachievement. The programme requires teachers to examine their teaching practice and their assumptions that underlie it. Teachers participate in classroom observations, peer discussion, and help build a professional culture in their schools that is based on research evidence. Feedback from participating schools shows improved teaching practice and improved collegiality among teachers. Some teachers report a willingness to continue to grow and change their practice after receiving positive responses from students.

The following case study looks at the experiences of a school involved in Te Kotahitanga programme and the difference it is making for the school's year nine and 10 Māori students.
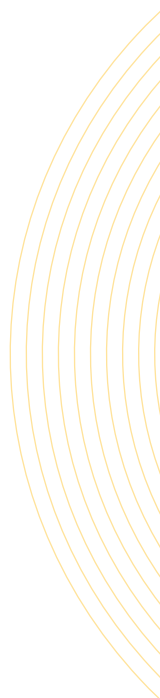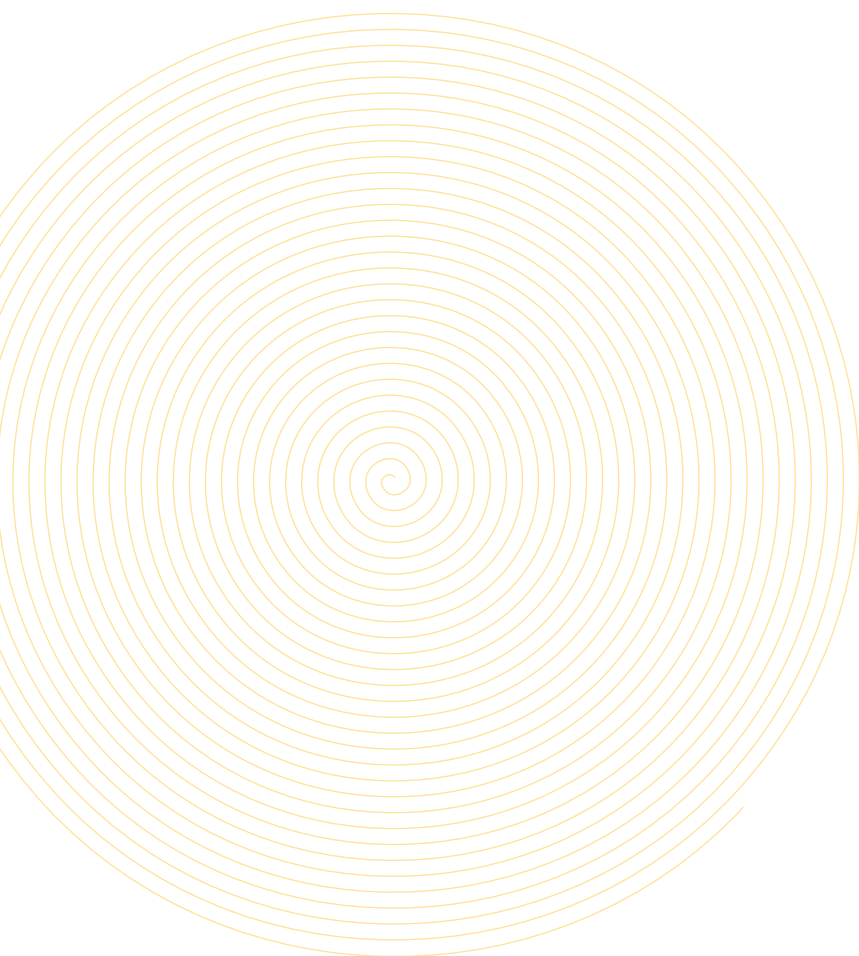
Case study no. 7

Kerikeri High School embraces Te Kotahitanga

Two years ago, Kerikeri High School embarked on a journey of significant yet gradual change.

Change was barely discernable in those first few months, but by year two it had really taken hold. Today, the high school has a remade culture and a fresh approach to making decisions. And it's all thanks to being involved in a unique research and professional development project called Te Kotahitanga (meaning unity).

Te Kotahitanga aims to improve year nine and 10 Māori student achievement, through a range of innovative approaches to teaching and learning. It is a Ministry of Education project run by the University of Waikato.

Kerikeri High School chose to take part in the project because too many Māori students were struggling at the large rural school, where they make up approximately 20 percent of the year seven to 13 population.

Principal Joan Middlemiss explains: "We knew our Māori students weren't achieving at a satisfactory level and the strategies we'd put in place, by themselves, weren't working. We just weren't making the breakthrough we wanted."

More Māori staff had been employed to improve the school's cultural responsiveness and to act as role models, and a bilingual class was set up. Te reo Māori was used more frequently, too.

It soon occurred to Joan these measures were having limited results and the school needed a well-developed and credible framework for addressing Māori underachievement that could permeate through the entire school.

Kerikeri High School principal
Joan Middlemiss (Pākehā).

87

"We were delighted to introduce Te Kotahitanga at our school. When I looked at it it seemed to have all the things we wanted. It was based on sound research evidence and sought to change an entire school's culture, challenging us to examine and rethink everything we do."

As a first step, a third of all Kerikeri High School teachers volunteered to get involved in the project. In the second year, Te Kotahitanga was offered to middle managers not involved in the first lot of training. By the end of 2006, all of the school's 85 teachers will be Te Kotahitanga trained.

Te Kotahitanga comprises a wide range of initiatives. For example, classroom teachers learn a range of effective teaching strategies, have their practice observed and assessed, and receive one-on-one coaching. They take part in facilitator-led discussion and planning groups and collect a range of student data to better understand and measure the impact of their changing practice. In turn, students have the opportunity to analyse and describe the teaching that best suits them as learners.

Teams of Te Kotahitanga facilitators help schools adapt and carry out all aspects of the project, providing accountability and consistency.

Joan says Kerikeri High School data (both anecdotal and recorded) shows Te Kotahitanga is making a difference at her school. Māori student attendance and academic achievement is rising, while the number of Māori students stood down or suspended is declining. According to formal observations, students are more engaged in learning and teachers are having more discussions about effective practice, reflecting an increasing awareness of the school's overall change in culture and direction.

And there are plenty of inspiring stories to tell about the impact of Te Kotahitanga on individual student success, too. For example, 15-year-old, year 10 student Levi Harris headed off to the United States this year as part of a team who've excelled in community problem solving. Initially very shy, Levi became part of the award-winning team thanks, in part, to Te Kotahitanga's emphasis on having high expectations of Māori students.

Meanwhile, a year nine maths class, taught by a Te Kotahitanga-trained teacher, was able to produce their best maths results ever, thanks to the teacher using a teaching approach known as co-construction. This particular approach invites students to play a major role in the teaching process.

Joan says Te Kotahitanga has had huge spin offs for her as a principal, too. "It's the most exciting professional development I've had in a long time. It's totally reinvigorated me. While we've still got a long way to go, I'm really pleased with how far we've come. And I feel incredibly proud of our teachers and their ability to embrace this project and the challenges it has presented. They have proven how powerful really good teaching can be for all our students."

Te Kauhua – This is a professional learning model that aims to improve teaching practice, the social and academic outcomes of Māori students, and the level and quality of interaction among whānau and schools.

Te Kauhua (meaning the supports on a waka and used as a metaphor for supporting one another on the same journey) is an exploratory professional learning programme. Schools involved in Te Kauhua use research evidence to develop professional learning models for their teachers.

The basic principles of Te Kauhua are listed below.

- Establish meaningful relationships with the Māori community and develop and implement shared visions for raising Māori student achievement.
- Provide ongoing professional development for teacher facilitators (who work full-time in their schools) and for teaching staff within the schools.
- Carry out on-site action research.

In 2005, participating schools prepared case studies and an overall report, reflecting on their success throughout the two years since Te Kauhua (phase two) started. Some schools suggested making Te Kauhua a permanent part of their cultures by integrating it into school policies and strategic plans.

Te Mana Kōrero – This video series is part of Te Mana information programme that seeks to raise the expectation of high achievement among Māori, the community, and education providers.

Te Hiringa i te Mahara – This professional development programme (meaning power of the mind) is for Māori secondary teachers, particularly those who teach te reo Māori. It began in 1998 to address the stress associated with excessive workloads. The programme uses a multi-pronged approach. It aims to build the knowledge and understanding of second language acquisition and pedagogy among reo Māori teachers. It also aims to increase teachers' knowledge of assessment pedagogy and to build the capability of Māori managers, so that they are more effective professional leaders. It also provides participants with the opportunity to build up their online professional learning curriculum communities and teaching resources. The programme continued throughout 2005.

High-quality Māori language teaching support

Many schools provide Māori language as a subject to students in early secondary school, with the option of taking it as an elective subject at senior secondary level. In 2005, 365 schools taught te reo Māori as a subject for more than three hours per week, involving approximately 23,150 pupils.

Figure 21, on the following page, shows the distribution of male and female students taking te reo Māori as a subject in secondary school during 2005. The number of students taking reo Māori as a subject increased between 2004 and 2005 by 4.7 percent (1,103 students). At year 10 level and above, females were more likely than males to take te reo Māori as a subject in 2005. The number of students learning te reo Māori as a subject at year 10 level was roughly half of the number learning at year nine level. Around 3,400 students took te reo Māori as a subject at year 11 level. This compared with 1,669 at year 12 level and 845 at year 13 level.

Figure 21: Number of students taking te reo Māori as a subject, 2005
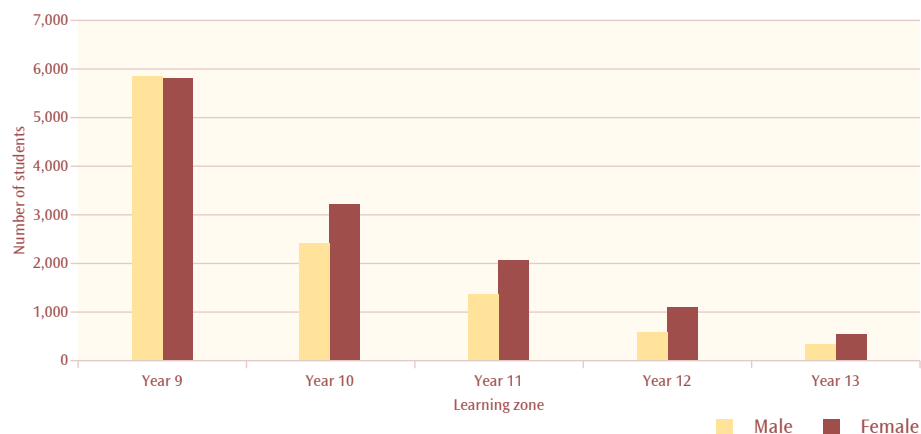
Note: The term 'learning zone' refers to the level at which a student is learning, not to their actual year of schooling.

Te reo Māori strategy for English-medium schools

The 2003 Curriculum Stocktake, commissioned by the Ministry, recommended that schools be required to provide instruction in an additional language for students in years seven to 10. A reo Māori strategy for English-medium (mainstream) schools is being developed to ensure te reo Māori is accessible to all students from 2008.

The strategy has three main aims. One is the development of a curriculum for the teaching and learning of Māori. In 2005, a draft curriculum was trialled in five regions. The draft curriculum will be available to all primary and secondary schools throughout the country in early 2007.

Another strategy aim is to develop materials to support the curriculum. In 2005, a range of multimedia teaching materials were developed for years seven and eight teachers. At the beginning of 2006, the development of online teaching materials got under way.

The third aim of the strategy is to pilot a professional development programme that increases teacher proficiency in te reo Māori and second language acquisition. The professional development programme will follow curriculum trials and draw from a review of literature on effective second language teaching and learning. Programme materials will focus on curriculum use, planning, teaching, and assessment.

The Online Learning Centre, Te Kete Ipurangi (TKI)

In 2005, the TKI website continued to offer reo Māori teaching and learning information and resources for teachers at **www.tki.org.nz**

Extending High Standards Across Schools

This programme has been allocated funding over four years, starting in 2006. The programme will support schools that demonstrate effective practice and a commitment to collaborating with other schools so they can work together to make a difference to student outcomes. This project aims to promote excellence in the schooling sector and to raise student achievement. Its aims are listed on the following page.

- Identify schools committed to achieving significant, tangible, and sustainable improvements in student outcomes.
- Encourage schools to spread their practice across the system and work collegially with other schools.
- Provide incentives for schools to improve student outcomes.

To take part in the programme, schools are first assessed against a set of measures identified as attributes of a high performing school. Eligible schools must show they are improving the achievement of their students, while reducing the disparities between their highest and lowest performing students.

Best Evidence Syntheses

Another Budget initiative to enhance schools' best practice is the Iterative Best Evidence Synthesis (BES) programme to strengthen the educational evidence-base used to develop policy and practice.

Funding over four years will provide four new BES that focus on and explain what works in early childhood, schooling, and tertiary teaching. The funding will establish a central database of New Zealand educational research at the New Zealand Council for Educational Research (**www.nzcer.org.nz**) that will give early childhood and school teachers easy access to the latest research on effective teaching. A research report is currently being developed, looking at what works for Māori learners. It is due for release in 2006.

The funding will help promote collaboration by bringing together education specialists and leaders across a range of organisations to advise on BES development. The collaborative knowledge building approach for each new BES includes advisory input from leading Māori educational researchers and educator representatives. All BES writers engage in a Māori-medium research seminar featuring outstanding research and development by leading Māori researchers.

Meeting the needs of gifted and talented learners

In 2005, it became mandatory for all state and state-integrated schools to demonstrate how they are meeting the needs of their gifted and talented learners, as they are currently required to do for students who are not achieving, who are at risk of not achieving, and who have special education needs. Refer to chapter three for a case study looking at how two kura are meeting the needs of their gifted and talented students.

Supporting children and young people with special education needs

In 2005, funding was set aside to help improve the learning outcomes for children and young people with special education needs, representing a funding increase of more than a third since 1999.

Support is available to children and young people who have a range of special education needs. Māori students make up a disproportionally large number of the children and young people accessing the Ministry's special education support. In the area of behaviour referrals, for example, Māori students totalled 32.9 percent, significantly higher than the roughly 20 percent of students who are Māori. These figures differ by region. For example, in the Central North area, where Māori are

approximately 33.2 percent of the schooling population, there was a 48.7 percent behaviour referral rate in 2005.

Mahere Rautaki Māori

This is the Ministry's Māori strategy for special education. The strategy provides a framework for providing services to Māori in ways that are both culturally responsive and empowering. The Māori strategy is moving into year three of a four-year plan, focusing on practical strategy implementation.

Enhancing Effective Practice in Special Education

This project is part of the Ministry's overall policy emphasis on supporting and developing teachers' ability to provide learning opportunities for all learners. Specifically, the project aims to develop teacher knowledge and share ideas on how to support learners who require significant adaptation to the curriculum (ie, learners with special education needs). In 2005, it focused on the development of professional learning communities among 23 schools, action research, and professional learning and development.

Special Education Grant and RTLB

All schools receive a Special Education Grant and have access to resource teachers: learning and behaviour (RTLB) to ensure students with special education needs access the curriculum and take part in education. RTLB help teachers teach and support the learning achievement of children and young people with learning and / or behaviour difficulties. Some RTLB (Māori) particularly work with teachers in kaupapa Māori (Māori-medium) schools. In 2005, 46 out of 762 were RTLB (Māori).

A three-year project called the RTLB project is under way. Its purpose is to design and implement initiatives that support the effectiveness, sustainability, and high quality of the RTLB service. The project responds to an Education Review Office report that highlighted the need for greater consistency within the service and more student outcomes-focused reporting, particularly in relation to Māori student achievement.

Specialist supply

There is a short supply of specialists working in special education, particularly Māori specialists, including speech-language therapists and psychologists. The Ministry offers a range of study awards and scholarships to increase the numbers of specialists working across the country and to ensure services are culturally responsive.

Culturally-responsive services

The Ministry employs a range of staff and has developed a range of staff training programmes to ensure special education services become more culturally responsive over time. For example, pouwhakarewa mātauranga are part of each regional management team and have responsibility for the oversight of the Māori strategy for special education in their region. In some regions, they have helped develop training programmes for all staff that recognise that practitioners do not need to be Māori to provide culturally-responsive services. Instead, the training suggests services can be provided by Māori staff working alongside non-Māori staff or in a lead worker capacity.

The Ministry also employs pouārahi-ā-takiwā (special education district Māori advisers) and kaitakawaenga (Māori liaison advisers) to ensure services are culturally responsive.

Poutama Pounamu (Special Education Research Centre)

Poutama Pounamu was established in Tauranga, under the auspices of Specialist Education Services (SES), in 1995. The role of the centre is to develop then trial and evaluate, in culturally-responsive ways, behaviour and learning resources and assessment procedures for Māori students. The Poutama Pounamu research whānau works with educators who work with Māori students learning in both English-medium (mainstream) and kaupapa Māori settings. Their work benefits from reciprocal whānau relationships with Professor Ted Glynn and Professor Russell Bishop from the School of Education at the University of Waikato. Poutama Pounamu programmes cover reading, writing, language, learning, and behaviour.

