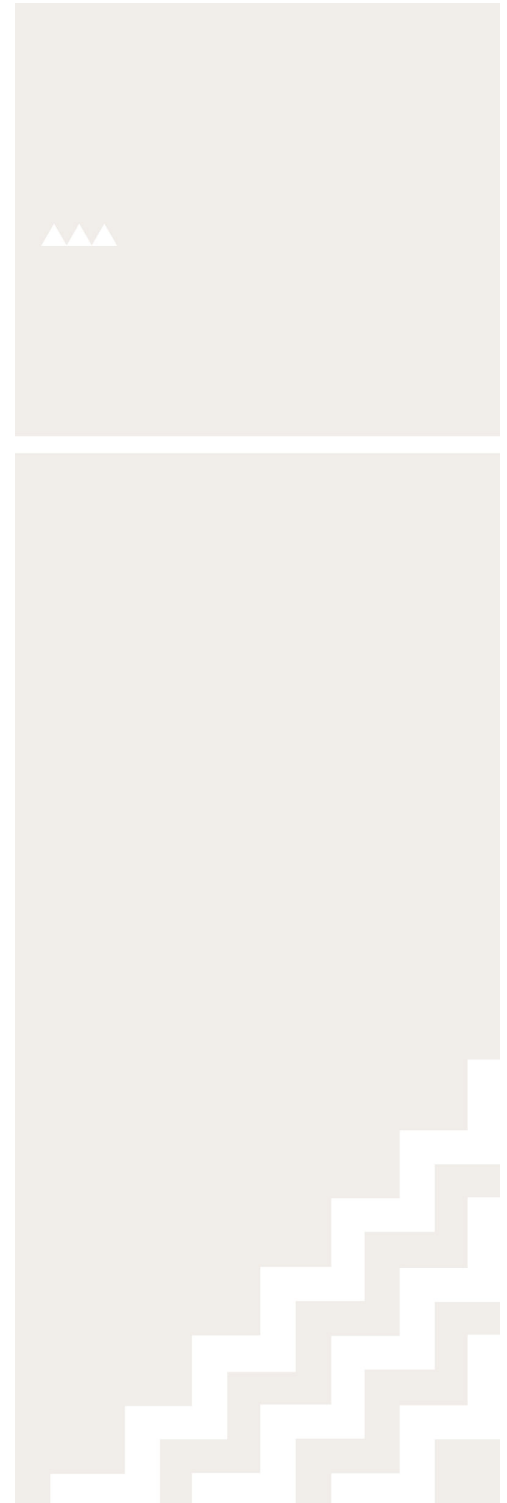




Ngā Haeata Mātauranga

2008/09



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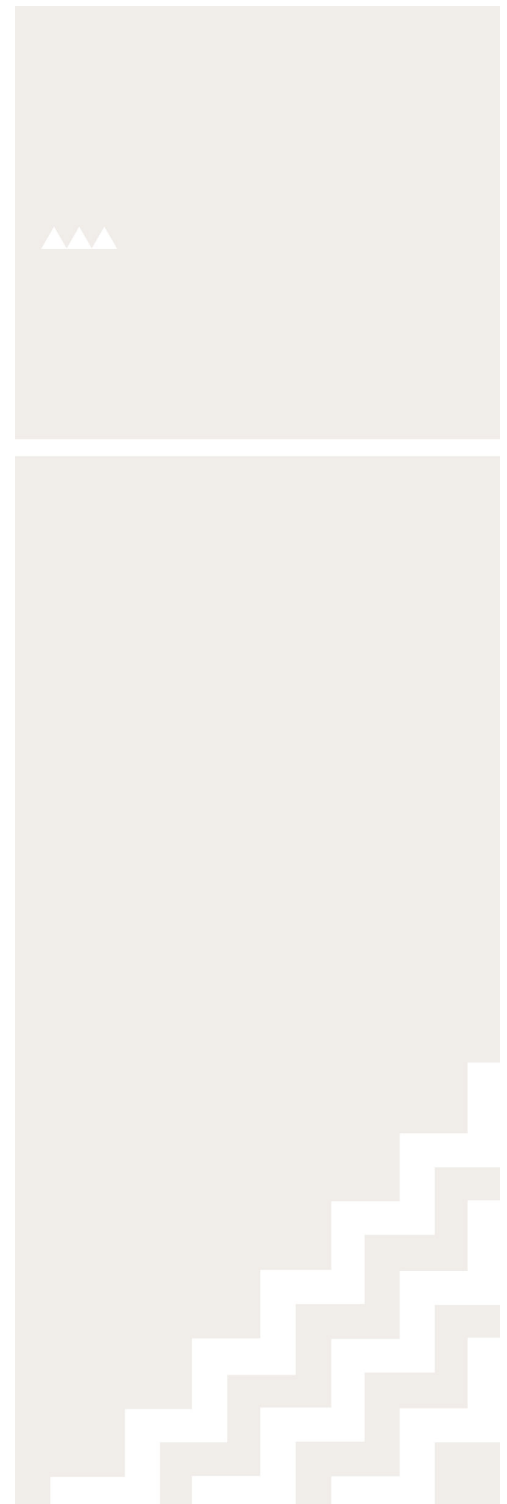
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Introduction



Ngā Haeata Mātauranga - Annual Report on Maori Education 2008/09

Introduction

Ngā Haeata Mātauranga is a series of annual reports that monitor the achievement of Government's priorities for the educational success of Māori learners.

Success in education is fundamental to the wellbeing of all people, and to New Zealand as a whole.

The education system is responsible for ensuring Māori people are able to realise their inherent potential as Māori, as New Zealanders, and as citizens of the world.

As citizens of New Zealand, Māori have the right to expect the education system to deliver the outcomes enjoyed by all.

As the indigenous people of New Zealand, Māori have the right to expect that the education system will also support their wellbeing and development aspirations, and the regeneration of the Māori language and culture.

Historically, the education system has been underperforming for Māori learners and their whānau, iwi and communities.

In 2008, the Ministry of Education released its strategy to lift the performance of the education system to ensure that Māori enjoy education success as Māori.

Government's Education Priorities

In the [Statement of Intent 2009–2014](#), the Government identified six priority outcomes for 2009/10 on which the Ministry of Education will focus its resources and funding:

- Every child has the opportunity to participate in high quality early childhood education
- Every child achieves literacy and numeracy levels that enable their success
- Every young person has the skills and qualifications to contribute to their and New Zealand's future
- Relevant and efficient tertiary education provision that meets student and labour market needs
- Māori enjoying education success as Māori
- The Ministry is capable, efficient and responsive to achieve education priorities

Ngā Haeata Mātauranga contributes to monitoring the achievement of Government's key education priorities as they relate to Māori learners, their parents, whānau and families.

The Ministry's [Statement of Intent 2010-2015](#) confirms these key education priorities with one update - the first priority has changed to "Increasing opportunity for children to participate in quality early childhood education."

[Ka Hikitia – Managing for Success: The Māori Education Strategy 2008–2012](#) sets out key outcomes, goals, actions and targets to better focus the Ministry of Education's activities on achieving educational success for and with Māori learners.

Ngā Haeata Mātauranga 2008/09 provides a report on progress in achieving the goals, actions and targets of *Ka Hikitia – Managing for Success*. As such, it has moved away from being a stocktake of activities to monitoring the effectiveness of the Ministry of Education and other education agencies in lifting system performance for and with Māori learners.

Ngā Haeata Mātauranga 2008/09 sets out the beginning of system change in 2008/09. New monitoring and reporting processes will enable the next report to provide a more substantive picture of progress being made to achieve the outcomes sought through *Ka Hikitia – Managing for Success*.

Message from the Secretary for Education

Karen Sewell

*E ngā mana, e ngā reo,
E, ngā karangatanga maha,
huri noa i Aotearoa nei
Tēnā koutou tēnā koutou,*

Nga Haeata Matauranga provides us with a valuable overview of how the education system is performing for Māori and helps us plan future activity to improve education outcomes for Māori.

A key part of this is reporting on the progress being made with the implementation of *Ka Hikitia – Managing for Success*.

The Ministry is committed to making decisions and investments which raise educational achievement for Māori. The report shows that we are making some progress.

Increasing numbers of new entrants are taking part in early childhood education. There has been a steady increase in retention in school and more Māori students are enrolling and achieving in tertiary education.

However we are a long way from achieving the goals and targets set in *Ka Hikitia – Managing for Success*.

We know that high quality early childhood education has long lasting benefits for children. We need to ensure that more children develop those strong learning foundations as early as possible. This greatly increases their chances of staying engaged at school and gaining high level qualifications that will set them up for life.

Our research programmes continue to inform us about what works best for Māori learners. We need to continue to build on this information and share what we know. Collaboration with the sector is critical so that decisions are based on evidence of what actually works.

We must continue to encourage a greater understanding of *Ka Hikitia – Managing for Success* in the education sector. The success of the strategy depends on Ministry staff incorporating Ka Hikitia into their daily work and working confidently and closely with iwi and Māori education groups to deliver better results.

We will be using *Ka Hikitia – Managing for Success* and Ngā Haeata Mātauranga to reflect on our effectiveness to date and to focus our activities and investments for the future.

Kia kaha ki te mahi. Ana, mahia!

Karen Sewell

Secretary for Education/Chief Executive of the Ministry of Education.

Ministerial Messages

Message from Hon Anne Tolley, Minister of Education

Tena koutou katoa,

<i>Ko te manu kai i te miro</i>	<i>The bird which feeds on the miro</i>
<i>nona te ngahere.</i>	<i>owns the forest</i>
<i>Ko te manu kai i te matauranga</i>	<i>The bird that feeds on education</i>
<i>nona te ao.</i>	<i>Owns the world.</i>

Success in education is fundamental to the well-being of all people, to all communities and to our nation. A high performing education system at all levels is essential if we are to ensure that New Zealand's young people have the skills they need to be successful.

This Government is passionate about education and ambitious for every learner to enjoy success. Strong foundations built through ongoing participation in high quality early childhood education, supported by mastery of literacy and numeracy in the first years of schooling, are essential for accessing the world leading curriculum we have in our schools and kura. Smooth transitions to secondary schooling and engaging young people through multiple learning pathways that result in qualifications needed to grow the economy, is our goal. We want more people to achieve qualifications at level 4 and above by age 25. It is our combined responsibility to make this happen.

Our overarching priority for education is to lift achievement for every learner.

We particularly want to raise achievement levels for and with Māori learners, their families, whānau and iwi. The evidence is overwhelming and irrefutable that the education system must do better for and with Māori where ever they are. We will not ignore this evidence.

In 2009, *Ka Hikitia – Managing for Success: The Māori Education Strategy 2008 – 2012* was refreshed. Its strategic outcome, *Māori enjoying education success as Māori* is a key government priority. *Ngā Haeata Mātauranga* reports on what has been happening to advance the goals of *Ka Hikitia – Managing for Success* in 2008/09. We have no room for complacency.

Achieving positive changes to ensure every young person has the knowledge, skills and values they need to participate successfully in 21st century New Zealand and the international community drives our efforts, deliberations and decisions.

We can and will continue to provide leadership. We can and will, with your active participation, create the environment for success.

Hon Anne Tolley

Minister of Education

Message from Hon Dr Pita Sharples, Minister of Māori Affairs, Minister of Education

Tihei mauri matauranga!

I roto i te mātauranga, kua kite nei tātau, i te wairua kaha, o ngā rangatira, Māori, e arataki ana, i ngā rautaki, pērā i te Kohanga Reo, te Kura Kaupapa, Wananga hoki. Nā ēnei rangatira i whakatō, te mātauranga, hei whaingā mā ngā reanga, tipu ake. Mā tēnei mātauranga, ka taea, e ngā Whānau, te whai i ngā moemoeā ā ngā mātua tīpuna, mā tēnei mātauranga, e whakatuwhera ngā kuaha, e taea ai e ngā mokopuna, tamariki, Whānau hoki, te whai atu i nga taumata tiketike o te mātauranga e hiahia ana e rātau.

Ka mau rā te wehi! Kua ara ake anō te wairua, o tātau, mātua tīpuna, i roto i ēnei whakaaturanga, ki a tātau, i tēnei rā. Nōreira rau rangatira mā, kua ea, tā tātau huihuinga.

Noho iho rā, i raro i ngā manaakitanga o te runga rawa.

Tena tatou, tena tatou, tena koutou katoa.

There is a challenge facing us in education today, the outcome of which will affect the future of all New Zealanders. The challenge is to create an education system that supports the right of Māori students to live and learn as Māori, to reach their potential, and go on to contribute to their whānau, iwi and our nation.