Better Information to Address Barriers to Learning Project

This project will develop a resource for educators, assisting them to clarify possible reasons why a child is not progressing as expected. The project is being developed in three areas – Gisborne (focusing on Māori learners), Manukau (focusing on Pasifika learners), and Taieri (focusing on rural learners). Local iwi, two schools, three kōhanga reo, and one preschool are involved in the project to date. In 2005, the project focused on developing relationships among the project participants, carrying out a literature review, and getting resource development under way. In 2006, the project will trial the resource, help educators use the resource, and test the resource effectiveness.

Professional leadership

Growing leadership capacity within schools is an ongoing focus for the Ministry, and this is supported through programmes designed to build the leadership capacity of existing and developing school leaders. The Ministry's programmes are designed to help principals develop support networks among their colleagues and access high-quality professional learning.

In 2005, the LeadSpace website for principals and school leaders continued to provide management and professional development resources. The third range of digital stories was released in 2005, highlighting the thinking and strategies used by successful school leaders. More tools and resources were also made available on the site and will continue to be developed in 2006.

Programmes specifically for Māori principals, senior management, and school leaders include the Aspiring and Potential Principals Pilot, the First-time Principals Programme, the Principal Professional Learning Communities, and the Principals' Development Planning Centre. The following case study explores the experience of a principal involved in the Principals' Development Planning Centre in 2005.

Case study no. 8

Centre helps principals plan and develop

Principals' Development Planning Centre participant and facilitator Paul Royal (Ngāti Raukawa, Ngāti Maru, Ngāti Hine, Ngāti Kahu, Ngāi Tahu).

Principal Paul Royal says a five-day workshop he attended recently was the best professional development he's had in seven years on the job.

Paul Royal is the principal of Ngāruawahia's Te Kura Kaupapa Māori o Bernard Fergusson. In September 2004, he attended a workshop especially for principals called the Principals' Development Planning Centre. The centre is part of a Ministry effort to support more effective school leadership.

"Initially it felt like jumping into a black hole – it was a scary experience. But I soon realised the enormous value it offered me. It's the best professional development I've ever had and I'd recommend it to all principals, regardless of how experienced they are."

Paul's development centre was split into two parts. The first three days involved a range of activities including whole group, small group, and individual exercises, including role playing, presentations, and written exercises.

For each activity, participants were evaluated against a set of criteria relevant to being a top-notch principal, including pedagogical leadership, commitment to enhancing positive learning outcomes for all students, a focus on learning, building relationships, strategy planning and management, and self-efficacy.

The final two days, held a week later, involved reflection, facilitator feedback, and the development of a personal development plan.

Centre participants had their professional skills and knowledge evaluated by facilitators – themselves experienced and respected principals. Each principal also worked with a
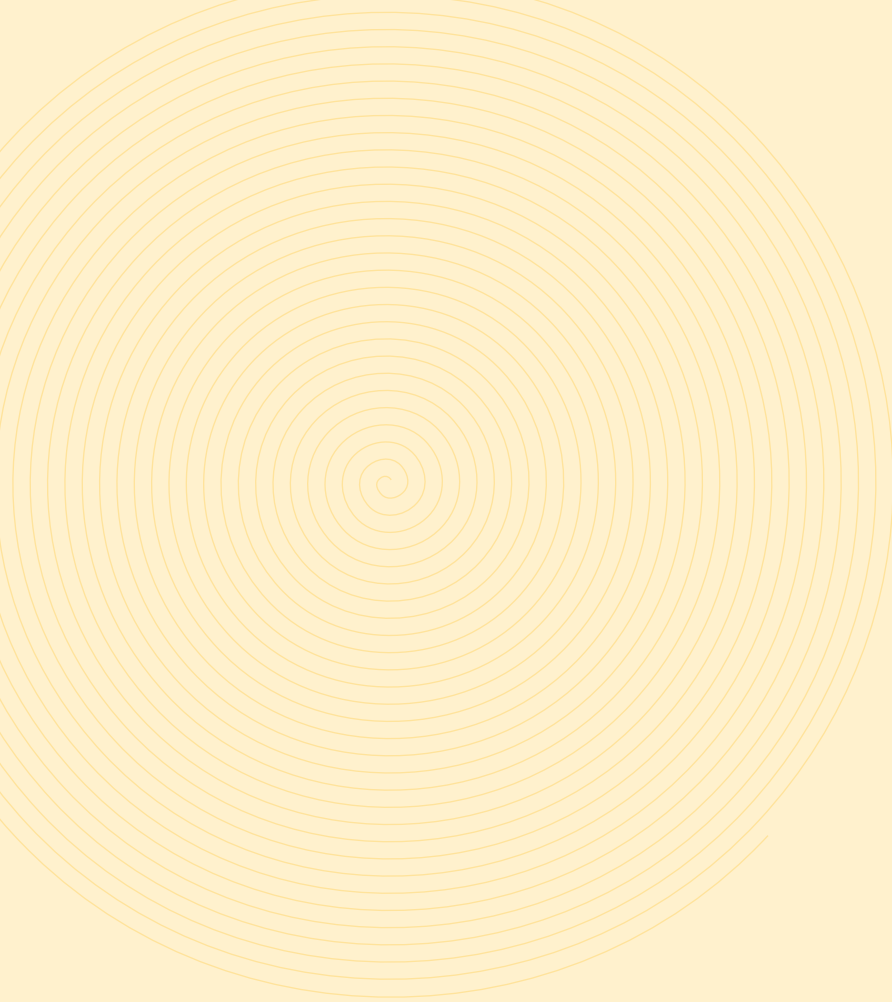
designated facilitator one-on-one to develop their personal development plan, drawing on a range of information.

Paul's plan, for example, included different ways he could improve his leadership style. First though – so that he could better understand his strengths and weaknesses – Paul sat a psychometric test and analysed confidential feedback gleaned from 360-degree surveys of kura staff, board members and community members. He also discussed with his facilitator observations of his performance throughout the five-day workshop.

Nowadays, Paul is wasting no time to turning his personal development plan into reality. Early this year, he held a three-day noho marae at Turangawaewae. All kura staff and students attended, helping Paul achieve his goal of better acquainting his kura with their wider community.

Paul is reading more, working hard at developing his principal networks, and has undertaken sabbatical leave to start a post-graduate diploma in language literacy at the University of Waikato.

This year, he's also keen to return to the Principals' Development Planning Centre as a facilitator, a role he enjoyed three times in 2005.

"A key theme I took from the centre was that everything we do as principals needs to support the achievement of our children. And while I've always had that philosophy, the centre showed me new ways of achieving that."

The Principals' Development Planning Centre was piloted in 2004 and fully rolled out in 2005. To date, 110 principals (with more than five years' experience) have taken part in the centre, which is now spread over five consecutive days and located in a purpose-built centre in downtown Wellington.

6

Encouraging lifelong learning

6.0 Context

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

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

Having a tertiary education qualification is strongly linked with good employment opportunities, income levels, and standards of living. Therefore, tertiary education is vital. Evidence suggests that tertiary education for Māori, like others, reduces barriers to the labour market and provides access to higher-paid employment.

Having the knowledge and skills to participate in the economy and society is increasingly important. As a result, the Ministry has turned its attention towards enhancing access to higher levels of learning and to the quality and relevance of the learning opportunities available within the tertiary sector.

Māori learners in tertiary education – the overall picture

Tertiary education in New Zealand covers all post-school education, ie, education through universities, colleges of education, institutes of technology and polytechnics, wānanga, private training establishments and enterprises. It also includes industry training and adult and community education.

Some of this year's tertiary sector highlights:

- Māori had the highest tertiary education participation rates of all New Zealanders in 2004.
- A growing number of Māori learners chose to move on to higher-level study after completing certificate-level learning.

97

- The number of Māori students enrolled in bachelor degree-level study grew at a slower rate than other qualification levels, but at a faster rate than that of the population as a whole.
- The number of Māori students leaving after their first year of study dropped significantly from approximately a half to a third between 2000 and 2003, and a growing number of students moved on to further study after completing a qualification.

Looking ahead, tertiary providers and educators will need to be more outwardly focused, linking strongly to business, communities, and other external stakeholders, to ensure they continue to meet local and national needs.

The Statement of Tertiary Education Priorities (STEP) 2005/07 has been released, setting out the priorities for New Zealand's tertiary education system to December 2007.

The latest STEP highlights the importance of high quality and relevance as a focus for the sector and links teaching, learning, and research in the tertiary sector to wider social and economic outcomes, also focusing on the need to strengthen Māori development.

Wānanga will continue to play a critical role in fostering and sharing te reo Māori (Māori language), tikanga Māori (Māori customs and protocols), and mātauranga Māori (Māori knowledge) through te ao Māori (the Māori world) teaching and learning practices. High-quality among kaupapa Māori providers will continue to be guided by the sector's understanding and knowledge of kaupapa Māori education at tertiary level.

In the meantime, this chapter explores collaboration among tertiary providers and whānau, hapū, and iwi, and it looks at participation and achievement by Māori learners within this sector.

6.1 Collaborating with whānau, hapū, and iwi

The Tertiary Education Strategy 2002–07 encourages tertiary education providers to be strategic, to align their programmes with national priorities, and to be accountable to their communities. Te Rautaki Mātauranga Māori (the Tertiary Education Strategy's second strategy) and the Māori Tertiary Education Framework support relationship growth between providers and communities.

The 2005 STEP reinforces the role tertiary education plays in strengthening Māori development. It focuses on developing strong partnerships between Māori communities and tertiary education organisations, and it identifies areas where tertiary education can help Māori gain important skills, such as governance and management skills, as well as skills that enable Māori to seek out and take up opportunities. The tertiary education sector is also expected to work with Māori communities to research their development and share knowledge about the needs of Māori communities found in existing research. Nurturing and delivering high-quality Māori language is a focus, too.

There has been a range of changes in the tertiary education sector of particular relevance to Māori, including changes to improve the quality and relevance of

certificate and diploma-level tertiary education. Quality assurance requirements are being strengthened. Funding is being reorganised to support high-quality provision, and several areas of provision have been reviewed.

In July 2005, $51m was allocated over four years to Learning for Living initiatives, as the next step towards building access to high-quality educational provision for all people lacking foundation literacy, language, and numeracy skills. Funding will be used to build up quality and expand provision.

Two other notable initiatives aimed at improving teaching and learning in the sector are the Teaching Matters Forum and a National Centre for Tertiary Teaching Excellence.

Reviews of the Māori Special Supplementary Grants and Skill Enhancement – Rangatahi Maia were also completed and are discussed further in this chapter.

6.2 Participation and achievement

Overall

In 2004, nearly one in four Māori adults (23 percent) participated in formal tertiary education.[34] Even after adjusting for differences in the age structure of the Māori and the total population, Māori participation rates are significantly higher than those of all New Zealanders (as shown below). The growth in Māori participation took place from 2000 to 2002, coinciding with the growth of participation in wānanga.

Figure 22: Age-standardised participation rates for formal tertiary education, 1994–2004
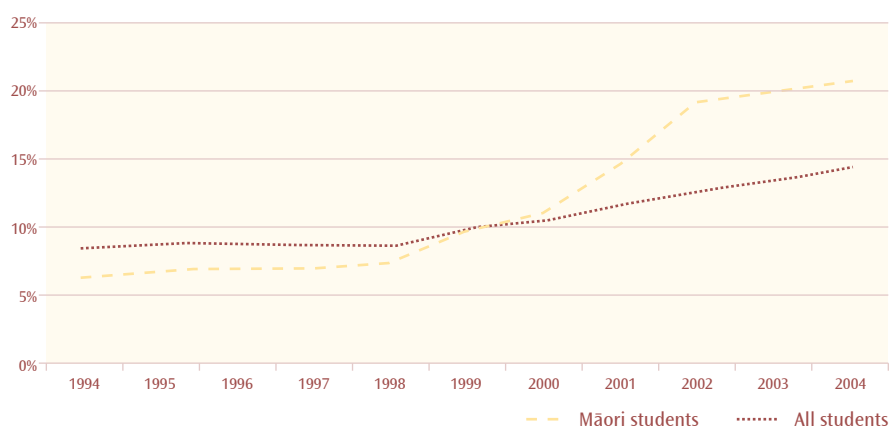
The number of Māori students at wānanga grew significantly from 2000 to 2003. On the following page, figure 23 shows that, in 2004, institutes of technology and polytechnics (ITPs) and wānanga had the largest numbers of Māori students enrolled. The number of Māori students at ITPs had grown steadily since 1994, but grew more rapidly after 2002. The third largest area of provision for Māori was industry training. Meanwhile, the number of Māori enrolled at university has remained steady.

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34 Excludes on-job industry training.

Figure 23: Māori students in formal tertiary education by sub-sector, 1994–2004[35]
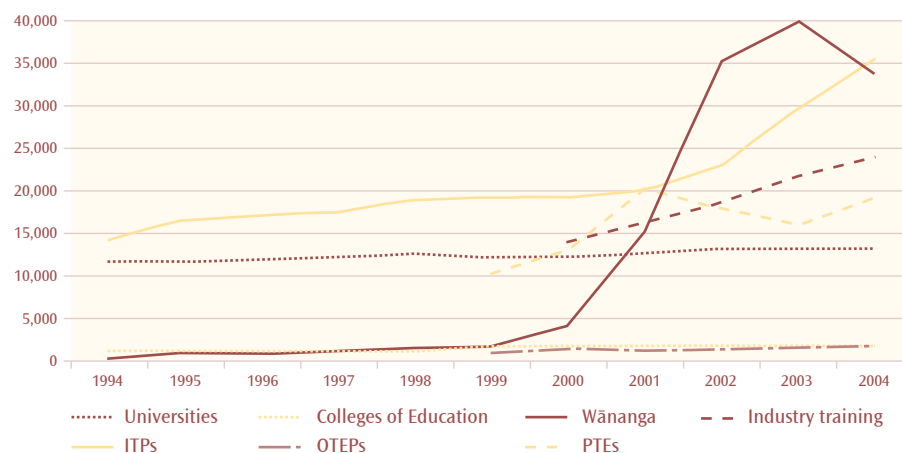
Māori have increasingly taken up certificate-level qualifications, particularly levels one to three certificates. In 2004, 66 percent of Māori students were enrolled in levels one to three certificates, 16 percent were enrolled in bachelor degrees, and less than three percent were in postgraduate qualifications.

About a third of Māori students who started study in 2003 did not complete or continue their study after the first year (first-year attrition). This was similar to the overall rate for all students (32 percent). The attrition rate was highest for Māori at diploma level (45 percent) and lowest at doctorate level (11 percent).

Over a five-year period, a third of Māori students completed a qualification. This was somewhat less than the proportion for all students (39 percent). The highest completion rates for Māori were in honours and postgraduate certificates and diplomas (56 percent). Māori completion rates in bachelors' and masters' degrees were notably lower than those of all students (32 and 36 percent, compared with 42 and 51 percent).

More than a fifth of Māori students (22 percent) completing a qualification in 2003 went onto higher-level studies. This proportion was higher than that for all students (18 percent). The highest rate of progression to a higher level of study for Māori and for all students was from levels one to three certificates (27 and 22 percent).

Levels one to three certificates

Certificates at levels one to three of the New Zealand register of quality-assured qualifications are equivalent to a senior secondary school education. The qualifications provide second-chance learning, foundation skills, including life, employment, study, entry-level trade, and vocational skills.

Participation – Since 1998, Māori participation rates at this level of tertiary education have exceeded those of all students. The participation rate for Māori rose rapidly between 2000 and 2002, with the expansion of wānanga. From 2003 to 2004 the growth in participation for Māori slowed, while the participation rates of non-Māori continued to grow steadily.

35 ITP, PTE, and university numbers from 2000 on have been adjusted to exclude students enrolled with them for off-job industry training.

Figure 24: Age-standardised participation rates for Māori and all students in levels one to three qualifications, 1994–2004
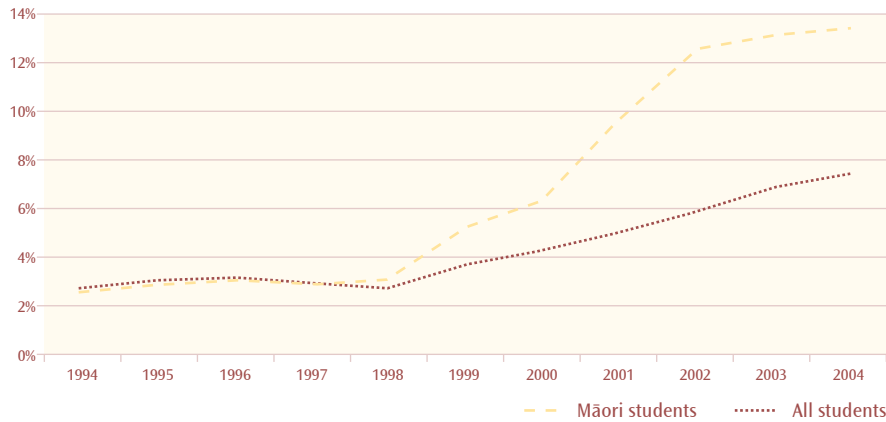
Seventy-one percent of Māori students at levels one to three were aged over 25 years. Sixty percent of students undertook less than 40 percent of a full-year / full-time study load. Forty-two percent of these students were employed prior to study and 40 percent were in employment. More than half (52 percent) had achieved no qualifications at school, and a further 20 percent had School Certificate or NCEA level one. Sixty-five percent of the students were women.