Ka Hikitia – Managing for Success, the Māori Education Strategy, seeks to transform the way in which the education system performs for and with Māori. It turns past practices on their head, moving away from a view of Māori learners failing within a system, to viewing the system as responsible for Māori enjoying education success as Māori.

The key to *Ka Hikitia – Managing for Success*, and to all good education policy, is basing decisions and investments on firm evidence about what works. *Ngā Haeata Mātauranga 2008/09* reports on progress for and with Māori in 2008/09. From this we can see which successes can be built upon, and where urgent action is required.

Twenty-one years ago, in the 1988 Report of the Royal Commission on Social Policy, Manuka Henare wrote a paper entitled *Ngā Tikanga me ngā ritenga o te Ao Māori*. In that paper he suggested:

“The leaders, experts, and ancestors of days gone by ... signposted the pathways to progress, our task was but to follow their signs. If we, as a distinct people are to enter the 21st Century as Māori, it will be on this path signposted by our ancestors and founded on their standards and values.”

So as Māori – mana whenua – we must take up our role as the Treaty partner seriously. The changes we are working for in education will help ensure our children can live and learn as Māori, as members of iwi, as descendants of proud forbears, celebrate our language, our culture and our history, and become the strong leaders of the future. *Ngā Haeata Mātauranga* provides us with a way of monitoring our progress towards this goal.

Hon Dr Pita Sharples

Minister of Māori Affairs

Associate Minister of Education

Ka Hikitia – Managing for Success: The Māori Education Strategy 2008–2012

'Māori enjoying education success as Māori' is the overarching strategic intent of *Ka Hikitia – Managing for Success*.

The importance of this intent is also reflected in the key Government education priorities, one of which is 'Māori enjoying education success as Māori'.

Ka Hikitia – Managing for Success identifies four broad outcomes that Māori learners will experience from the implementation of the strategy:

1. Māori learners working with others to determine successful learning and education pathways
2. Māori learners excelling and successfully realising their cultural distinctiveness and potential
3. Māori learners successfully participating in and contributing to te Ao Māori
4. Māori learners gaining the universal skills and knowledge needed to successfully participate in and contribute to Aotearoa New Zealand and the world.

Ako

Ka Hikitia – Managing for Success identifies that the key to realising Māori education potential is **ako**, reciprocal teaching and learning relationships.

Key aspects of *ako* are:

- **Language, identity and culture count** – knowing where learners come from and building on what learners bring with them
- **Productive partnerships** – Māori learners, families, iwi and educators working together to produce better outcomes.

To achieve these outcomes, *Ka Hikitia – Managing for Success* identifies:

- Focus areas, based on what we have learnt about areas where the greatest change is required
- A plan for action with goals and actions that will achieve the outcomes sought
- Targets and measures to measure our progress towards success

Ngā Haeata Mātauranga 2008/09 Report Contents

Ngā Haeata Mātauranga 2008/09 reports on the beginning of system change from the 2008 implementation of [Ka Hikitia – Managing for Success: The Māori Education Strategy 2008–2012](#).

This report covers progress from July 2008 to December 2009 in the four focus areas of *Ka Hikitia – Managing for Success*:

- [Foundation Years](#)

A child's life from birth through to the first few years at school.

- [Young People Engaged in Learning](#)

The period in a Māori learner's life where the evidence clearly shows they are most vulnerable – years 9 and 10 – and tertiary and lifelong learning.

- [Māori Language in Education](#)

Education settings where Māori language and culture make up some or all of the teaching and learning programme.

- [Organisational Success](#)

The Ministry of Education's role in leading and facilitating an education system that is effective for and with Māori learners.

Improving the performance of the education system for and with Māori requires people in education to transform the ways they think and act.

Transformation of thinking begins with the **Māori Potential Approach**, which requires a move away from focusing on problems and failure to focusing on making the most of opportunities for success.

Transformation of action begins with a commitment that all work and all decision-making in the education sector will focus on what will make the most difference for Māori education success.

For each focus area, *Ngā Haeata Mātauranga 2008/09* sets out:

- **Introduction**
- **Summary** of progress against the *Ka Hikitia – Managing for Success* targets and actions.
- **Discussion** for each **goal** including:
 - Why is this goal important?
 - What does the data say?
 - What progress has been made
- **Case studies of good practice**
- **Commentary** on progress made in each goal
- **Looking ahead**

Karakia

Karakia Timata

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

*Managing Success!
Encourage and support!
And raise it to its highest
level!
Ensure that high
achievement is maintained.
Holdfast to our Māori
Potential.
Our Cultural Advantage.
And our Inherent Capability.
Nurture our mokopuna.
The leaders of the future.*

*Behold, we move onwards
and upwards!*

Karakia Mutunga

*Kua hikitia te kaupapa.
Kua takoto te wero.
Me hoe tahi i runga i te
whakaaro kotahi.
Tiaki tō tāua oranga.
Kia kaha ai mo te tuku
taonga.
Kia tutuki ngā hiahia mō
Ka Hikitia.
Tihei mauriora!
Ki te whai ao!
Ki te whai oranga e!
Mauriora!*

*We have come to an
awareness.
The challenge lies before
us.
Let us work together as
one.
Stay well so that we have
the ability to
manage success.
Behold, here is the
pathway to enlightenment
and wellbeing.
What a positive feeling!*

Developing Karakia Timata, Karakia Mutunga

Initially, Tokararangi Totoro, Pouarahi-a-Takiwa/District Māori Advisor developed the Karakia timata for the Group Special Education Taitokerau District Management Team.

Our Management Team was very positive about the karakia so I had to compose a closing karakia. The main reason I composed these karakia was to tautoko the Ka Hikitia kaupapa and to add a taha wairua dimension to it. Initially, my vision for this karakia did not go beyond the offices of the Ministry Taitokerau District. Given that we have district meetings, regional and national meetings and a very active email service these two karakia found themselves in the Ministry's National Office.

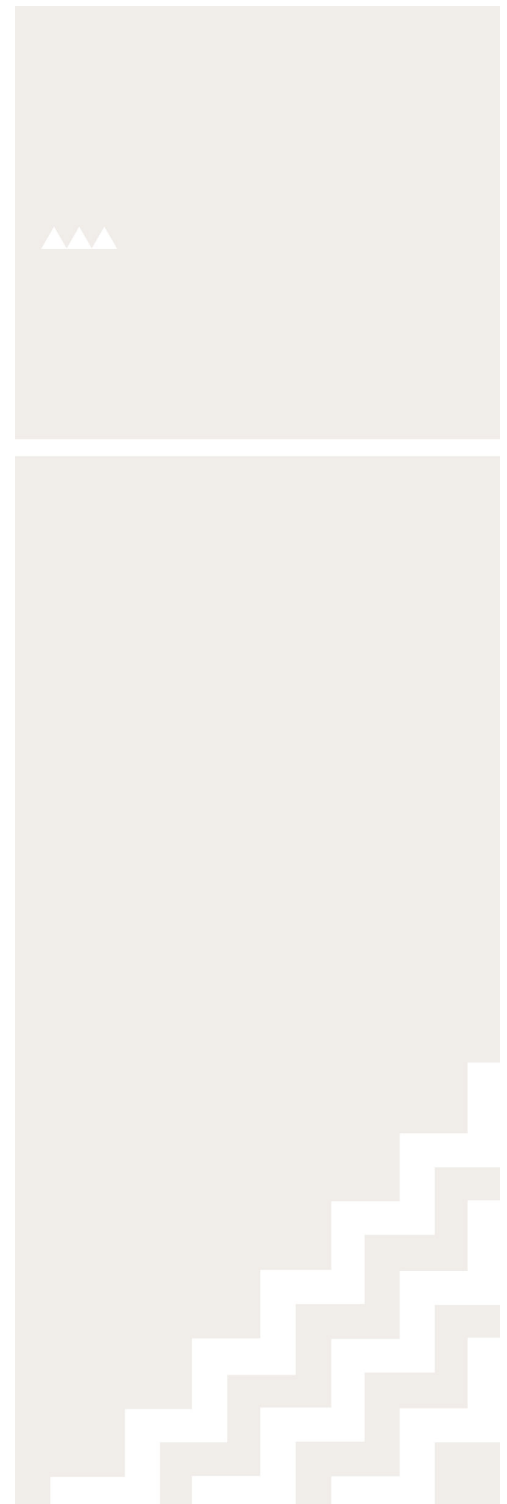
Tokararangi Totoro, Pouarahi-a-Takiwa/District Māori Advisor

These karakia were created by Tokararangi Totoro, Pouarahi-a-Takiwa/District Māori Advisor based in Whangarei, who gifted them to all the people in the Ministry of Education.

The development and welcoming of these karakia signify the change happening within the Ministry and across the education sector and Māori communities through the individual and shared commitment to achieving the goals of *Ka Hikitia – Managing for Success*.



Foundation Years



Ngā Haeata Mātauranga - Annual Report on Maori Education 2008/09

Foundation Years

Ngā Haeata Mātauranga 2008/09 focuses on monitoring progress in achieving the goals of *Ka Hikitia – Managing for Success: The Māori Education Strategy 2008–2012* from July 2008 to December 2009.

This section reports on progress in 2008/09 in the **Foundation Years** focus area of *Ka Hikitia – Managing for Success*.

Successful learning in children’s early years is the first step to ensuring they remain engaged and achieving in education as they progress in education.

To ensure ‘Māori enjoying education success as Māori’, learners must have access to high-quality early childhood education and effective teaching in their first years at school.

Parents, families and whānau, iwi, communities, teachers and professional leaders all have a critical role in ensuring children’s educational success.

Contents

This section includes:

How to achieve change?

Summary of progress against the *Ka Hikitia – Managing for Success* targets and actions.

Discussion for each goal including:

- Why is this goal important?
- What do the data say?
- What progress has been made?

Overarching strategic intent

Ka Hikitia – Managing for Success: The Māori Education Strategy 2008–2012 sets out the Ministry of Education’s approach to achieving educational success for and with Māori through to 2012.

The overarching strategic intent of *Ka Hikitia – Managing for Success* is:

‘Māori enjoying education success as Māori’.

The goals of the Foundation Years focus area are:	
<u>Goal 1</u>	Continue to increase Māori children’s participation in early childhood education
<u>Goal 2</u>	Improve the quality of early childhood experiences and education services attended by Māori children
<u>Goal 3</u>	Strengthen the quality of provision by Māori language early childhood education services
<u>Goal 4</u>	Improve effective transitions to school
<u>Goal 5</u>	Improve teaching and learning of literacy and numeracy for Māori learners in their first years of school
<u>Goal 6</u>	Strengthen the participation of Māori whānau in their children’s learning in the early years at school.

How to achieve change?

Government's actions to achieve the Foundation Years goals of *Ka Hikitia – Managing for Success* have been focused on:

- increasing participation in early childhood education for those who currently do not participate
- developing and implementing the *National Standards* to improve literacy and numeracy as the foundations for further learning and education success.

These two factors have the potential to make the most difference for Māori learners.

The actions in *Ka Hikitia – Managing for Success* are based on what [evidence shows](#) are the most effective ways to achieve system change in the Foundation Years:

- Increasing professional learning and capability of teachers:
 - high-quality teaching makes the most difference to student achievement across the sector
 - research has identified the characteristics of teaching and professional development that improve Māori learner outcomes.
- Focusing on responsive and accountable professional leadership:
 - principals or lead teachers who focus on teaching and learning as the major part of their role improve outcomes for learners.
- Increasing whānau and iwi authority and involvement in education:
 - parents, families and whānau play a critical role in supporting their children's learning right from the start
 - learning is more effective when whānau and iwi are valued partners in the education process and when educators, whānau and iwi are open to learning from and with one another.

Education Agencies

- Ministry of Education
- Tertiary Education Commission
- New Zealand Qualifications Authority
- Education Review Office
- Career Services
- New Zealand Teacher's Council

Ministry of Education Statement of Intent 2009-14

The Chief Executives of all six government education agencies (see below) are committed to collective strategic leadership to ensure that Government's priority outcomes for education are achieved.

The priority outcomes inform the [operating intentions](#) of each agency.

Priority outcomes for the Foundation Years are:

Priority Outcome 1: Every child has the opportunity to participate in high-quality early childhood education

Regular participation in high-quality early childhood education for a sustained period before primary school has been shown to positively influence a child's future educational achievement.

Priority Outcome 2: Every child achieves literacy and numeracy levels that enable their success

The New Zealand Curriculum and Te Mātauranga o Aotearoa, for Māori-medium education, provide the framework for what students need to learn during school in order to achieve their potential and participate fully in adult life. Literacy and numeracy skills are the foundation for continuing learning and provide access to other parts of the curriculum. For example, literacy and numeracy are needed to interpret and interrogate scientific concepts.