In 2004, there were 25,500 Māori students studying towards foundation education qualifications, making up 34 percent of all students in level one to three certificates.[36] In 2004, there were also 36,000 Māori learners in vocational certificates at levels one to three.[37] The largest field of study, by qualification, was management and commerce (29 percent), followed by health (18 percent), information technology (17 percent), and society and culture (10 percent).

Completion – More than two-thirds (69 percent) of Māori students who started study towards level one to three certificates in universities in 2003 did not complete or continue in study after the first year, though the student group was small. This trend compared with only 17 percent of such students in wānanga, where the student group was much larger.

Males were more likely to drop out of study after the first year than females (46 percent compared with 29 percent). Students younger than 18 were more likely to drop out of study after the first year compared to older students.

Over a five-year period, Māori students at colleges of education had the highest completion rate (46 percent) at this level, followed by Māori students at universities (41 percent).

Māori students at private training enterprises (or establishments) and other tertiary education providers had the lowest completion rates (11 and 22 percent). Māori females were more likely to complete than Māori males (32 percent compared with 26 percent). Students younger than 18 were less likely to complete compared to older students.

Māori students completing levels one to three certificates at colleges of education were most likely to progress onto higher study in the following year (51 percent), followed by Māori students at universities (47 percent). The lowest rate of progression to higher

36 Foundation education covers study towards qualifications in mixed-field programmes (with a focus on foundation education), English language, English for Speakers of Other Languages (ESOL), and te reo Māori. Subject data, on the current classification, is available back to 2001 only.

37 Vocational qualifications cover all qualifications that are not foundation education, as defined above.

101

study was for students at private training enterprises (20 percent). Māori females were more likely to progress to higher study than Māori males (28 percent compared with 23 percent). Students younger than 18 were less likely to progress to higher study compared to older students.

The consistently poorer outcomes for Māori students younger than 18 years at this level are of considerable concern. These are students who have generally not been successful at school and have moved into tertiary education as an alternative pathway. While many may be moving into employment, they are doing so without gaining basic qualifications.

Levels four to six certificates and diplomas

Certificates and diplomas at levels four to six of the New Zealand register of quality-assured qualifications mostly focus on technical, trade, and business skills. They also include a substantial proportion of the total Māori language provision.

Participation – Since 2000, Māori participation rates at this level of tertiary education have exceeded those of all students. From 2001 to 2003, the Māori participation rate in level four certificates grew rapidly as the numbers taking level four certificates in te reo Māori increased. The participation rate declined slightly in 2004. From 2000 to 2002, the Māori participation rate in level five to six diplomas also increased and has been steady since then.

Sixty-four percent of Māori students in level four certificates in 2004 studied towards qualifications in society and culture. Most of this group (89 percent) took te reo Māori certificates. The fields of study for level five to six diplomas were more evenly spread for Māori students across society and culture, management and commerce, education, and creative arts.

The majority (71 percent) of Māori students in level four certificates attended wānanga in 2004. For Māori students in levels five to six diplomas, the largest proportion (41 percent) were enrolled at institutes of technology and polytechnics, followed by wānanga (31 percent).

The majority of Māori learners in level four certificates (78 percent) were aged 30 years and over in 2004. Māori learners in levels five to six diplomas were generally younger, with 42 percent younger than 30. Around two-thirds of Māori learners in level four certificates and levels five to six diplomas were women (65 and 68 percent respectively).

The majority of Māori learners in level four certificates (57 percent) were employed prior to study, and a further 25 percent were unemployed. Only nine percent came from other tertiary study and six percent from school. Of the Māori learners in level five to six diplomas, around half (48 percent) were employed prior to study and 25 percent were unemployed. There were 14 percent who came from other tertiary study and nine percent who were in school.

Around two-thirds of Māori learners in level four certificates (69 percent) had no school qualifications or NCEA level one or equivalent. Around half of Māori learners in levels five to six diplomas (51 percent) had no qualification, or only NCEA level one or equivalent.

Seventy-one percent of Māori students who started study towards a level four certificate at university in 2003 did not complete or continue their study after the first year. This compares with 34 percent of such students in private training establishments. There was very little difference between males and females. Students younger than 18 were more likely to drop out, and students older than 40 were less likely to.

Completion – The highest five-year completion rates for Māori students at level four were at wānanga (56 percent) and the lowest at universities (13 percent). Women were more likely to complete than men, as were students older than 40. Māori students completing at universities were most likely to go onto higher-level study in the following year (61 percent) and those at wānanga least likely to do so (13 percent). Women were more likely to progress to higher-level study than men, and students aged 18 to 24 were more likely to do so than other students in other age groups.

Seventy-one percent of Māori students who started study towards a level five or six diploma at colleges of education in 2003 did not complete or continue studying after the first year. This compared with 41 percent of such students in wānanga. Women were slightly less likely to drop out than men. Students younger than 18 were more likely to drop out, and students older than 40 were less likely to do so.

The highest five-year completion rates for Māori students at levels five and six were at wānanga (40 percent) and lowest at colleges of education (11 percent). Women were slightly more likely to complete than men, as were students older than 40. Māori students completing at universities were most likely to go onto higher-level study the following year (31 percent). Progression rates in other subsectors and progression rates for men and women were similar. However, students younger than 18 were less likely to progress further than older students.

Bachelor degree-level study

Qualifications at level seven of the New Zealand register of quality-assured qualifications can be a bachelor's degree or a graduate certificate or diploma.

Participation – The number of Māori students enrolled in bachelor degree-level study has grown at a slower rate than other qualification levels, but at a faster rate than that of the population as a whole. Since 1999, the number of bachelor's degree students grew by 24 percent, while the percentage of Māori aged 15 years and over participating in bachelor degree-level study rose from 2.7 percent in 1999 to 3.3 percent in 2004. There were 15,257 Māori students enrolled in bachelor degree-level study in 2004.

Figure 25: Age-standardised participation rates in bachelor degree-level study for Māori and all students, 1994–2004
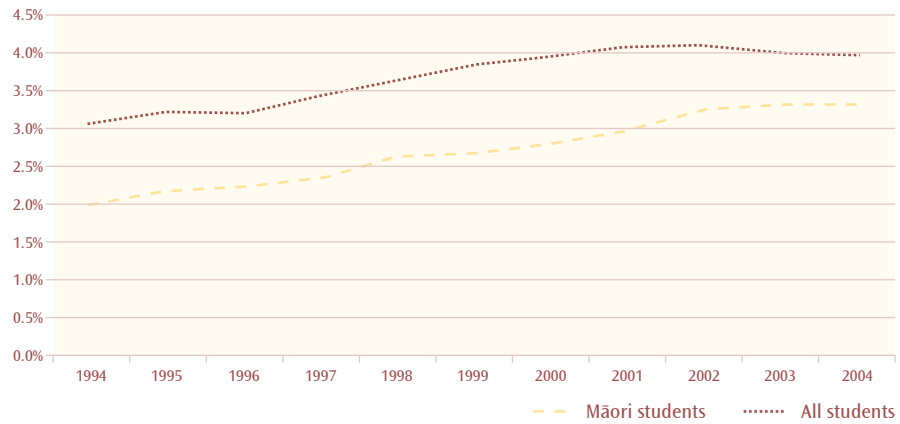
Sixty-three percent of Māori bachelor degree-level students were studying at a university in 2004. Māori students were more likely to be doing bachelor degree-level study at a wānanga than non-Māori, with eight percent of Māori bachelor degree-level students studying at wānanga.

Figure 26: Māori students in bachelor degree-level study by field of study, 2001 and 2004
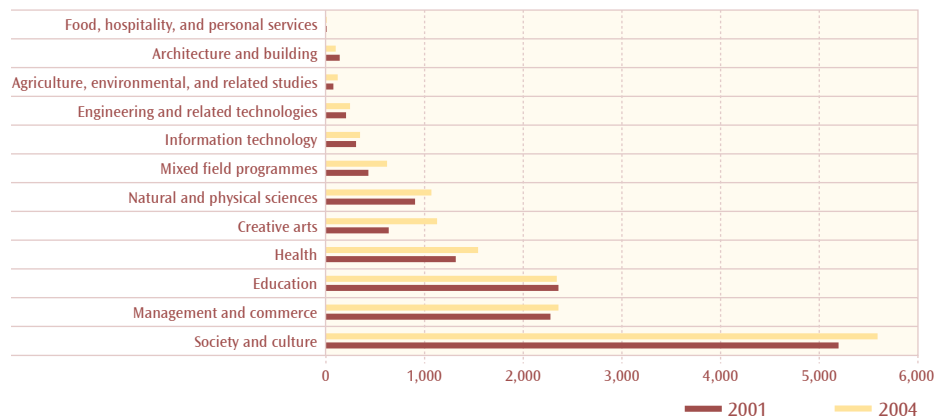
In 2004, the most popular field of study for Māori bachelor degree-level students was society and culture (37 percent of students). Other popular fields of study were management and commerce (16 percent) and education (15 percent).

Māori women at bachelor degree-level outnumbered Māori men by more than two to one. Māori women participated at a rate of 4.3 percent, compared with 2.2 percent for Māori men. From 1999, the number of Māori women participating in bachelor degree-level study grew at more than twice the rate of Māori men. Māori students studying at bachelor degree-level were more likely to be aged 25 years and over, compared to non-Māori. In 2004, 56 percent of Māori bachelor degree-level students were aged 25 years and over.

Two in five Māori bachelor degree-level students were employed prior to study, and a further 16 percent were unemployed or not in the workforce or education.

Almost a quarter came from school and 18 percent from other tertiary study. Almost one-third of Māori bachelor degree-level students (32 percent) had a highest school qualification of NCEA level three or equivalent, and 29 percent had NCEA level two or equivalent. Around 17 percent of Māori bachelor degree-level students had no school qualifications, a higher proportion than any other ethnic group.

Completion – Thirty-six percent of Māori students who started study at bachelor degree-level in universities or wānanga in 2003 did not complete or continue studying after the first year. This compared with 24 percent of such students in colleges of education. Women were less likely to drop out than men. Students aged 18 to 24 were less likely to drop out than students in other age groups.

The highest five-year completion rates for Māori bachelor degree-level students were at colleges of education (57 percent) and the lowest at institutes of technology and polytechnics (26 percent). Women were more likely to complete than men, as were students aged 18 to 24. Māori students completing at universities were most likely to go onto higher-level study in the following year (19 percent) and those completing at colleges of education least likely (four percent). Progression rates for men and women were similar. Older students were more likely to progress to higher levels of study than younger students.

Māori private training enterprises

Among the thousands of private training enterprises in New Zealand is a group of registered providers that identify themselves as Māori providers. Typically these institutions deliver Māori subjects, carry out their courses in a Māori environment, and focus specifically on the needs of Māori learners.

Participation – Student numbers in Māori private training enterprises have been fairly steady since 1998. This contrasts with an overall increase in enrolments across all such providers. In July 2004, there were 115 private training establishments[38] that identified as Māori providers.[39] A total of 5,755 students[40] were enrolled with these providers, of whom 3,880 were Māori.

The overall number of Māori private training enterprises[41] is declining, reflected in the drop from 139 in 1998 to 115 in 2004. All of the decline has been in Māori providers who are reliant on targeted funds.[42]

There were five Māori private training enterprises that enrolled degree students in July 2004. They were Te Whare Wānanga O Te Pihopatanga O Aotearoa, Whitecliffe College of Arts and Design, Toi Whakaari, New Zealand Drama School, Anamata, and Te Wānanga Whare Tapere O Takitimu. Whitecliffe College also had 46 master's degree students enrolled, although not all of these students were Māori.

Māori private training enterprises have a significant role in providing bachelor and postgraduate qualifications for Māori. There were 225 Māori bachelor's degree students attending Māori private training enterprises in July 2004.

Postgraduate-level study

Postgraduate qualifications cover three levels of the New Zealand Qualifications Framework. Postgraduate diplomas and certificates or bachelors' degrees with honours are level eight, masters' degrees are level nine, and doctorates are level 10.

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

39 These were providers who self-identified as Māori providers to the New Zealand Qualifications Authority. Not all Māori providers returned data to the Ministry, as some did not have students present on 31 July.

40 The student numbers at 31 July. Numbers include students in PTEs not eligible for student loans and student component funding. Student counts are based on enrolment counts at each PTE. Where a student is enrolled in more than one PTE at the same time, the student will be counted twice.

41 As at 31 July each year. These figures exclude providers in 'recess' and those who only have students for part of the year.

42 Youth Training, Training Opportunities and Skill Enhancement – Rangatahi Maia.

Participation – Māori students are under-represented in postgraduate study, making up 8.8 percent of all postgraduate students. However, their share has been increasing every year. There were 2,636 Māori students enrolled in postgraduate study in 2004, up by 175 students, or 6.6 percent from 2003. The percentage of Māori aged 15 years and over participating in postgraduate study some time during 2004 was 0.6 percent, compared with 1.0 for all ethnic groups.

The largest numbers of Māori students at postgraduate level in 2004 were studying at honours or postgraduate certificate / diploma level (51 percent of Māori postgraduate students in 2004), while 42 percent studied at master's degree level and 10 percent at doctorate level.

More than 80 percent of Māori postgraduate-level students were studying at a university in 2004. The next largest subsector for study at postgraduate level was wānanga, with seven percent of all Māori postgraduate students. More than 98 percent of the postgraduate students at wānanga were Māori.

Māori women outnumbered Māori men at postgraduate level by more than two to one, a rate higher than subdegree or bachelor's degree-level study. The gender difference was higher still in the 40 years and over age group. Māori women had a participation rate in postgraduate-level study of 0.8 percent, compared with 0.4 percent for Māori men.

Māori students studying at postgraduate level were more likely to be aged 40 years and over than other ethnic groups. Around 41 percent of Māori students were aged 40 years and over during 2004, compared with the overall average of 34 percent.

In 2004, the most popular field of study for Māori postgraduate students was society and culture (33 percent). Other popular fields of study were management and commerce (18 percent), health (15 percent), and education (12 percent).

More than 60 percent of Māori students in postgraduate study were employed prior to study with their current provider, and a further eight percent were unemployed, not in the workforce, or not in education. One in five students came from another tertiary provider, and nine percent had studied straight through with the same provider from school.

Completion – Forty-eight percent of Māori students who started study at postgraduate level in wānanga and colleges of education in 2003 did not complete or continue in study after the first year. This compared with 31 percent of such students in institutes of technology and polytechnics. Women were less likely to drop out than men. Students aged 18 to 24 were less likely to drop out than students in older age groups.

The highest five-year completion rates for Māori postgraduate students were at universities (53 percent) and lowest at wānanga (29 percent). Women were more likely to complete than men, as were students aged 18 to 24. Māori students completing at universities were most likely to go onto higher-level study in the following year (49 percent) and those completing at wānanga least likely (14 percent). Women were more likely to progress to study at a higher level than men, as were students aged 18 to 24.

The following case study looks at one student undertaking a three-year professional doctorate, using a special methodology called pūrākau (storytelling).

Doctoral student looks at extraordinary teaching

*Doctoral student Jenny Lee
(Ngāti Mahuta).*

Much-loved secondary school teacher whaea Awa Hudson retired in 2005 after more than 30 years' teaching. Yet, thanks to one former student, Awa continues to make her mark on teaching practice, as the subject of a doctoral study under way.

Awa was one of the country's first-ever te reo Māori teachers. In the early 80s, she taught Jenny Lee at West Auckland's Massey High School. Awa made such an impression that Jenny invited Awa to talk about her teaching experiences as part of her doctoral study of ako (Māori teaching practice).

"Awa had a huge influence on a number of us. Not only did she focus on the curriculum, teaching us te reo Māori and kapa haka, she also encouraged us to stand up for what we believed in, helping us understand what it meant to be Māori at a time when it wasn't a good thing," says Jenny.

Jenny recalls frequent wānanga at Awa's Haranui marae in Kaipara with fellow students and staff. And she attributes her passion for Māori education to Awa's teaching and role modelling.

Jenny has since taught at Auckland's Northcote College and Auckland Girls' Grammar as a Māori language teacher, before embarking on an academic career at the University of Auckland where she has lectured at the School of Education since 2000. Jenny has a Bachelor of Arts degree (Māori), a Bachelor of Education, and Diploma of Teaching (secondary) from Waikato university, as well as a master's degree (with first class honours) in education from Auckland university.

In 2002, she started a professional doctorate – study that contributes to a profession in which a student must have worked for more than five years. The focus of her study is the ako (pedagogy or practice) of Māori teachers committed to Māori language and culture who work in mainstream secondary schools.