Summary

This section [summarises progress](#) in achieving the goals of *Ka Hikitia – Managing for Success* in the Foundation Years focus area.

It reports on achievement of:

- targets
- actions.

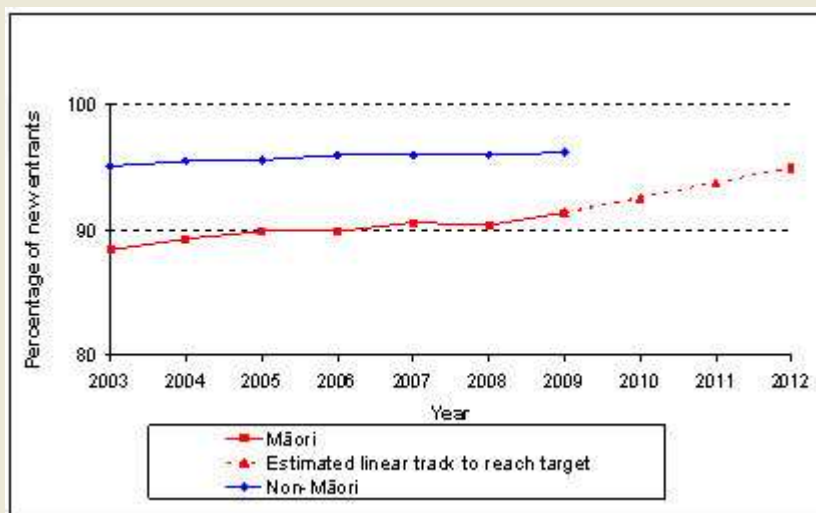
Foundation Years Summary:

Targets

Ka Hikitia – Managing for Success sets out key targets for measuring progress in achieving the goals of the **Foundation Years** focus area:

- increase the percentage of Māori new-entrant school children who have participated in early childhood education from 90% in 2006 to 95% by 2012.

Figure 1: Percentage of new-entrant school children who have participated in early childhood education prior to starting school



- increase the mean reading scores in the Progress in International Reading Literacy Study (PIRLS) for Māori year 5 students by 7% by 2011.
- in schools involved in indepth professional development, increase the proportion of Māori learners in English-medium education achieving at stage 4 or above on the number framework by the end of year 2 to be equal to or better than the proportion of non-Māori by 2015.

Actions

Table 1: Outlining the goals and actions of the Foundation Years focus area.		
Goal	Action	Progress July 2008–December 2009
Goal 1: Continue to increase Māori children's participation in early childhood education	Strengthen national communications and engagement campaigns and programmes to promote early childhood education participation to whānau and support them to make informed choices about early childhood education options	Work is underway to develop a new web-based resource for parents, families and whānau. Pouwhakataki (community liaison officers) have been working with whānau and education providers to share information and promote informed decision making
	Focus Ministry of Education resources on establishing new community based early childhood education services to meet the needs of Māori in areas of low early childhood education participation	Counties Manukau Project announced the development and funding for three new centres and established three new playgroups Discretionary Grants Scheme: Funding from the discretionary grants scheme will create more than 400 new places in early childhood education centres. The grants include more than \$5 million for new capital works in Counties Manukau.
	Review and focus the Promoting Participation Project to increase demand by whānau in areas of lowest participation	Promoting Participation Project. 1411 Māori children were enrolled in the Project between July 2008 and December 2009.
Goal 2: Improve the quality of early childhood experiences and education services attended by Māori children	Review referral and assessment systems to ensure equitable access for Māori children to quality special education early intervention services	Development of an external review process for Specialist Service Standards which includes the evaluation of access, engagement and assessment for Māori clients eligible for, or receiving, special education services. Additionally work has been completed, and shared with kaitakawaenga , on a model of practice that focuses on supporting culturally-appropriate engagement and access for Māori clients.
	Establish evaluative reviews of the quality of provision for Māori children in early childhood education services	The Education Review Office (ERO) has included questions relating to <i>Ka Hikitia – Managing for Success</i> into reviewer questions for its evaluations of services. The ERO undertook a pilot study of the effectiveness of early childhood education services for Māori in 2008 and is shortly to release a national evaluation report.
	Strengthen regulatory processes for licensing early childhood education services that better reflect quality provision for Māori	The new ECE regulatory framework came into force on 1 December 2008. All new ECE services will be licensed under the new framework, which requires them to implement the principles and strands from the bi-cultural curriculum <i>Te Whāriki</i> .
	Integrate the best evidence of what works for Māori children into all early childhood education professional development programmes to support effective teaching and learning	In 2008/09, early childhood education professional development was focused on better supporting services to promote and reinforce Māori cultural distinctiveness in the context of teaching and learning.
	Increase support for Māori whānau and their children with special needs to access assessment and intervention programmes as early as possible	In special education, kaitakawaenga worked alongside specialists, helping them provide culturally-appropriate services to Māori children and young people, and their families, whānau and educators. Local partnerships were established with kōhanga reo, Māori health providers, and iwi to improve knowledge of and access to early intervention services.