Her aim is to discover more about what they do and how they do it, by collecting from a small group of Māori teachers stories about their teaching practice, including all the things outside the curriculum that foster and support Māori students to develop and succeed as Māori.

In 2005, Waikato Raupatu Lands Trust, Ngā Pae o te Māramatanga, and the Ministry of Education independently supported Jenny's study through grants and study awards.

She is using a kaupapa Māori methodology that has led to the development of a narrative research approach called pūrākau (storytelling).

So far she has collected a range of stories. There's Awa's, of course, and others that describe how being Māori influences the ways Māori teachers work. Jenny says the stories are illustrative, not definitive, and try to convey something of Māori teaching practice.

"I argue that ako is not a technique or strategy that you can simply employ. It's more complex than that because ako is driven by Māori cultural concepts, values, and world views. It cannot be reduced to a method. Rather it varies in its operation from person to person and context to context."

Jenny is looking forward to seeing her study completed and contributing to the range of academic work exploring similar themes. And while her doctorate may be drawing to an end, her relationship with Awa is as steady as ever. Already, the pair are turning their minds to their next joint project.

Ngā Pae o te Māramatanga

The National Institute of Research Excellence for Māori Development provided a major focus on Māori research excellence in the areas of health, education, and science. The institute, hosted by the University of Auckland and involving two wānanga (Awanuiārangi and Aotearoa), three other universities (Otago, Victoria, and Waikato), the Crown Research Institute, and Landcare Research, brings together Māori and western intellectual traditions to generate new knowledge and technologies. Māori doctoral students attend wānanga hosted by Ngā Pae o te Māramatanga and at the Waikato Tainui Endowment College in Hopuhopu where they upskill on thesis writing, share ideas, think, talk, and reflect on their work. In 2006, a Traditional Knowledge Conference 2006 will be organised by Ngā Pae o te Māramatanga, looking at the issues, practices, models, and perspectives for protecting, sustaining, and nurturing traditional systems of knowledge.

Postgraduate work

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

Performance-Based Research Fund

The Performance-Based Research Fund (PBRF) involves evaluating tertiary education research. A number of subject-based panels were set up to evaluate the research quality, with one focused on Māori knowledge and development. Tertiary education staff undertaking research based on Māori world-views (both traditional and contemporary) and Māori methods of research were able to submit their evidence portfolios to either the Māori Knowledge and Development Panel or to another appropriate subject-based panel. The Māori Knowledge and Development Panel took a Māori research approach in its assessment and considered the holistic elements of the research as well as its disciplinary strengths.[43]

The results from the Māori Knowledge and Development Panel did not provide a total picture of research in this area. A proportion of researchers working in this area chose to submit to other subject-based panels, so the results of the Māori Knowledge and Development Panel provide an indication only of the many and varied fields of academic inquiry from Māori researchers using Māori research methods.[44] Staff research portfolios were evaluated on the quality of research output, peer esteem, and their contribution to the research environment.[45]

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

- 'A' represented highly original work that was of international standing
- 'B' represented original work that was of national standing
- 'C' represented work that met or exceeded accepted research standards.[46]

Research portfolios that did not meet these levels were given an 'R' score. In general, this research had insufficient output of the type required for the fund assessment over the past six years. They included relatively new research, as well as research by a very experienced researcher who was not actively focused on research output. It is important to note that an 'R' score reflected low-quantity over a specific time period, not low-quality.[47]

A total of 150 research staff submitted research portfolios to the Māori Knowledge and Development Panel. They represented 142 full-time equivalent (FTE) staff.

43 *Māori Knowledge and Development Panel, the 2003 assessment.*

44 *Tertiary Education Commission, Evaluating Research Excellence, the 2003 assessment.*

45 *A more detailed explanation of the assessment process can be found in chapter seven of New Zealand's Tertiary Education Sector Profile and Trends. Ministry of Education, 2002.*

46 *See Performance-Based Research Fund Working Group, Investing in Excellence, pp 53–55, for a more detailed explanation of the ratings.*

47 *See Tertiary Education Commission, Evaluating Research Excellence, the 2003 assessment, p 45, for more detailed discussion of types of researchers covered by this category.*

Staff were from 17 of the 22 tertiary education organisations that participated in the fund process. Four organisations submitted the largest number of portfolios and constituted over half of the staff considered by this panel.

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

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

Three research portfolios received 'A' ratings, which was a much lower proportion than across other panels. There was a lot of discussion about the meaning of world-class in this area. The panel took the view that world-class research in this area needed to be seen in terms of leadership in indigenous research internationally. 'A' and 'B' scores were concentrated in portfolios from Massey University, the University of Auckland, and the University of Waikato.

Māori researcher results

A total of 364 research staff who submitted portfolios for Performance-Based Research Fund evaluation, across all the panels, declared their ethnic group as Māori. They represented 337 FTE staff. Māori staff made up only 6.1 percent of FTE staff, with a declared ethnic group,[48] assessed for the PBRF.

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

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

Training programmes

Training Opportunities is a labour market programme providing foundation and vocational skills training at levels one to three. It is for people who are disadvantaged in employment and educational achievement.

Participation – In 2004, 7,500 Māori trainees participated in Training Opportunities, making up 42 percent of all trainees. The overall number of Training Opportunities trainees has been steadily declining. Fewer than half of Māori trainees (45 percent) were aged 18 to 24 and more than half (52 percent) were women. Māori had similar educational outcomes as non-Māori, with 32 percent attaining between one and 20 credits on the National Qualifications Framework, and 31 percent attaining more than 20 credits. A similar proportion of Māori and non-Māori trainees went onto either employment or further education and training (66 percent). However, Māori trainees were more likely to move to further study and less likely to move onto employment.

Youth Training provides foundation and vocational skills training at levels one to three to young people who have left school with no or very few qualifications. The main focus of Youth Training is to assist learners to acquire foundation skills to enable them to move into employment and / or higher levels of tertiary education.

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48 Around a quarter of PBRF eligible staff did not declare their ethnic origin in the PBRF census.

In 2004, 5,590 Māori trainees participated in Youth Training, making up 49 percent of all trainees. As jobs opportunities grew, the overall number of trainees in Youth Training steadily declined, with Māori numbers declining from 6,260 in 1999. Around a quarter of Māori trainees (26 percent) were aged under 16, and 41 percent were aged 16 in 2004. More than half of Māori trainees were male (54 percent).

Māori had slightly poorer educational outcomes than non-Māori, with 31 percent of Māori trainees attaining more than 20 credits on the National Qualifications Framework, compared with 34 percent of non-Māori trainees. A smaller proportion of Māori trainees went on to either employment or further education and training than the proportion of non-Māori (66 percent compared with 77 percent). However, Māori trainees were slightly more likely to go on to further study, and less likely to go on to employment.

Industry training

Industry training is designed and driven by industry. Industry training concentrates on workplace learning that raises skills and improves competitive advantage for business. Workplace learning can be on-job, off-job by a registered training provider, or a combination of both.

Participation – The number of Māori in industry training (including those enrolled in the Modern Apprenticeship scheme) grew from 13,800 in 2000 to 23,500 in 2004. This growth followed the overall increase in industry training numbers, with Māori representing 17 percent of all trainees over this time period.

Māori trainees are concentrated in certain industries. Nearly a quarter (22 percent) were in forestry in 2004. A further 10 percent were in the meat industry, while nine percent were in engineering, food, and manufacturing. Māori made up more than half of the trainees in Te Kaiawhina Ahumahi (which covers social services), a third of those in forestry, and a quarter of those in seafood. At the other end of the scale, there were no Māori in pharmacy and only a few in hairdressing, boating, and equine.

Industry training covers qualifications from levels one to seven. Figures show Māori tend to be in lower-level qualifications. Around two-thirds of Māori (68 percent) were working towards qualifications below level four, compared with only 59 percent of non-Māori. The higher proportion of Māori in lower level qualifications to some extent reflects the prior qualifications of Māori. More than a third of Māori (37 percent) had no prior qualifications, compared with 24 percent of non-Māori. A further 25 percent of Māori only had NCEA level one or equivalent, compared with 23 percent of non-Māori. Māori were less likely to have a tertiary qualification (18 percent) than non-Māori (27 percent).

Completion – In 2004, Māori completed 2,600 national certificates, representing 13 percent of national certificates completed through industry training. Māori were more likely to complete certificates at lower levels, with 11 percent of the certificates completed being at level one, compared with only three percent for non-Māori. Around 34 percent of certificates completed by Māori were at level four or above, compared with 46 percent of those completed by non-Māori.

The following case study talks about one participant's involvement in the Community Technicians' project or COMTEC, a Ministry project that, in part, supports adult education.

Case study no. 10

DigiOps breathes new life into William's career

COMTEC William Berryman (Ngāti Manawa, Waikato).

COMTEC is one of 13 Digital Opportunities (DigiOps) projects that are joint ventures involving the Ministry of Education, Christchurch Polytechnic Institute of Technology, schools, and business partners IBM, Telecom, Renaissance, and TelstraClear. For more information, go to www.digiops.org.nz

Feeling more confident and enjoying greater job satisfaction are just two of the perks of being involved in a Ministry Digital Opportunities project, says community technician William Berryman.

William was nominated to take part in a project called the Community Technicians' project (COMTEC) by Rotorua's Ngakuru School in 2005.

COMTEC gives adult learners the chance to develop careers in information and communications technologies (ICT) through enrolling in a two-year Diploma of ICT (Q5 Applied) and getting relevant job experience with the project's member schools.

COMTEC schools benefit by having ready access to affordable, quality-assured technical support needed to run computer hardware, software, and infrastructure. COMTEC schools tend to be rural and remote schools that struggle to find the ICT support they need within their communities.

Their role is to nominate local people as community technicians and provide them with a place to develop and build up their much-needed knowledge and skills.

William says: "It's been the perfect opportunity for me. I've been passionate about seeing ICT used well in schools, for a long time now. There's no doubt that technology can help teachers teach, kids learn, and schools run better – and being part of that dynamic is a real buzz."

William, a self-taught school computer trainer and repair man, has dabbled in ICT – picking up odd jobs here and there – for more than 10 years. He says mentoring from

others, together with his natural aptitude and curiosity, helped him gain a sound range of ICT skills in that time.

But these days, solutions to curly computer conundrums are much easier to come by since taking part in COMTEC.

"I've been studying everything from computer programming and operating systems through to business communication, ethics, and professionalism. I feel much more confident when I'm asked to solve complex problems, and with that extra confidence comes greater job satisfaction. I tend to solve problems faster and understand and articulate my limitations better. Also I'm a real stickler for paperwork and documenting each step of my process, so the next person who comes along knows exactly what's been done, how, and why," he says.

William's diploma is New Zealand Qualifications Authority-registered and has been especially designed for COMTEC by the Christchurch Polytechnic Institute of Technology. It comprises a range of face-to-face and online lessons, suited to adult learners juggling part-time study and employment.

"It hasn't been easy becoming a student again. I'm much more comfortable learning from trial and error, in a practical way. But I'm getting there," says William, who's sat exams, taken part in tutorials and assessments, and handed in assignments for the first time in years.

For William, providing daily ICT support to his local cluster of seven schools can involve anything from negotiating broadband contracts and access, adding new people to the school's server, fixing a printer, or helping a teacher or principal find their way around Microsoft packages.

Recently, he played a major role installing and teaching local schools to use School Master, a new Ministry-accredited administration package.

William is delighted with how his career is taking off and reckons COMTEC has been just the thing to give it a new breath of life. "Being involved with the project means I'm now in a position to set up and run my own business – and that's an idea I've been toying with for ages."

Modern Apprenticeships

Industry training is also delivered through the Modern Apprenticeships scheme. Introduced in 2000, Modern Apprenticeships provide work-based training for young people. Each learner has an individual training plan that includes a range of specific and generic skills to be learnt.

Participation – In 2004, there were 1,025 Māori Modern Apprentices, making up 14 percent of all Modern Apprentices. The number of Māori has grown from 667 in 2002, at a similar growth rate to that of all Modern Apprenticeships.

In 2004, 11 percent of Māori Modern Apprentice were women, an increase on eight percent in 2002 and higher than the proportion for non-Māori (seven percent). There were Māori Modern Apprenticeships in all 30 industries participating in the scheme in 2004, although five industries only had one or two Māori learners. The largest numbers were in forestry (205), building and construction (148), and engineering (111). Māori women were located mostly in public sector (20), forestry (19), agriculture (13), and horticulture (11).

Skill Enhancement, Rangatahi Maia

This is a vocational training programme for young Māori that provides a bridge between school, work, and further education. It is designed to meet industry skill needs and help learners gain industry-recognised qualifications that are relevant to the workplace. The programmes lead to qualifications at levels three or above on the National Qualifications Framework.

Participation – The number of trainees continued to decrease in 2004, possibly a reflection of a more buoyant labour market. During 2004, 639 Māori trainees participated, compared with 979 in 2000. In 2004, 47 percent of Māori trainees were under 19 years, and 31 percent were older than 21. About half of trainees (51 percent) were female. In 2004, 44 percent of Māori trainees completing Skill Enhancement, Rangatahi Maia moved on to employment, and 42 percent moved onto further education and training.

In 2004, a government review of Skill Enhancement, Rangatahi Maia started as part of a wider review of ethnically-targeted policies and programmes. The review finished in 2005 and the programme continued, with changes to the monitoring of provision recommended to address issues of quality, relevance, and financial investment.

Secondary-Tertiary Alignment Resource (STAR)

This programme assists schools to better meet the needs of their senior secondary students by funding a wide range of courses, including work-based courses or those that lead towards attainment of credits in NCEA or recognised tertiary qualifications. Funding is provided to schools based on their senior secondary rolls. It can be used to buy tertiary courses, to employ a STAR coordinator, and so on.

Participation – In 2004, 2,700 Māori students undertook courses at tertiary education providers, funded through STAR, representing 12 percent of Māori senior secondary school students.[49] Nearly a quarter (22 percent) of these students were studying in food, hospitality, and personal services, and a further 17 percent in engineering and related

49 Senior secondary school refers to years 11 and over.

technologies. Society and culture, and management and commerce were the next most popular fields of study.

Gateway

This programme is for senior secondary school students. It offers workplace learning integrated into a student's school education. The programme was originally established in 2001 for decile one to five schools, and is being expanded to include all decile six schools by 2008. A total of 179 schools participated in the programme in 2004.

Participation – During 2004, a total of 1,360 Māori students participated in Gateway, a 43 percent increase in student numbers since 2003. Māori students made up around a third of all Gateway students. Māori students in Gateway had slightly poorer educational outcomes than non-Māori, with 15 percent of Māori gaining more than 20 credits towards NCEA, compared with 19 percent of non-Māori. Māori were more likely to continue onto further education than non-Māori (65 percent compared with 61 percent) and less likely to move into employment (31 percent compared with 35 percent).

Non-formal education

The Adult Literacy Learning Pool provides opportunities for literacy learning in tertiary education institutes, private training enterprises, and communities. More than $4m was allocated from this pool in 2004. Projects funded in 2004 included the establishment of new literacy provision for Māori communities. An evaluation of selected programmes showed that 28 percent of learners were Māori. On this basis, it was estimated there were about 1,100 funded Māori learners.

A range of other non-formal education provision is available, including workplace literacy education and adult education through community organisations. However, no information is available on Māori learners accessing these programmes. The other area of funded non-formal education is adult and community education provided through schools and tertiary education institutions. Secondary schools provide community education programmes for adults, in addition to their regular daytime curriculum. In 2004, there were 8,000 enrolments from Māori in these programmes, making up five percent of all enrolments. Nearly three-quarters (72 percent) were from women. The most popular subjects for Māori were art, music and crafts (22 percent), fitness, sport and recreation (19 percent), and Māori language (12 percent).

In 2004, 55,300 Māori students enrolled in adult and community education courses provided by tertiary education institutes, representing a total of 85,200 enrolments. Māori made up 18 percent of students in 2004. The most popular field of study for Māori was society and culture (38 percent of Māori enrolments), which includes te reo Māori (Māori language) and tikanga Māori (Māori customs and protocols). The next most popular fields were management and commerce (29 percent of enrolments) and creative arts (12 percent of enrolments).

In response to the significant growth in tertiary education institute-based adult and community education provision, a number of major policy changes have been made. From 2006, the current enrolment-based funding will be replaced with a ring-fenced funding pool for tertiary education institute-based adult and community education for that year only. From 2007, funding for all adult and community education

provision will be through a single pool of funding. These changes will result in greater opportunities for community-based providers to access funding.

Special Supplementary Grants

Māori and Pasifika Special Supplementary Grants are for tertiary education institutions to use to increase and improve the retention and completion rates of these students. In 2004, tertiary education institutions received gross funding (before repayments) of $7.5m distributed through the Māori and Pasifika grants. In 2003, the net funding (after repayments) allocated was $6.6m.

From 2008, the grants will be retargeted, with a two-year transition period in 2006 and 2007. From 2008, institutions will determine their own appropriate target groups on the basis of socio-economic disadvantage. Funding will also be linked to student enrolments and completions, and there will be higher funding rates for postgraduate, degree, and diploma-level study, and no funding for certificate-level study. For 2006 and 2007, funding will still be linked to Māori and Pasifika enrolments. However, the rates will change, with higher rates for postgraduate, degree and diploma-level study and no funding for certificate-level study.