<p>Goal 3: Strengthen the quality of provision by Māori-language early childhood education services</p>	<p>Develop an agreed set of outcomes that define Ministry of Education support to enable Te Kōhanga Reo National Trust to provide leadership to kōhanga reo</p>	<p>Work with Te Kōhanga Reo National Trust continued. A working group was convened to look at funding, sustainability and quality of kōhanga reo. It has identified shared objectives, and options on funding, quality and sustainability. A report from the working group is currently under development and is expected to be completed by June 2010.</p>
	<p>Support teachers in Māori-language early childhood education services to upgrade their qualifications to meet teacher registration requirements</p>	<p>In 2008/09 the Government continued to offer awards to help teachers gain qualifications. In 2009, 23 Māori students applied for study grants. The grants help students to gain their first ECE teaching qualification. In 2009, 330 Māori teachers received incentive grants. Incentive grants support ECE services to meet the qualification requirements for licensing. Of these, 31 incentive grants went to Māori immersion or bilingual ECE services (where Māori is used at least 51% of the time). In 2009, 97 Māori students received TeachNZ Scholarships. Of these 24 received a scholarship which is mainly for those students who will enter a bilingual/immersion setting.</p> <p>700 TeachNZ ECE Scholarships are available annually for students from low income backgrounds or students undertaking specific programmes equipping them to teach in kaupapa Māori or Pasifika settings. In 2008, 244 Māori students received a scholarship. In 2009, 329 Māori students received a scholarship.</p>
	<p>Develop exemplars of what quality looks like in Māori language early childhood education services, to support the quality of teaching and learning</p>	<p><i>Te Whatu Pōkeka: Kaupapa Māori Assessment for Learning</i> has been developed to support early childhood education teachers and whānau in assessing children's learning from a Māori perspective and context.</p>
	<p>Invest in research and development initiatives that gather evidence to support continuous improvement in Māori-language early childhood education centres</p>	<p>In 2008, Te Kōpae Piripono became an early childhood education Centre of Innovation and a report was published on this project. The Centre of Innovation programme ended in June 2009 due to the need to reprioritise funding to focus more on increasing participation.</p> <p>Furthermore, as part of the tripartite agreement between the Ministry of Education, Te Puni Kōkiri and Te Kōhanga Reo National Trust the parties agreed to invest time and effort into research and development to ensure the ongoing funding, quality and sustainability of kōhanga reo.</p>
<p>Goal 4: Improve transitions to school</p>	<p>Support whānau and their children to make an effective transition to school through the provision of resources and information programmes to whānau</p>	<p>A new research project is underway examining transitions for Māori learners between early childhood education and school, and between schools. This research will inform further work and advice to teachers, principals and parents to assist them support this transition for learners as well as possible</p>
	<p>Develop a 'transition toolkit' and, through professional development, support teachers in early childhood education and schools to work with whānau and improve the transition from early childhood education to school for Māori learners</p>	<p>Advice for parents, whānau, and teachers will be developed as part of the research project mentioned above.</p>

	Establish evaluative reviews to report on the effectiveness of the transition to school for Māori children as a priority in 2008/09 and 2009/10	The upcoming Education Review Office evaluation report on early childhood services included some information about transitions, although this is not yet a strong focus of reviews.
	Support schools to use the best evidence about effective teaching and learning in early childhood education settings to influence quality teaching in the first years of school	This has not been actioned yet
Goal 5: Improve teaching and learning of literacy and numeracy for Māori students in their first years of school	Review Reading Recovery funding to ensure equitable access at a national level for learners with the greatest needs	In 2009, Reading Recovery funding was targeted to support teachers and schools with high numbers of Māori students.
	Extend provision of the Literacy Professional Development Programme (LPDP) with a focus on learners at years 1 and 2 in schools with a higher proportion of Māori learners, and ensure that the focus on literacy in years 1 and 2 is supported by regional Ministry of Education Literacy Development Officers	In 2009, additional literacy-focused professional development was provided for teachers of years 1–3 in schools with high percentages of Māori and Pasifika learners. This will not be continued in 2010. An upcoming report on 100 schools in the Literacy Professional Development Programme (LPDP) during 2008/09 will contain data on year 1 and 2 learner progress. LPDP will be retendered in 2010. Funding from both these projects will be reprioritised to support <i>National Standards</i> . In 2009, Literacy Development Officers targeted schools with high proportions of Māori learners.
	Focus schooling improvement initiatives on literacy achievement in years 1–4 in decile-1–3 schools	In 2008/09 there were 23 schooling improvement clusters involving 277 schools and 96,000 learners, of whom 40% were Māori. <i>Ka Hikitia – Managing for Success</i> was embedded in planning and reporting processes for 22 schooling improvement initiatives that focus on literacy and numeracy in decile-1–3 schools, years 1–4.
	Develop an equivalent Literacy Professional Development Programme for Māori-medium settings	The introduction of Ngā Whanaketanga Rumaki Māori from 2011 will be supported by new assessment tools and professional support for years 1–8 Māori-medium learners.
	Develop an 'early years' assessment tool for literacy learning at years 1–4 to support teachers to set clear expectations of learner progressions in literacy	Literacy tools for years 1–4 have been scoped and will be aligned to the National Standards .
	Continue to strengthen numeracy development for Māori learners in years 1 and 2	Most schools have now participated in the Numeracy Professional Development Project . Māori learners were among those who made the most significant progress. These gains are sustained over time. (Tagg and Thomas, 2007)
	Integrate the best evidence of what works for Māori learners into all professional development programmes	In 2008/09, the Ministry of Education has been strengthening the way it evaluates professional development programmes to ensure that they identify how they are improving outcomes for and with Māori learners. There is evidence that schools with high numbers of Māori learners are being prioritised for school support services. The providers have been using <i>Ka Hikitia – Managing for Success</i> to inform their planning and training development.

Goal 6: Strengthen the participation of Māori whānau in their children's learning in the early years	Integrate the evidence that supports involving whānau in the teaching and learning process into all professional development contracts, evaluations and quality teaching and leadership programmes	In 2010 there will be an increased emphasis for School Support Services contracts and professional development to focus on Māori-language programmes by liaising with families and whānau, hapū and iwi.
	Strengthen home–school partnerships by supporting schools to identify and access effective home-based literacy programmes; for example, the Reading Together programme	Reading Together has now been piloted in Rotorua and is being expanded to up to 20 schools in the Manurewa area as part of the Manurewa Schooling Improvement Literacy Initiative.
	Support effective whānau participation in the implementation of <i>The New Zealand Curriculum</i> and <i>Te Marautanga o Aotearoa</i> over the next two years	In 2008/09, professional development supported schools to develop their own school curriculum, based on <i>The New Zealand Curriculum</i> and <i>Te Marautanga o Aotearoa</i> , that is responsive to their communities. There was a specific focus on helping English-medium schools develop culturally-responsive contexts for learning.
	Develop a home-based literacy programme to support whānau with children in Māori-medium education	This has not been actioned yet
	Use existing communications programmes and other resources to clarify what whānau can expect quality early childhood education services and schools to provide in terms of teaching and learning and their rights as parents and whānau	In 2008/09, in addition to working with families and whānau in communities, pouwhakataki , community liaison officers, supported families and whānau to contribute to the nationwide consultation process on Reporting to Parents on Proposed National Standards.
	Through the iwi partnerships programme, support iwi to build the capacity of hapū and whānau to engage and participate in early childhood education and early years schooling	Professional development was available for iwi and community providers through Atawhaingia te Pā Harakeke to support active whānau engagement and participation in education. The Ministry is supporting iwi to undertake a variety of projects to engage whānau in the education of their children, through the Ministry/iwi partnerships.

Discussion

Successful learning in children's early years is the first step to ensuring they remain engaged and achieving in education as they progress in education.

For each Goal from the Foundation Years focus area, this section discusses:

- Why is this goal important?
- What do the data say?
- What progress has been made?
- Conclusion

It also includes two case studies illustrating good education practice that contributes to 'Māori enjoying education success as Māori'.

Case studies

Where Playing is Learning! Encouraging participation in early childhood education

Reading Together. Helping parents, families and whānau work with teachers to support their children's reading

Goal 1 Continue to increase Māori children’s participation in early childhood education

Why is this goal important?

Early childhood is the most critical time for building the foundations for future success.

Attending high-quality early childhood education for sustained periods of time has positive effects that can last a lifetime. It is beneficial for children’s intellectual development and their attitudes and approaches to learning. (Mitchell et al., 2008)

It also helps students’ literacy, numeracy and logical problem-solving skills to at least age 16, regardless of their background. (Wylie et al., 2009b; Chamberlain, 2008)

It is because of the benefits of sustained participation in high-quality early childhood education that the Government is focusing strongly on increasing children’s participation.

What Māori parents want from early childhood education

For Māori families, having access to early childhood education environments that support Māori cultural practices and language is an important factor in choosing a service.

A whānau environment such as that offered by puna and playgroups can be an effective way of introducing whānau to early childhood education and encouraging participation. (Dixon et al., 2007)

A [pilot study](#) (Education Review Office, 2008c) found that many Māori parents said their choice of service was influenced by the quality of the programme, for example, the ‘tuakana–teina’ approach, where older children worked with younger children.

The extent to which the programme acknowledged their children’s cultural heritage influenced the choice of service for some parents. In one example a parent talked about the way the service promoted bicultural perspectives and encouraged language acquisition in both English and te reo Māori:

They used te reo Māori words for things, for example “put on your pōtae (hat)”. I found this good as I do it at home.

Many parents indicated the importance of early childhood education experiences in preparing their children for school:

I want my child to reach all the goals as she grows, and be at the right level of learning for her age. I always want her to be able to do the best she can do and enjoy herself while trying.

...to start to learn about routines and set activities to help her for when she starts school.

Positive relationships were also important in strengthening parent involvement. Most teachers and managers indicated that they had not yet developed ways of finding out about the hopes and expectations of parents and whānau of Māori children.

What do the data say?

Participation in high-quality early childhood education has long-term benefits for children's achievement.

Despite steady improvement in early childhood education participation, the proportion of Māori new entrants who had attended early childhood education declined slightly from 90.6% in 2007 to 90.4% in 2008. However, this has increased again in 2009 to 91.4%.

The highest rate of participation in 2009 was in the South Island, and Nelson in particular, with a rate of 98.1% of Māori new entrants having participated in early childhood education compared with 98.9% of non-Māori children.

The lowest rates of participation in 2009 were in Northland (85.1%) and Auckland (84.2%), compared with 93.6% and 93.8% respectively of non-Māori children.

Ethnicity	Participation rate
European	98.5
Asian	95.6
Pasifika	85.4
Māori	91.4

Source: State of Education, 2008

Ethnicity	2005	2006	2007	2008	2009
Māori	89.9	89.9	90.6	90.4	91.4
Non-Māori	95.6	96.0	96.0	96.1	96.2

Source: Ministry of Education

Type of service

Evidence suggests that for Māori parents, families and whānau, having access to early childhood education environments that support Māori cultural practices and language is an important factor in choosing a service. (e.g. Dixon et al., 2007) The majority of the 36,000 Māori children who attended early childhood education services in 2009 attended English-medium services. Those services vary considerably in the amount and quality of Māori language and culture in their programmes and environments. (Mitchell and Brooking; 2007).

The greatest increases in enrolments of Māori children in early childhood education have been in education and care services, where enrolments have increased by 6149 since 2001.

Māori-medium education involves students being taught either all or some curriculum subjects in the Māori language. This can be in:

- **immersion** (Māori language only)
- **bilingual** (Māori and English) programmes.

Māori-language education involves students being taught in Māori-medium settings or being taught te reo Māori in English-medium settings.

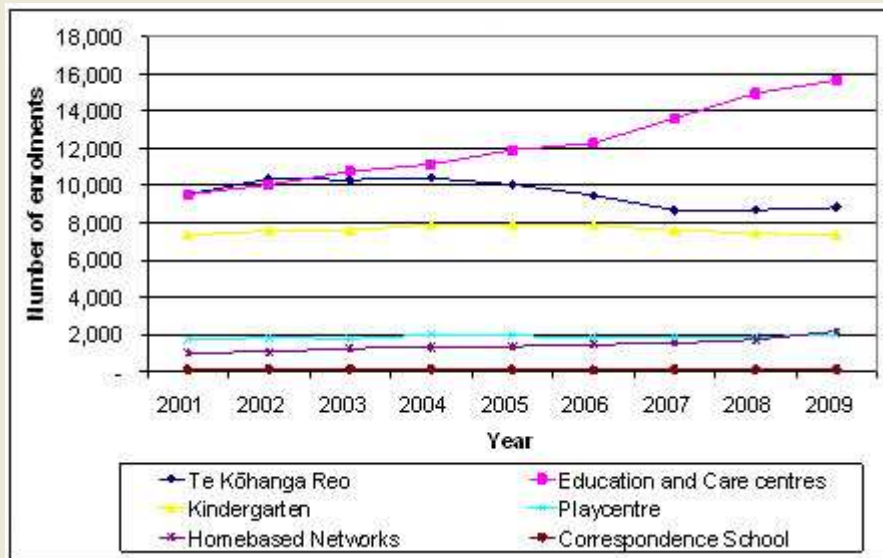
Of the Māori children in early childhood education in 2009, just under a quarter were enrolled in kōhanga reo. The number of children attending kōhanga reo has now stopped its steady decline from a high point of 10,409 children in 2004 to approximately 8,670 attending in 2007 and 2008. Enrolments in kōhanga reo grew to 8829 in 2009.

The number of kōhanga reo has steadily declined from 562 in 2001 to 470 in 2007. This decline continued with 467 kōhanga reo in 2008 and 464 in 2009. The numbers of ngā puna kōhungahunga have fluctuated, with a high of 41 in 2006 and a low of 27 in 2009.

While the proportion of Māori-medium centre-based services that are Māori immersion has fallen steadily over time (from 17.1% in 2002 to 12.5% in 2009), the proportion that are bilingual has increased (from 10.7% to 16.7%). As a combined total, Māori bilingual and immersion services have risen slightly (from 27.7% to 29.2%).