Allowances and other cash assistance

The Student Allowances Scheme helps students who are not in a position to meet their living costs while studying full-time.

In 2004, 10,900 Māori students received allowances, compared with 11,700 in 2003 and 13,300 in 2002. The decline in wānanga enrolments may have contributed to this. In 2004, 15 percent of student allowances recipients selected Māori as one of their ethnic groups.[50] In addition, some financial assistance was available specifically for Māori in 2004.

TeachNZ scholarships and allowances encourage people to study for a teacher education qualification, particularly qualifications that might lead to becoming a Māori language or kaupapa Māori (Māori-medium) school teacher.

Manaaki Tauira provides financial assistance to Māori in tertiary education. It pays a share of the tuition fees of those granted assistance. Eligibility is tied to financial need and commitment to kaupapa Māori. The scheme is funded from a pool valued at $4.3m and is administered by the Māori Education Trust. There are more than 8,000 awards made under the Maanaki Tauira scheme available each year. The average value of the awards is approximately $500 per student.

Māori and Pacific Higher Education Scholarships provide full fees for the length of a scholar's qualification, plus a living allowance. The full value of the scholarships averages $10,000 a year. Fifteen new scholarships are awarded each year. The awards are administered by the Māori Education Trust and are funded from a capped annual pool of $526,000.

Ngarimu VC and 28th Māori Battalion Memorial Fund Scholarships are designed to promote academic excellence. There were 13 holders of these awards in 2004, with each award valued at $5,000.

50 Students may select up to three ethnic groups on their student allowances application form. Student allowances recipients are not required to declare an ethnic group. In 2004, three percent did not declare an ethnic group.

Student loan scheme

Student loans assist students to meet the costs of tuition fees and other costs. Loans are repaid through a higher tax rate following study. In 2003, Māori made up 21 percent of borrowers who had last studied between 1997 and 2002. Māori held 19 percent of the total student debt owed by this group.

Figure 27: Student loan debt, 2003

For those who last studied	Māori		Non-Māori		All	
	No.	Debt (m)	No.	Debt (m)	No.	Debt (m)
Before 1997					53,877	$ 490
1997–2002	69,606	$883	268,647	$3,887	338,253	$4,770
All					392,130	$5,260

On average, Māori students had a lower loan balance when they left study than non-Māori. However, much of this difference was related to the larger proportion of Māori studying at certificate level. Māori had lower average leaving balances than non-Māori at certificate level and a similar level at diploma level. Māori who completed bachelors' degrees or postgraduate qualifications had notably higher average leaving loan balances than non-Māori. This may reflect a combination of longer completion times and fewer personal and whānau resources available to cover fees.

Five years after study, Māori students were less likely to have made progress towards repayment of their student loans than non-Māori students. Of those who last studied in 1997, 18 percent of Māori students had fully repaid their loans and a further 28 percent had repaid some of their loans by 2003. This compared with 30 percent and 32 percent respectively for non-Māori students.

For both Māori and non-Māori, those who had completed a qualification were more likely to have repaid all or some their loan after five years. However, Māori with completed qualifications were less likely to have made progress to repayment than non-Māori with completed qualifications. Also, Māori who completed levels one to three certificates were much less likely to have made progress to repayment after five years than Māori completing qualifications at higher levels.

Among Māori who left study without completing a qualification, nearly 70 percent of Māori who studied for a level one to three certificate and more than 50 percent of Māori studying at diploma and bachelor's degree levels had made no progress in repayment five years later. One reason for making little or no progress with repayment was low income, particularly having income around the student loan repayment threshold. The high level of non-repayment among Māori who studied for levels one to three certificates reflected the notably lower earnings of these students.

Appendices

Appendix 1: Government outcomes for Māori education

Appendix 2: Education statistics and charts

Appendix 3: Glossary

Appendix 1 – Government outcomes for Māori education

Reducing Inequalities in education outcomes in 2004–05

Introduction

Reducing Inequalities is about ensuring that no group, whether based on socio-economic status, ethnicity, disability, or gender, systematically underachieves in the education system. All groups should succeed and be positively engaged in effective and meaningful learning, having the opportunity to reach their potential across a broad curriculum (academic, social, cultural outcomes) – recognising that outcomes will be variable and that individuals have different levels of ability. Reducing Inequalities must focus on ensuring that all learners achieve foundation competencies (which include competencies of communication and interaction with others). At the same time, learners at higher levels should have the same distribution of outcomes, irrespective of socio-economic status, ethnicity, or gender.

Reducing Inequalities is about ensuring all students are provided with high-quality learning opportunities.

The year has seen tighter scrutiny of the underlying basis for, and effectiveness of, policies and programmes that target reducing inequalities, in particular, among ethnic populations. This has led to a strengthening of the rationale for intervention in many programmes, especially where it was clearer that need was associated with socio-economic factors rather than ethnicity per se. Programmes were refocused to provide support and services through forms of delivery designed to enhance engagement and effectiveness.

The Ministry recognises the growing diversity of New Zealand in ethnic make up, social background, and ability. It also recognises that the proportion of the population who are Māori and Pasifika is increasing – a factor which means that any underachievement by these groups must be addressed if New Zealand overall is to succeed. What we do in education today will influence the social and economic wellbeing of New Zealand society in the future.

Analysis of the range of Reducing Inequalities initiatives highlights that:

- activity to address disparities among socio-economic groups takes place largely through major funding streams
- addressing special education needs' disparities takes place through a combination of major funding streams and direct service provision
- ethnic disparities are addressed through multiple initiatives
- there are few specific initiatives addressing disparities between genders
- reporting of activity aimed specifically at reducing inequalities is therefore focused at very different scales of resource allocation.

Reducing Inequalities outcomes

While the framework recognises this broad range of influences, it is focused on those factors that the education sector can influence. This information allows us to make strategic and informed decisions about the allocation of resources and effort. The outcomes are as follows.
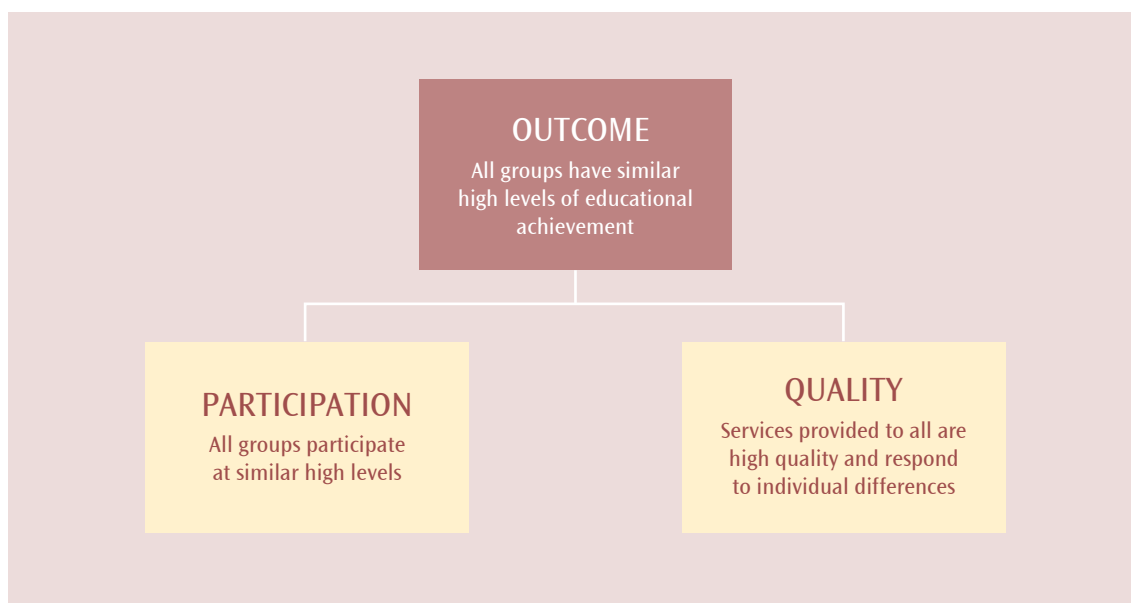
Key outcomes for 2004–05

Progress has been made on a number of the measures but there are still significant disparities in key areas. The areas of progress are noted below.

Achievement

- There are continuing signs of improved achievement by Māori and Pasifika students overall, particularly from school-leaver achievement results. The proportion of Māori and Pasifika students leaving school with only low-level or no qualifications has declined markedly since 2002.

- There has been a continuation in the decline in the percentage of students overall leaving schools with little or no formal qualification attainment, and boys have improved to a greater extent than girls.

- The performance of students at lower-decile schools has improved relative to higher-decile schools in regard to the proportion of students leaving with low-level or no qualifications.

Participation

- There has been an increase in participation of Māori and Pasifika in early childhood education, fewer suspensions from school, an increase in 16- to 18-year-olds in school, and higher tertiary participation, all of which are likely to feed into achievement over the long term.

- Tertiary enrolments by Māori students in 2004 were up 250 percent on 1994. Māori have the highest rate of participation of any ethnic group.

- Almost 16 percent of all women in New Zealand aged 15 and over participated in tertiary education in 2004, compared with 12 percent of men.

- The proportion of students in formal tertiary education with a reported disability remained similar to 2002, at five percent. (These numbers are based on students who reported having a disability to their provider as part of the enrolment process. The recommended question for providers is: "Do you live with the effects of significant injury, long-term illness, or disability?" However, the actual questions used may vary among providers.)

Key Reducing Inequalities outcomes for 2004–05

	School leavers with little or no formal attainment (fewer than 14 credits)			All school leavers			% of school leavers with little or no formal attainment		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Decile 1–3	3,143	2,657	2,305	10,032	10,335	11,042	31.3%	25.7%	20.9%
Decile 4–7	4,361	3,723	2,945	23,138	23,214	23,797	18.8%	16.0%	12.4%
Decile 8–10	1,710	1,349	1,175	17,289	17,614	18,389	9.9%	7.7%	6.4%
No decile	371	466	669	2,087	2,308	2,406	17.8%	20.2%	27.8%
Male	5,509	4,760	3,981	26,625	27,206	28,168	20.7%	17.5%	14.1%
Female	4,076	3,435	3,113	25,921	26,265	27,466	15.7%	13.1%	11.3%
Māori	3,301	2,923	2,685	9,445	9,688	10,583	34.9%	30.2%	25.4%
European	4,769	3,953	3,379	34,596	34,451	35,213	13.8%	11.5%	9.6%
Pasifika	962	817	647	3654	3,822	4,080	26.3%	21.4%	15.9%
Asian	366	339	245	4,006	4,557	4,730	9.1%	7.4%	5.2%
Other	187	163	138	845	953	1,028	22.1%	17.1%	13.4%
Total	9,585	8,195	7,094	52,546	53,471	55,634	18.2%	15.3%	12.8%

	School leavers with UE or higher (42 or more credits at level 3, UE, level 3 or higher qual)			All school leavers			% of school leavers with UE or higher		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Decile 1–3	1,006	1,168	1,626	10,032	10,335	11,042	10.0%	11.3%	14.7%
Decile 4–7	5,104	5,430	6,461	23,138	23,214	23,797	22.1%	23.4%	27.2%
Decile 8–10	7,034	7,658	8,575	17,289	17,614	18,389	40.7%	43.5%	46.6%
No decile	1,018	1,112	1,188	2,087	2,308	2,406	48.8%	48.2%	49.4%
Male	6,271	6,863	7,604	26,625	27,206	28,168	23.6%	25.2%	27.0%
Female	7,891	8,505	10,246	25,921	26,265	27,466	30.4%	32.4%	37.3%
Māori	724	859	1,241	9,445	9,688	10,583	7.7%	8.9%	11.7%
European	10,782	11,422	13,070	34,596	34,451	35,213	31.2%	33.2%	37.1%
Pasifika	312	359	573	3,654	3,822	4,080	8.5%	9.4%	14.0%
Asian	2,090	2,464	2,656	4,006	4,557	4,730	52.2%	54.1%	56.2%
Other	254	264	310	845	953	1,028	30.1%	27.7%	30.2%
Total	14,162	15,368	17,850	52,546	53,471	55,634	27.0%	28.7%	32.1%

Tertiary qualifications participation and completion data showing trends by gender and ethnicity
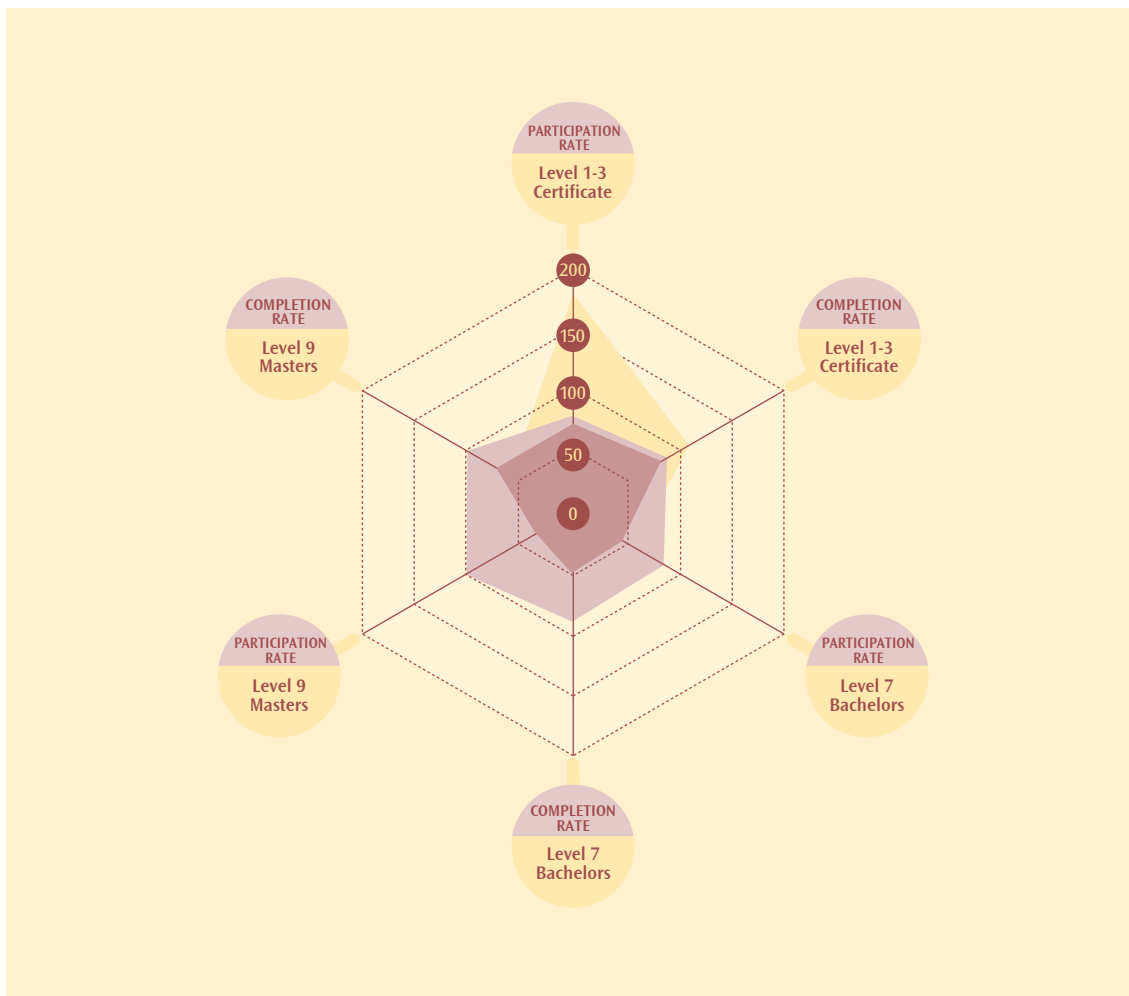
Notes:
- *Rates are represented on an index for comparison, where the rate for all students is set at 100.*
- *Participation rates are age-standardised for 2003.*
- *Completion rates are five-year completion rates for those starting a qualification in 1999.*

Māori participation, retention, and completion remains strong at certificate level. While gains are being made at higher levels, retention and completion rates of Māori in degree qualifications and above are still below those of non-Māori.

While Pasifika participation is increasing at all levels, rates of participation at higher levels are still lower than for the rest of the population. Pasifika retention and completion rates at all levels are lower than for other students.

Strategies for reducing inequalities

Most of the effort and expenditure in the education sector for both raising achievement and reducing inequalities occurs in mainstream settings – in early childhood education centres, schools, and tertiary education institutions. The Ministry's mainstream focus in 2004–05 has been to make improvements across the system by increasing participation, ensuring effectiveness in teaching, enabling quality community engagement in education, and facilitating quality providers. These are all factors that are likely to reduce disparities.

Improvements have been sought through the following system-wide strategies.

Pathways to the Future – This is a ten-year strategic plan for early childhood education, which is focused on participation, quality, and collaboration. The strategy will help increase the proportion of Māori and Pasifika children participating in early childhood education and in improving quality.

The National Administration Guidelines – These require schools to identify students and groups of students who are not achieving, or are at risk of not achieving, and to develop and implement teaching and learning strategies to address the needs of the students that have been identified. In this context, assessment processes that are specifically designed to promote learning are powerful tools for raising achievement and reducing disparities.

The schools planning and reporting system – This is a requirement introduced in the Education Standards Act 2001, which aims to strengthen the use of student achievement data to inform schools' strategic planning. Improving student outcomes in practice requires schools to identify the students who have particular needs, to analyse those needs and the professional response that is required, and ensure that the resources of the school are allocated in such a way as to support those students and their teachers. Schools planning and reporting supports schools in this process.

The Tertiary Education Strategy 2002–07 – This is focused on ensuring excellence and a tertiary sector that is responsive to economic needs and is connected to the community. It should reduce inequalities by increasing the proportion of Māori and Pasifika students who attend and succeed in tertiary education at all levels.

The Statement of Tertiary Education Priorities (STEP) – This sets out the government's immediate priorities for the performance of the tertiary system, aligned with the main strategies and objectives of the Tertiary Education Strategy. STEP 2005–07 focuses on four interconnected themes: excellence in teaching; increasing the relevance of skills and knowledge to national goals; enabling students to access excellent and relevant tertiary study and progress to higher levels of study and achievement; and enhancing capability and information quality to support learning, teaching, and research.

The Māori Education Strategy – This strategy, in which the Ministry works alongside Māori to raise expectations, assists the system to respond more effectively and recognises and values the contribution of the wider community. The core themes are authority and partnerships as a way of ensuring Māori can be more actively involved and responsible for education, high-quality teaching, and the growth and development of kaupapa Māori education.

The Pasifika Education Plan (PEP) – This aims to increase Pasifika achievement in all areas of education through increasing participation, improving retention, and focusing on effective teaching strategies. Across the education sector, the focus is on increasing the quality of information available to Pasifika communities and strengthening networks supporting Pasifika education. The Pasifika Education Plan outlines the government's commitment to Pasifika education, noting that education alone cannot meet the Pasifika education goals, and that social and economic policies contribute to ensuring that Pasifika people enjoy increased participation and achievement in education.

A review of local service provision for students with special education needs – This highlighted that parents and educators want the same things for children with special education needs as for any children, that parents want to have an active part in deciding what happens to their children, and that they want their knowledge recognised. A vital area for action will be to develop welcoming, valuing attitudes and the building of skills within the whole of the education system to better support learning outcomes for students with special education needs.

Programmes for targeting inequalities

While there is evidence of reducing inequalities in some areas, indicators show that there is a need to continue to increase educational achievement, and at a faster rate than has been achieved to date. To achieve this, we have to continue to increase participation at all levels. There is a need to ensure high-quality services, including effective teaching of all students and effective links among schools, whānau, and communities, including ensuring services and teaching are responsive to the cultures of all students.

In many programmes targeted at particular ethnic groups, the focus of policy has shifted to factors associated with socio-economic need, while still recognising the importance of tailoring programmes to better suit cultural or ethnic expectations for delivery and thereby ensuring optimal effectiveness.

Programmes formally reviewed in 2004–05 are listed below.

Promoting Early Childhood Education Participation Project – This targeted communities with a high proportion of Māori and Pasifika children and low early childhood education participation rates. Other children in those communities are not excluded from the services provided under the programmes. The outcome of the review was to target the promotion of the project primarily to low-decile school catchments with low early childhood education participation rates, with a secondary focus on contracting providers who can be effective with the populations of those areas.

Decile funding – This review changed the way that school deciles are calculated, by removing from the underlying index a component based on the percentage of Māori, Pasifika, and English for Speakers of Other Languages (ESOL)-eligible refugee students on each school's roll. Decile ratings are used in allocating a variety of funding and support programmes to schools. Since the introduction of the decile system, a range of other, more precisely designed and targeted policy responses have been developed that more effectively target areas of need and have greater potential to reduce ethnic disparities in achievement. A similar change was made to the equity funding system for early childhood education services.

Mapihi Pounamu – A financial assistance scheme designed to assist Māori secondary students who are required to board away from home because they face barriers to learning. The review removed the ethnicity, isolation, and family income criteria for access, making the scheme available to all students at risk.

Parent support and development programmes – These share a common objective of improving children's educational outcomes, through improving parenting capability and practice. Three ethnically-targeted programmes within this suite of initiatives were reviewed – Anau Ako Pasifika (AAP), Whānau Toko i te Ora (WTITO), and Parents as First Teachers (PAFT). The review found that even if ethnicity is a causal factor, other risk factors (eg, parental education, socio-economic status) are likely to be more accurate predictors of poor educational outcomes and the need for parent support. The review also noted that it was important to ensure culturally-appropriate delivery methods. The outcome of the review was that ethnic targets were removed from the PAFT programme, alternative means of providing support for Pasifika families are being explored for the use of AAP funding, and better alignment is being developed between WTITO and other forms of parent support and development for families with very high needs.

Tertiary Special Supplementary Grants – These provide institutions with funding support for Māori and Pasifika students to improve participation, retention, and completion in tertiary education. Following the review, the grants are to be provided for study at diploma level and above only, while the funding will be provided based on an enrolment and completion mix, using a socio-economic status indicator for targeting, such as the decile of the school most recently attended or eligibility for student allowance. Ethnicity was removed as a targeting criteria.

Skill Enhancement – This programme provides vocational training at level three and above on the National Qualifications Framework for Māori and Pasifika, aiming for further education or employment. A substantial redesign of the programme, including transition to other funding types, was agreed.

Research, evaluation, and monitoring

The Ministry of Education is investing in the development of its system to measure the effectiveness of its interventions for improving outcomes and reducing inequalities. The system consists of the following.

A set of education indicators that are in place and subject to ongoing development – The indicators provide increasing knowledge of how we are meeting our overall system-wide mission of raising achievement and reducing disparity. For each of the indicators, we are able to break down the information to monitor the progress of Māori and Pasifika students and to identify gender and socio-economic differences, although the changes to decile structures have meant that the trend information for socio-economic indicators is available only over the past four to five years with any degree of certainty. There is a range of indicators which measures progress against our vital outcomes of effective teaching, engaged families and communities, and quality providers. There is a gap in terms of indicators of performance of students with disabilities and special education needs, and work is underway to develop such indicators. This involves analysis of what data and information is being gathered at present and what new information might be collected that could inform such indicators.

An evaluation strategy, designed to improve how the Ministry creates and uses evaluation to inform decision-making at both policy and implementation levels – With public sector management focusing on managing for outcomes, evaluation is an important tool for the Ministry. Evaluation helps the Ministry take stock of its progress by monitoring, measuring, reviewing, and evaluating as we go, and it helps the Ministry to learn from success and failure and to modify what we do and how we respond.

The Ministry will continue to improve its monitoring of outcomes and to assess the impact that programmes are making – Programmes will continue to be evaluated for their effectiveness and comprehensiveness and outcomes scrutinised to determine if new or different programmes are required or if programmes need to be expanded. A number of other programmes will be able to report on outcomes over the next year as programme implementation is completed and the first evaluation reports on outcomes become available. These will be closely monitored to determine if the Reducing Inequalities programmes are achieving the desired outcomes for students. These results will feed into our managing for outcomes process so that we can make decisions on expanding successful pilots, or reallocating funding, and so on.
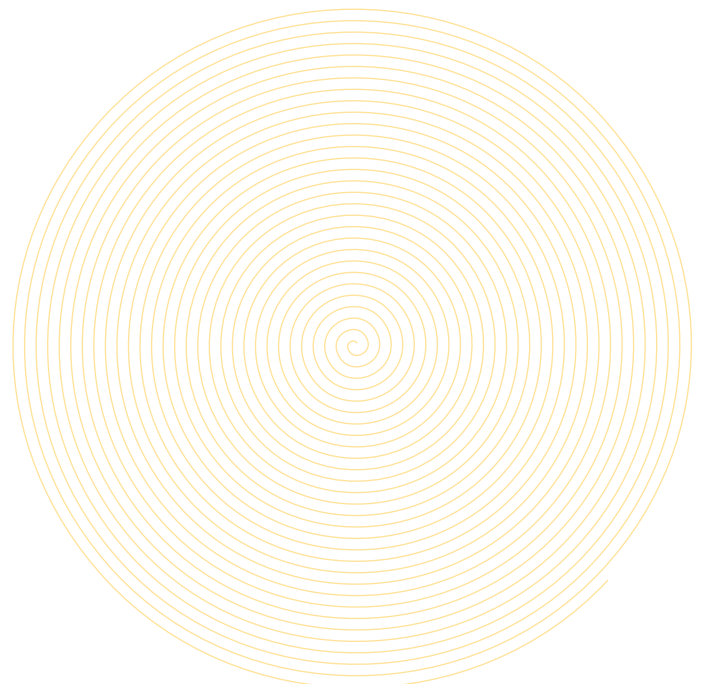
Research, evaluation, and monitoring information published in 2004–05

Title	Details	Key findings
Results from the Trends in International Mathematics and Science Study (TIMSS)	International study assessing year five and nine students in mathematics and science. This was the third cycle of the study.	New Zealand was one of a small number of countries to show a significant increase in the average performance of year five students in mathematics and science from 1994 to 2002, although the same increase was not observed for year nine, where students continue to perform above the international mean in both maths and science.
Results from the Programme for International Student Assessment (PISA) 2003	International study assessing 15-year-old students in reading, mathematics, and science literacy. 2003 is the second administration in the first cycle from 2000–06.	New Zealand students' performance places us in the second-highest group of countries in maths, reading, and science literacy, and in problem-solving. In terms of the spread of scores, New Zealand has a wider distribution than many other high-performing countries in maths, reading, and science literacy, and in problem-solving.
Focus on low socio-economic status achievement in reading literacy	This report focuses specifically on low socio-economic status achievement results from PISA 2000. The study looked at factors relating to high and low achievement among low socio-economic status students.	A substantial proportion (28%) of low socio-economic status students performed very well in PISA. High achievement among low socio-economic status students is likely to be linked to interest and engagement in reading, time spent on homework and self-concepts in reading, and their academic ability. For boys, engagement with school was also linked to achievement.
Focus on Māori achievement In reading literacy	This report focuses specifically on Māori achievement results from PISA 2000. The study looked at factors relating to high and low achievement among Māori students.	A quarter of Māori students performed very well in reading. They performed better than 69% of students in the OECD in this study. High achievement among Māori is more likely to be linked to interest and engagement in reading and self-concepts in reading, and their academic ability. Availability of educational resources in the home is also linked to higher scores for Māori students.
Focus on Pasifika achievement in reading literacy	This report focuses specifically on Pasifika achievement results from PISA 2000. The study looked at factors relating to high and low achievement among Pasifika students.	One in five Pasifika students performed very well in reading. High achievement among Pasifika students is more likely to be linked to high motivation and engagement in reading, confidence with computers, greater access to educational resources in the home, more time spent on homework, more interest in reading, and a more positive wider school environment.
Progress in Reading Literacy Study (PIRLS)	International study assessing the reading achievements of nine-year-olds, conducted in 2001. A ten-year trends study, being a partial replication of the 1990 Reading Literacy study, was administered in conjunction with PIRLS.	Overall, year five New Zealand students performed significantly above the international mean. The range of scores between our lowest and highest performing students was large compared to most other high-performing countries. Information from the trends study showed that the overall performance of students in reading literacy was virtually the same in 2000 and in 1990, both in terms of average performance and the range of scores.
National Education Monitoring Project (NEMP) – assessment results 2004	This project looks at achievement across all areas of the curriculum over a four-year cycle, sampling students at years four and eight. It reports on gender, ethnicity, and decile-band subgroups. 2004 covered reading and speaking, music, and aspects of technology.	The year four cohort showed steady to significant improvements in achievement across all three subjects compared to 1996 and 2000 cohorts. There are fewer students at both years four and eight in the bottom bands for reading, compared with 1996 and 2000. The level of disparity for year four Māori and Pasifika compared with Pākehā students has reduced substantially in reading since 2000.

Title	Details	Key findings
Annual monitoring of reading recovery	Reading recovery data, including numbers of participating students, and numbers successfully completing the programme.	The overall pattern of progress was consistent with previous years, with about 59% of students successfully completing reading recovery in 2003 and a further 25% expected to complete in 2004. There were proportionately more boys, Māori, and Pasifika students in reading recovery.
Evaluation of Te Kauhua	Pilot project designed to trial new models of professional development to enhance teacher effectiveness in raising the achievement of Māori students in mainstream education.	By the end of the project, 69% of teachers considered they were better equipped to raise Māori achievement and 70% reported making changes to their classroom practice. The overwhelming response (91%) was that it is possible to raise Māori student achievement in mainstream education. Key strategies are use of te reo, tikanga Māori, curriculum planning, and pedagogy.
An analysis of effective teaching in literacy activities for new entrant Pasifika children in mainstream decile one schools	A research-based intervention in low-decile schools which provide a site for analyses of effective teaching in literacy activities for new entrant Pasifika students.	Literacy achievement levels in these schools were typically low after one year of instruction. The research established a need for teachers in mainstream schools to be able to effectively teach children with diverse cultural and linguistic backgrounds. This is so for Pasifika students who have a range of bilingual skills when they come to school.
Competent Children at 12	Longitudinal study following a sample of Wellington region children from near age five to latest report at age 12.	Early childhood experience continues to make a contribution to the children's maths and reading comprehension scores seven years later. This is linked to the way early childhood education develops children's skills in working and thinking and the nature of staff-child interaction. Family income and maternal qualification are linked to competency scores at 12. Language use and experience is important for development, as are maths activities and conversations prior to school.

Conclusion

Progress continues to be made in Reducing Inequalities in the education sector. There has been progress within the Ministry in sharpening the focus on the causes of inequality. The framework makes the outcomes sought more explicit, and links strategies, programmes, outcome measurement, research, evaluation and monitoring, and relationships into a coherent framework. There has been progress on a number of key outcomes, although more needs to be done. The Ministry and the entire education sector continue to work on these key areas. In addition, we are working collaboratively with other government agencies to address cross-sectoral issues.

Appendix 2 – Education statistics and charts

Figure 28: Regional statistics for school students years one to 15, 2005

Region	School roll (July 2005)	Māori roll growth (2000 – 2005)	Number of Māori students (July 2005)	Proportion of NZ students who are Māori (from domestic students)* (July 2005)	Proportion of Māori students in Māori-medium programmes ** (July 2005)	Stand-downs and suspensions per 1,000 students *** (Māori) (2005)	Stand-downs and suspensions per 1,000 students *** (non-Māori) (2005)	Māori school leavers in 2004 with at least NCEA level two or other level two NQF qualification
	No.	%	No.	%	%	No.	No.	%
Northland	29,791	2.8	14,042	47.3	22.3	72.8	36.8	32.2
Auckland	251,216	14.9	36,707	14.9	12.7	62.5	26.5	39.1
Waikato	74,405	8.7	22,396	30.4	16.1	70.0	26.9	39.8
Bay of Plenty	51,252	7.5	20,434	40.2	27.3	66.7	17.5	35.0
Gisborne	9,870	2.9	6,107	62.1	26.2	75.2	16.8	43.0
Hawke's Bay	30,726	5.7	10,614	34.8	22.6	67.5	23.6	41.9
Taranaki	20,300	2.5	4,637	22.9	7.5	85.9	28.6	35.5
Manawatu-Wanganui	42,495	9.9	12,299	29.3	17.9	85.4	35.7	38.3
Wellington	79,391	13.0	14,573	18.5	12.3	59.6	25.3	40.4
Nelson/Marl/Tasm	22,842	22.9	2,966	13.1	8.4	67.6	23.5	42.4
West Coast	5,250	17.1	837	16.0	0.0	59.5	39.0	45.8
Canterbury	89,618	30.5	9,259	10.6	8.6	98.9	35.2	35.6
Otago	30,877	27.4	3,029	10.0	1.7	58.6	26.0	50.7
Southland	17,017	6.2	2,827	16.7	5.7	87.5	31.5	49.7
Total	**755,050**	**10.8**	**160,727**	**21.6**	**16.5**	**70.5**	**27.8**	**38.6**

Figures include all types and levels of schooling.

Totals exclude Chatham Islands students and The Correspondence School students.

The Chatham Islands are not included in the table as the related figures are so small that most measures become meaningless for comparisons

Stand-downs and suspensions as at 9 January 2006.

* Domestic students exclude NZAID (students sponsored by NZAID) and FFP (foreign fee-paying) students.

** Māori-medium includes programmes where over 12 percent of the curriculum instruction is undertaken in Māori.

*** Data is provisional.

Figure 29: Māori teachers and students in licensed ECE services and state schools, 2005

Sector	Total number of Māori teachers	Total number of non-Māori teachers	Total number of Māori students	Total number of non-Māori students	Māori teachers as a proportion of all teachers	Māori students as a proportion of all students
	No.	No.	No.	No.	%	%
ECE (licensed services only)*	1,361	16,430	23,131	130,507	7.6	15.1
Primary	2,526	21,814	101,519	334,632	10.4	23.3
Secondary	1,428	16,975	47,314	205,277	7.8	18.7
Composite	643	1,443	9,629	15,713	30.7	38.0
Special	44	865	671	2,096	5.1	24.3
Included in above table: Kura kaupapa Māori	540	39	6,151	25	93.3	99.6

* Licensed early childhood education services exclude kōhanga reo data because the Ministry does not collect information on kōhanga reo teacher ethnicity.
The numbers of ECE teachers include teachers at casual education and care services. Casual education and care services do not have a regular roll and are thus excluded from the number of children.
Excludes The Correspondence School students and teachers.
Excludes teachers with unknown ethnicity.
Kura kaupapa Māori are mainly composite schools and have not been extracted from the composite totals.
School teacher numbers at April. All other figures at July.

Figure 30: Number of Māori students graduating from primary and secondary teacher training, 2000–2004

Type of teacher training	2000	2001	2002	2003	2004
Primary bilingual	159	148	148	85	98
Primary immersion	19	52	33	58	22
Primary English-medium	313	270	296	281	290
Secondary English-medium	125	133	111	146	111
Generic primary / secondary	9	28	22	24	26
Total	**625**	**631**	**610**	**594**	**547**
Māori graduates as % of total graduates	**15.3%**	**15.9%**	**15.8%**	**15.6%**	**15.3%**

Figure 31: Māori principals in state schools as a proportion of all principals in state schools by school type, 2000–2004

Sector	Proportion of Māori principals				
	2000	2001	2002	2003	2004
	%	%	%	%	%
Primary	10.4	10.8	10.9	11.7	11.0
Secondary	6.6	7.5	7.7	7.5	7.7
Composite	30.7	34.1	36.1	39.1	38.0
Special	2.0	4.5	6.5	10.6	10.6
Total	**10.4**	**11.1**	**11.2**	**12.2**	**11.6**

Excludes principals with unknown ethnicity.

Figure 32: Number of Māori children enrolled in early childhood education by type of service, 2001–2005

Type of service	2001	2002	2003	2004	2005
Licensed services: Kindergartens	7,335	7,561	7,607	7,885	7,933
Playcentres	1,704	1,828	1,765	1,979	1,922
Education and care services	9,523	10,041	10,762	11,135	11,924
Homebased networks	1,012	1,057	1,238	1,314	1,352
Kōhanga reo**	9,532	10,365	10,309	10,409	10,062
Casual education and care	…	…	…		
The Correspondence School	103	142	135	144	104
Licensed sub-total	**29,209**	**30,994**	**31,816**	**32,866**	**33,297**
Licence-exempt services Playgroups+	1,305	1,224	1,441	1,597	1,729
Pacific EC groups+	25	56	49	35	31
Ngā puna kōhungahunga+	167	310	354	456	447
Playcentres+	109	57	102	87	105
Kōhanga reo	211	138	130	191	146
Licence-exempt sub-total	**1,817**	**1,785**	**2,076**	**2,366**	**2,458**
Total enrolments	**31,026**	**32,779**	**33,892**	**35,232**	**35,755**
Māori as a proportion of all enrolments	**18.1%**	**18.7%**	**18.8%**	**19.1%**	**19.3%**

Numbers of enrolments at licence-exempt services in 2005 are provisional.
… Not applicable (enrolment data not collected for casual services).
*** Not including (in 1999) 21 kōhanga without enrolment data – not supplied by TKR Trust.*
+ ECD services were integrated with the Ministry in October 2003. Data for July 2003 was collected by ECD.
Not including (in 2003) six Pacific groups (no enrolment data).
Note: Prior to 2001 there were a few Māori groups under ECD playgroups. Now they are an emerging group and known as ngā puna kōhungahunga.

Figure 33: Participation rate in ECE of first-year school students, 2001–2005

Ethnicity	2001	2002	2003	2004	2005
Māori	85.0%	86.0%	88.0%	89.3%	89.9%
All	91.0%	92.0%	94.0%	94.0%	94.3%

Figure 34: Number of ECE services, 2001–2005

Type of service	2001	2002	2003	2004	2005
Licensed services: Kindergartens	603	606	609	614	618
Playcentres	503	492	482	481	482
Education and care centres	1,558	1,612	1,673	1,730	1,754
Homebased networks	184	194	190	192	201
Kōhanga reo	562	545	526	513	501
The Correspondence School	1	1	1	1	1
Casual education and care	39	38	42	43	41
Sub-total	**3,450**	**3,488**	**3,523**	**3,574**	**3,598**
Licence-exempt services: Playgroups	561	541	562	599	641
Pacific EC groups	127	133	121	113	106
Ngā puna kōhungahunga	20	24	32	43	49
Playcentres	31	28	30	32	31
Kōhanga reo	24	14	12	13	11
Sub-total	**763**	**740**	**757**	**800**	**838**

Figure 35: Proportion of children enrolled in Māori-medium ECE licensed services, 2002–2005

		Proportion of teacher's time speaking te reo Māori				
		Under 12%	12–29%	30–50%	51–80%	81–100%
2002						
Māori children		80.3%	11.2%	6.3%	1.1%	1.2%
Non-Māori children		89.8%	8.3%	1.9%	0.0%	0.0%
Total		**88.5%**	**8.7%**	**2.5%**	**0.2%**	**0.2%**
2003						
Māori children		77.0%	13.8%	6.6%	1.5%	1.2%
Non-Māori children		87.5%	10.2%	2.3%	0.0%	0.0%
Total		**86.0%**	**10.7%**	**2.9%**	**0.2%**	**0.2%**
2004						
Māori children		76.4%	14.6%	6.2%	1.1%	1.6%
Non-Māori children		87.6%	10.3%	2.1%	0.0%	0.0%
Total		**86.0%**	**10.9%**	**2.7%**	**0.2%**	**0.2%**
2005						
Māori children		75.4%	15.3%	6.7%	1.4%	1.1%
Non-Māori children		86.0%	11.8%	2.1%	0.0%	0.0%
Total		**84.4%**	**12.4%**	**2.8%**	**0.2%**	**0.2%**

Under 12 percent te reo Māori is not considered Māori-medium education.
This figure excludes around 10,000 kōhanga reo children.

Figure 36: Number of Māori students by school type and school authority, 2001–2005

School type	Number of Māori students					Māori as a proportion of total domestic students*				
	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005
	No.	No.	No.	No.	No.	%	%	%	%	%
Primary										
State full primary	41,154	42,040	42,898	42,300	41,522	24.3	24.7	25.1	25.0	24.7
State contributing	45,648	45,307	46,020	45,917	46,782	21.5	21.5	21.7	21.8	22.2
State intermediate	12,559	13,175	13,576	13,360	13,215	21.0	21.0	21.4	21.9	22.9
Private primary and intermediate	282	277	303	300	292	4.6	4.5	5.1	5.0	5.1
Sub-total	**99,643**	**100,799**	**102,797**	**101,877**	**101,811**	**22.3**	**22.4**	**22.7**	**22.8**	**23.0**
Composite										
State composite	7,078	7,569	7,934	9,043	9,629	32.8	34.1	35.1	37.6	38.0
Correspondence	1,968	2,098	2,004	2,190	1,756	22.3	23.0	25.5	27.4	26.5
Private composite	372	421	467	505	552	3.2	3.4	3.5	3.6	3.7
Sub-total	**9,418**	**10,088**	**10,405**	**11,738**	**11,937**	**22.4**	**23.1**	**23.7**	**25.4**	**25.4**
Secondary										
State years 9–15	33,181	34,180	36,274	38,632	38,650	17.8	17.9	18.3	19.0	19.3
State years 7–15	6,164	6,231	6,442	7,063	8,664	15.9	15.9	15.8	16.0	16.7
Private	667	694	726	779	801	10.9	11.0	11.0	11.3	11.1
Sub-total	**40,012**	**41,105**	**43,442**	**46,474**	**48,115**	**17.3**	**17.4**	**17.7**	**18.3**	**18.5**
Special schools										
State special	498	550	605	629	655	22.5	23.2	23.5	23.8	24.0
Other Vote: Education	19	14	21	14	16	57.6	46.7	67.7	53.8	47.1
Sub-total	**517**	**564**	**626**	**643**	**671**	**23.0**	**23.5**	**24.0**	**24.1**	**24.1**
Total	**149,590**	**152,556**	**157,270**	**160,732**	**162,534**	**20.7**	**20.8**	**21.1**	**21.4**	**21.6**

* Total students excludes NZAID-sponsored students and foreign fee-paying students.

Figure 37: Suspensions, stand-downs, and suspensions and stand-downs rates, 2005

Suspensions

	Māori			All			Non-Māori		
	Male	Female	All	Male	Female	All	Male	Female	All
Suspensions	1,733	737	2,470	3,722	1,420	5,142	1,989	683	2,672
State roll	81,227	77,708	158,935	370,702	354,135	724,837	289,475	276,427	565,902
Rate per 1,000	21.3	9.5	15.5	10.0	4.0	7.1	6.9	2.5	4.7

Stand-downs

	Māori			All			Non-Māori		
	Male	Female	All	Male	Female	All	Male	Female	All
Stand-downs	5,787	2,950	8,737	15,298	6,493	21,791	9,511	3,543	13,054
State roll	81,227	77,708	158,935	370,702	354,135	724,837	289,475	276,427	565,902
Rate per 1,000	71.2	38.0	55.0	41.3	18.3	30.1	32.9	12.8	23.1

Suspensions and stand-downs

	Māori			All			Non-Māori		
	Male	Female	All	Male	Female	All	Male	Female	All
Stand-downs and suspensions	7,520	3,687	11,207	19,020	7,913	26,933	11,500	4,226	15,726
State roll	81,227	77,708	158,935	370,702	354,135	724,837	289,475	276,427	565,902
Rate per 1,000	92.6	47.4	70.5	51.3	22.3	37.2	39.7	15.3	27.8

Data at January 2006. This data is not complete, as dataset for 2005 has not yet been frozen and returns are still being received.
State roll includes NZAID-sponsored and foreign fee-paying students in the "all" and "non-Māori" categories.

Figure 38: Secondary school students staying at school by age, ethnicity and gender, 1988 and 1995–2005

	Māori			Non-Māori domestic students		
	Age 16	Age 17	Age 18	Age 16	Age 17	Age 18
	%	%	%	%	%	%
Males						
1988	53.5	24.1	6.4	76.1	44.3	9.5
1995	66.7	41.5	12.4	84.2	59.2	15.5
1996	64.1	37.8	12.3	85.8	61.9	16.9
1997	60.6	38.2	11.3	85.8	62.2	17.4
1998	67.2	40.0	12.7	87.3	63.9	18.0
1999	66.7	40.5	12.2	85.6	64.1	17.9
2000	63.9	38.5	10.6	83.3	60.3	15.6
2001	59.8	36.0	10.7	80.4	58.3	13.9
2002	57.9	32.8	8.9	80.8	57.0	14.3
2003	59.3	33.4	8.6	83.4	58.6	14.9
2004	59.7	36.2	9.4	82.4	61.5	14.4
2005	59.2	36.2	8.0	81.7	60.4	14.7
Females						
1988	58.2	22.3	4.4	80.3	42.7	7.5
1995	72.0	43.3	10.6	87.7	64.9	14.6
1996	67.3	40.7	9.4	90.4	66.4	14.6
1997	68.0	40.3	8.9	91.2	68.1	15.3
1998	74.8	43.2	10.5	91.8	70.6	16.4
1999	70.9	44.6	9.9	90.9	71.8	15.8
2000	69.0	42.2	8.4	88.8	68.3	15.0
2001	65.5	40.9	8.6	87.5	65.9	13.5
2002	65.2	39.6	8.8	87.8	67.0	13.9
2003	66.1	39.9	8.6	90.6	68.0	14.7
2004	67.7	43.0	8.9	89.0	70.7	14.9
2005	66.2	42.6	8.4	88.7	70.2	14.9

Domestic students do not include NZAID-sponsored and foreign fee-paying students.

Figure 39: School leavers by highest qualification, gender, and ethnicity, 2004

	Māori		Non-Māori	
	Male	Female	Male	Female
	%	%	%	%
UE, level three qualification or higher	9.3	14.0	30.9	43.1
Half-way to a level three qualification[1]	6.2	6.4	8.6	8.5
Level two qualification	19.6	19.4	21.5	20.6
Half-way to a level two qualification[2]	9.6	10.2	8.5	6.2
Level one qualification	14.8	13.0	11.3	7.9
Half-way to a level one qualification[3]	6.3	5.9	3.9	2.9
Less than half-way to a level one qualification[4]	7.2	7.3	4.0	2.6
Little or no formal attainment[5]	27.0	23.8	11.3	8.2
Total number of school leavers	**5,136**	**5,447**	**23,032**	**22,019**
Average stay at secondary school (years)	**4.1**	**4.2**	**4.5**	**4.6**

1: 30+ credits at level three or above.
2: 30+ credits at level two or above.
3: 40+ credits at level one or above.
4: 14-39 credits at level one or above.
5: 0 credits or 1-13 credits at level one.

Figure 40: Proportion of school leavers going directly to tertiary education by level of study, 1999–2003*

	1999 school leavers		2000 school leavers		2001 school leavers		2002 school leavers		2003 school leavers	
	Māori	Non-Māori	Māori	Non-Māori	Māori	Non-Māori	Māori	Non-Māori	Māori	Non-Māori
Programme award	%	%	%	%	%	%	%	%	%	%
Degree level	8	25	8	24	9	25	9	25	9	26
Diploma level	4	6	5	6	5	6	5	5	4	4
Certificate level	21	21	27	21	35	25	42	28	39	27
Total (%)**	**33**	**52**	**39**	**52**	**49**	**56**	**55**	**59**	**52**	**57**
Total number of school leavers	**9,793**	**44,607**	**9,453**	**45,180**	**9,688**	**43,829**	**9,445**	**43,101**	**9,688**	**43,783**

* Figures in this table differ from those published in previous reports due to changes in methodology. The percentage of school leavers progressing directly to tertiary study is now based on tertiary enrolments for the whole year.
** Totals may not add up due to rounding.

Figure 41: Year 11 to year 13 candidates who attained an NCEA qualification, 2004

		Candidates who attained NCEA level one		Candidates who attained NCEA level two		Candidates who attained NCEA level three or scholarship		Total candidates who attained an NCEA
		No.	%	No.	%	No.	%	%
Year 11	Māori	3,476	37.9	135	1.5	26	0.3	39.7
	Non-Māori	28,546	65.3	294	0.7	27	0.1	66.1
Year 12	Māori	972	16.3	2,558	43.0	54	0.9	60.2
	Non-Māori	3,374	9.0	24,893	66.5	260	0.7	76.2
Year 13	Māori	299	8.3	752	20.8	976	27.1	56.2
	Non-Māori	1,134	4.0	3,681	13.1	15,479	55.1	72.2

Note: excludes candidates with unknown ethnicity.

Figure 42: Students learning through Māori-medium education, 2001–2005

Year	81–100% of instruction in te reo Māori		51–80% of instruction in te reo Māori		31–50% of instruction in te reo Māori		12–30% of instruction in te reo Māori		Total	
	No.	% of all Māori students	No.	% of all Māori students	No.	% of all Māori students	No.	% of all Māori students	No.	% of all Māori students
2001	11,064	7.4	5,073	3.4	5,351	3.6	4,092	2.7	25,580	17.1
2002	11,526	7.6	4,931	3.2	5,063	3.3	4,134	2.7	25,654	16.8
2003	12,132	7.7	4,495	2.9	5,546	3.5	4,503	2.9	26,676	17.0
2004	12,469	7.8	5,164	3.2	5,006	3.1	4,488	2.8	27,127	16.9
2005	12,626	7.8	4,994	3.1	5,187	3.2	3,773	2.3	26,580	16.4

Figure 43: Number of students involved in Māori-medium education by form of education, 2001-2005

Form of education	2001		2002		2003		2004		2005		% Change 2001-05	
	Māori students	Total students	Māori students	Total students	Māori students	Total students	Māori students	Total students	Māori students	Total students	Māori students	Total students
Immersion school	5,028	5,038	5,797	5,828	6,346	6,358	6,808	6,832	6,364	6,394	26.6	26.9
Bilingual school	7,045	8,040	6,959	8,102	7,054	8,456	7,524	8,868	7,217	7,989	2.4	-0.6
Immersion classes	4,217	4,285	3,612	3,669	3,892	3,940	3,768	3,837	3,981	4,055	-5.6	-5.4
Bilingual classes	9,290	10,502	9,286	10,267	9,384	10,328	9,027	10,042	9,018	10,476	-2.9	-0.2
Total	**25,580**	**27,865**	**25,654**	**27,866**	**26,676**	**29,082**	**27,127**	**29,579**	**26,580**	**28,914**	**3.9**	**3.8**
Included in above table: Kura kaupapa Māori	4,733	4,739	5,220	5,228	5,491	5,500	5,687	5,700	5,804	5,828	22.6	23.0
Kura teina	276	276	181	200	293	293	289	295	347	348	25.7	26.1

Māori-medium education	*Students are taught curriculum subjects other than te reo Māori in both Māori and English (bilingual) or in Māori only (immersion).*
Immersion school	*All students involved in Māori-medium education for 20 to 25 hours per week.*
Bilingual school	*All students involved in Māori-medium education for three to 25 hours per week.*
Immersion classes	*Students involved in Māori-medium education for 20 to 25 hours per week at an English-medium school.*
Bilingual classes	*Students involved in Māori-medium education for three to 20 hours per week at an English-medium school.*

Figure 44: Number of kura kaupapa Māori and other Māori-medium schools, 2001–2005

Number of Schools	2001	2002	2003	2004	2005	% Change 2001–2005
						%
Immersion schools	75	86	90	88	82	9.3
Bilingual schools	83	79	86	94	80	-3.6
Schools with immersion classes	50	54	50	50	49	-2.0
Schools with immersion and bilingual classes	53	36	45	44	50	-5.7
Schools with bilingual classes	177	175	174	164	165	-6.8
Total	**438**	**430**	**445**	**440**	**426**	**-2.7**
Included in above table: Kura kaupapa Māori	59	61	61	62	63	6.8
Kura teina	7	9	11	10	10	42.9

Immersion school	*All students involved in Māori-medium education for 20 to 25 hours per week.*
Bilingual school	*All students involved in Māori-medium education for three to 25 hours per week.*
School with immersion classes	*Some students involved in Māori-medium education for 20 to 25 hours per week.*
School with immersion and bilingual classes	*Some students involved in Māori-medium education for three to 25 hours per week.*
School with bilingual classes	*Some students involved in Māori-medium education for three to 20 hours per week.*
Kura kaupapa Māori schools	*Schools that follow Māori teaching philosophy.*
Kura teina schools	*Small schools associated with a larger kura kaupapa Māori.*

Figure 45: Māori membership of school boards of trustees by region, 2005

	All members		Elected parent rep		Appointed parent rep		Coopted member		
	Number of Māori members	Māori as a proportion of all members	Number of Māori members	Māori as a proportion of Māori members	Number of Māori members	Māori as a proportion of Māori members	Number of Māori members	Māori as a proportion of Māori members	Number of schools
	No.	%	No.	%	No.	%	No.	%	No.
Northland	378	36.0	234	40.1	17	34.7	41	51.3	141
Auckland	472	12.1	292	13.5	19	14.6	83	23.1	472
Waikato	459	19.6	271	20.4	21	27.6	82	39.2	297
Bay of Plenty	403	34.5	228	34.7	17	45.9	55	52.4	149
Gisborne	202	51.5	121	56.0	8	47.1	14	46.7	55
Hawke's Bay	238	23.8	136	24.3	20	37.0	16	28.6	128
Taranaki	93	12.8	55	13.4	6	20.7	13	22.4	92
Manawatu-Wanganui	286	18.5	169	19.3	9	15.8	36	32.4	202
Wellington	241	12.1	150	14.4	12	13.8	41	23.7	235
Tasman	16	6.6	8	5.7			4	33.3	32
Nelson	9	5.3							20
Marlborough	17	6.9	8	6.0			4	19.0	32
West Coast	23	8.8	11	7.4			8	40.0	36
Canterbury	121	5.2	66	5.2			22	12.3	289
Otago	60	5.0	34	5.2			13	15.1	149
Southland	38	5.7	17	4.3			6	15.8	87

Excludes The Correspondence School and the Chatham Islands.
Excludes those with unknown ethnicity.
Where there are fewer than three Māori board members, numbers have been suppressed for privacy reasons.

Figure 46: Board members at state schools by ethnicity and type of school, 2005

	Māori		Non-Māori	
	No.	%	No.	%
All members				
Primary	2,252	15	12,724	85
Composite	334	41.3	475	58.7
Secondary	439	14.1	2,677	85.9
Special	37	11.2	293	88.8
Total	**3,062**	**15.9**	**16,169**	**84.1**
Elected / appointed parent representatives				
Primary	1,518	16.3	7,767	83.7
Composite	196	45.3	237	54.7
Secondary	216	14	1,329	86
Special	14	9.5	134	90.5
Total	**1,944**	**17**	**9,467**	**83**
Coopted members				
Primary	282	25.6	820	74.4
Composite	36	56.3	28	43.8
Secondary	112	33.1	226	66.9
Special	10	19.6	41	80.4
Total	**440**	**28.3**	**1,115**	**71.7**

Excludes those with unknown ethnicity.

Figure 47: Board of trustee members by ethnicity and gender, 2005

	Total number	Māori Male	Female	Total number	Non-Māori Male	Female	Total number of schools
	No.	%	%	No.	%	%	No.
Primary	2,252	36.6	63.4	12,724	48.6	51.4	1,982
Composite	334	35.3	64.7	475	55.6	44.4	91
Secondary	439	45.9	54.1	2,677	58.2	41.8	302
Special	37	40.5	59.5	293	42.0	58.0	44
Total	**3,062**	**37.8**	**62.2**	**16,169**	**50.3**	**49.7**	**2,419**

Excludes those with unknown ethnicity.

Appendix 3 – Glossary

Adult Literacy Learning Pool	Funding pool that provides for quality literacy learning opportunities.
Āhuatanga Māori	Māori tradition.
Ako	Māori concept of teaching and learning.
Alternative Education Policy	An alternative education experience for students, aged between 13 and 15, who have become alienated from mainstream education.
Anau Ako Pasifika	Pasifika parent support and development programme.
Anga Marautanga o Aotearoa	New Zealand Curriculum Framework.
AtoL	Assess to Learn.
asTTle	Assessment Tools for Teaching and Learning, He Pūnaha Aromatawai mō te Whakaako me te Ako.
Atawhaingia te Pā Harakeke	Training and support programme that directly assists Māori and iwi provider groups to provide whānau support services and early childhood education within their own communities.
Best Evidence Syntheses	Research that draws on different pieces of existing research, increasing the sector's understanding about what works in education.
Better Information to Address Barriers to Learning Project	Project aimed at developing a resource for educators, assisting them to clarify possible reasons why a child is not progressing as expected.
Bilingual classrooms / units	Classes in which some students in a school are involved in te reo Māori (Māori-medium) education for between three and 20 hours per week.
Bilingual schools	Schools in which all students are involved in kaupapa Māori (Māori-medium) education for between three and 20 hours per week.
Centres for Innovation	Early childhood education research and development project focused on innovative early childhood education practice.
Community-Based Language Initiatives	A programme that develops and collects Māori teaching and learning materials.
Community Technicians Project	A two-year information and communications technology (ICT) project aimed at adult learners and schools.
Culturally-responsive teaching	Teaching practice that helps learners become knowledgeable about the history and cultural traditions of whānau, hapū and iwi.
Curriculum stocktake	An investigation into a number of problems and issues associated with the New Zealand curriculum and its development.
Decile	A rating system that rates schools by the socio-economic status of its community.
Decile funding	Funding based on decile rating.
Diploma of Teaching (ECE) Whāriki Papatipu	A bicultural early childhood education qualification.
English-medium (mainstream) education	Education delivered in English.
Enhancing Effective Practice in Special Education	A project that aims to develop teacher knowledge and share ideas on how to support learners who require significant adaptation to the curriculum (ie, learners with special education needs).
Extending High Standards in Schools	A project enabling schools successfully raising the educational standards of their students to combine with other schools to take the next step up.
Gateway	A programme for senior secondary school students offering workplace learning integrated into a student's school education.
Hapū	A Māori sub tribe.
Home Interaction Programme for Parents and Youngsters	Home-based programme that helps parents create experiences for their children that lay the foundation for success in school and later life.
Hui Taumata Mātauranga	Māori education summit, hosted by Ariki Tumu te Heuheu of Ngāti Tūwharetoa.

Immersion classes	Classes in which some learners are involved in kaupapa Māori (Māori-medium) education for more than 20 hours per week.
Immersion school	Schools in which learners are involved in kaupapa Māori (Māori-medium) education for more than 80 percent of the time.
Iwi	Tribe.
Kaiako	Teacher.
Kaitakawaenga	Māori liaison advisor.
Kaitiaki	Guardian, protector, steward.
Kanohi-ki-te-kanohi	Face-to-face.
Kapa haka	Māori performing arts group.
Kaumātua	Older / senior person.
Kaupapa Māori	Conceptually Māori.
Kaupapa Māori Literacy Strategy	Information drawn from a 2005 stocktake of programmes, projects, and resources that contribute to literacy achievement in kaupapa Māori (Māori-medium) settings.
Kei Tua o te Pae, Assessment for Learning: early childhood education exemplars	Early childhood education exemplars project.
Kōhanga reo	Māori language early childhood education service.
Kōrero	To talk / speak.
Kura	School.
Kura kaupapa Māori	Māori language immersion school that is administered and delivers a curriculum in accordance with Te Aho Matua philosophy.
Literacy Professional Development Project	Project offered to schools with students in years one to six and / or years seven to eight, which provides them with in-depth school-wide professional development in literacy.
Mahere Rautaki Māori	Māori strategy for special education.
Mainstream	Education delivered in English.
Māori	Indigenous peoples of New Zealand.
Māori Education Strategy	A document outlining high-level goals and strategic direction intended to guide education policies and programmes.
Māori-medium education	Students are taught curriculum subjects in both te reo Māori and English or in te reo Māori only.
Mapihi Pounamu	Fund targeted at students who face barriers to learning through difficult home circumstances and attend school away from local secondary school (eg, boarding school).
Marautanga o Aotearoa, The New Zealand Curriculum / Marautanga Project	Project to implement the recommendations of the Curriculum Stocktake Report (2002).
Mātauranga Māori	Māori knowledge.
Modern Apprenticeships	Workbased education initiative for young people, designed to give young people access to high-quality workplace learning.
Mokopuna	Grandchild(ren), descendant(s).
National Administration Guidelines	Statements of desirable codes or principles of conduct or administration for all schools referred to in the Education Act 1989.
National Certificate of Educational Achievement (NCEA)	National qualification for secondary school learners.
National Education Monitoring Project (NEMP)	Project that conducts annual surveys of educational achievement nationally, at years four and eight, on four-yearly cycles of learning areas and skills.
Ngā Arohaehae Whai Hua: Self-Review Guidelines	Guidelines for early childhood education.
Ngā Huarahi Arataki: Pathways to the Future	A document setting out the government's direction for early childhood education over the next 10 years.

Ngā Kai o te Puku Tupuna	Whanganui Iwi Education Plan.
Ngā Pae o te Māramatanga	National Institute of Research Excellence for Māori Development.
Ngā Taumata Whakapakari	Provides literacy-specific professional development to resource teachers of Māori and teachers working in kaupapa Māori schools.
Ngā Taumatua	A 12-month professional development programme for resource teachers of Māori.
Ngāti Tūwharetoa	Tribe situated in the central North Island.
Online Learning Centre, Te Kete Ipurangi	A bilingual web community that provides quality-assured educational material for New Zealand teachers, school managers, and the wider education community.
Pākehā	New Zealand European.
Pāngarau	Mathematics.
Parent Mentoring Initiative	Project that assists the forming of relationships between parents and school that enables both parties to contribute more effectively to the education and achievement of students.
Parent Support	Part of a package of services to support the Early Intervention Programme that seeks to ensure that all vulnerable children receive the support they need from before birth to their transition to school, to provide them with the best start in life and enable them to maximise their potential.
Parents as First Teachers	Provides practical support and guidance to families with young children, from before birth to three years.
Pasifika	People of Pacific Island descent.
Pasifika Education Plan	Outlines the goals, targets, and areas of focus for Pasifika education.
Pathways to the Future: Ngā Huarahi Arataki	A document setting out the government's direction for early childhood education over the next 10 years.
Performance-Based Research Fund	Tertiary education research made up of a number of subject-based panels and set up to evaluate the research quality, with one focused on Māori knowledge and development.
Poutama Pounamu	A research whānau that develops, trials, and evaluates, in culturally-appropriate ways, behaviour and learning resources and assessment procedures for Māori students.
Pouwhakataki	A role charged with linking tamariki, rangatahi, whānau, and educators to information about education.
Private training establishments	Training establishments in New Zealand offering a wide range of courses, most tending to specialise in particular subjects.
Programme for International Student Assessment	Starting in 2000, every three years, PISA assesses reading literacy, mathematical literacy, and scientific literacy.
Progress in International Reading Literacy Study	International research project designed to provide information on the reading literacy of year five students.
Promoting Early Childhood Education Participation Project	Review targeting communities with high proportions of Māori and Pasifika children and low early childhood education participation rates.
Puna kōhungahunga	Whānau playgroups that give an opportunity for whānau to support the early learning of their babies and young tamariki.
Rangatahi	Young person / youth.
Rohe	Area / specific geographic location.
Roopu	Group.
Resource teachers: learning and behaviour	Specialist teachers who help classroom teachers teach and develop programmes for children and young people with learning and behaviour difficulties.
Rūnanga	Senior board or committee, conference (n. & v.).
Section 155 kura kaupapa Māori	A school whose board is required to ensure that te reo Māori is the primary language of instruction and that the school operates in accordance with Te Aho Matua.
Section 156 designated-character schools	A school whose aims, purposes and objectives constitute the school's designated character, eg, a character based on language.
Sharpening the Focus, Kia Hāngai te Titiro	A newsletter for school boards, principals, and teachers on revised (1999) National Administration Guidelines.

Skill Enhancement Rangatahi Maia	Vocational training programme for young Māori that provides a bridge between school, work, and further education.
Special Education Grant	Grant to ensure children and young people with special education needs access the curriculum and take part in education.
Special Supplementary Grants	Grants for tertiary education institutions to use to increase and improve student retention and completion rates.
Student Engagement Initiative	Project aimed at lowering student non-participation in schooling.
Study Support Centres	Centres aimed at assisting senior primary school students (years five to eight) in low-decile schools.
Talent Development Initiative	The development of innovative approaches in gifted education that result in improved outcomes for gifted and talented students.
Tamaiti	Child.
Tamariki	Children.
Te Aho Matua	Māori conceptual charter education philosophy subscribed to by kura kaupapa Māori.
Te Akatea	Māori Principals' Association.
Te Hiringa i te Mahara	Māori secondary teacher capability and workload project.
Te Kauhua	Professional learning pilot project for teachers.
Te Kōhanga Reo National Trust	National body that administers kōhanga reo.
Te Kotahitanga	Year nine and 10 research and professional development project.
Te Mana	Initiative encouraging students of all ages to take responsibility for their education: Māori learners, whānau, iwi, education providers, and the community.
Te Mana Kōrero	Video information and workshop for teachers.
Te Marautanga	New Zealand curriculum.
Te Poutama Tau	Māori numeracy project.
Te Rautaki Mātauranga Māori	Tertiary Education Strategy's second strategy.
Te reo Māori	The Māori language.
Te Roopu Wāhine Māori Toko i te Ora	Māori Women's Welfare League.
Te Tari Puna Ora o Aotearoa	New Zealand Childcare Association.
Te Tere Auraki	Mainstream professional development framework.
Te Whāriki	Early childhood curriculum document.
TeachNZ Scholarships	Financial assistance available to encourage people to study for a teacher education qualification.
Team-Up	An initiative encouraging parents to team up with their kids, their teachers, and whānau to encourage and support students as they learn.
Tertiary Special Supplementary Grants	Supplementary grants that provide institutions with funding support for Māori and Pasifika students to improve participation, retention, and completion in tertiary education.
Tikanga Māori	Māori customs and concepts.
Tipuna rohe	Primary geographical area.
Tomorrow's Schools	Tomorrow's Schools was launched as a major reform initiative by the fourth Labour government.
Training Opportunities	Labour market programme providing foundation and vocational skills training at levels one to three.
Trends in International Mathematics and Science Study	An extensive study that focuses on mathematics and science, conducted every four years. It collects educational achievement data from year five and year nine students.
Tribal Wānanga	Tribal meetings where knowledge particular to the tribe or sub tribe is transferred to participants.
Tū Tangata	An initiative that helps schools engage and involve Māori communities in the life of a school.

Tumuaki	Head teacher, senior role, principal.
Waiata	To sing, a song.
Wānanga	Māori tertiary establishment characterised by teaching and research that develops, maintains, advances, and disseminates knowledge.
Whakaaro Mātauranga	Strategy aimed at raising expectations of Māori achievement among Māori, the community, and education providers.
Whakapapa	Genealogy.
Whakapiki i te Reo	Professional development for teachers working in kaupapa Māori (Māori-medium) schools to strengthen Māori language skills.
Whānau	Family.
Whānau Toko i te Ora	A parent support and development programme administered by the Māori Women's Welfare League.
Wharekura	Kaupapa Māori (Māori-medium) school from years nine to 15.
Youth Training	Offers young people under 18 with low qualifications the chance to gain valuable skills that will help them to get a job.