Education and care services have the highest proportion of Māori bilingual services (21.9% in 2009). A lower proportion of kindergartens (14.9%) and playcentres (10.8%) are bilingual. The proportion has risen over time for all three service types, except that playcentres dropped slightly in 2009. All kōhanga reo services are full Māori immersion.

Figure 2: Māori enrolments in ECE by type of service 2001-2009



Source: Education Counts (2009)

Figure 3: Enrolments in Māori-language ECE services 2000-2009

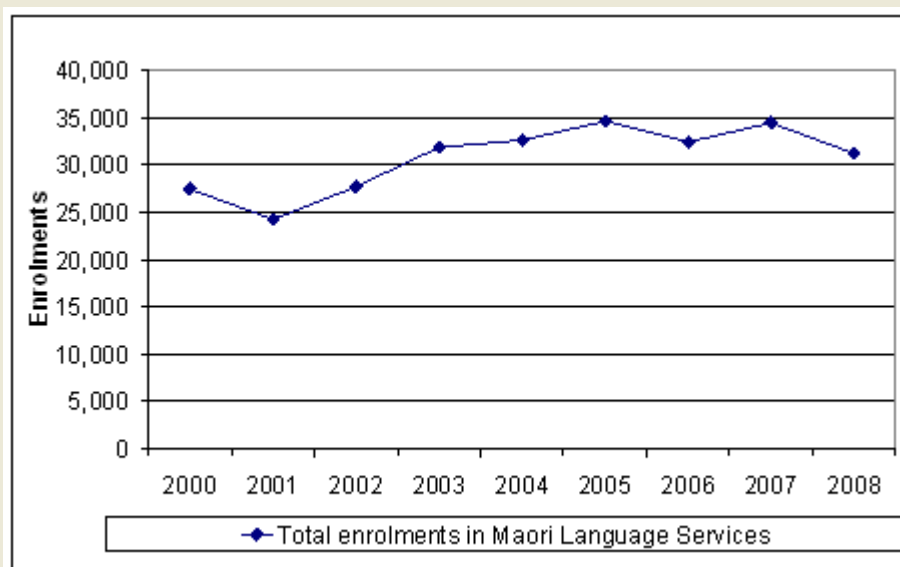


Figure 4: Number of Māori-language ECE immersion services 2002-2008

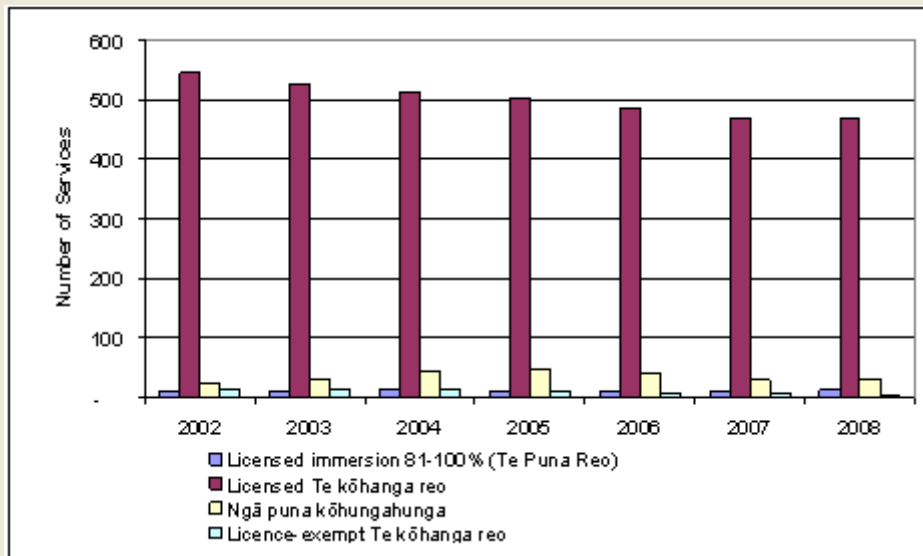
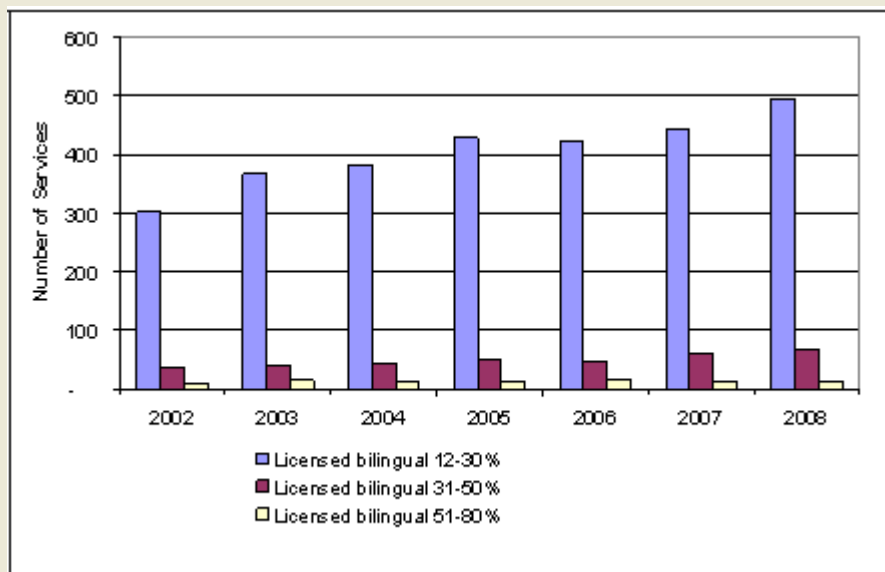


Figure 5: Number of Māori-language ECE bilingual services by type of service 2002-2008



There has been a decreasing trend in the percentage of Māori enrolments in services that use te reo Māori for more than 50% of their time and a consequent increasing trend in services that use te reo Māori less than 50% of their time.

Teachers

While culturally-responsive education does not necessarily mean that the teachers must be Māori, this can help.

The proportion of Māori early childhood education teachers has been increasing slowly since 2001. In 2009, 8.4% of all early childhood education teachers were Māori. This is still much less than the proportion of Māori children in early childhood education. In 2009, Māori children made up 16.2% of all early childhood education enrolments.

Excluding kōhanga reo, there was a higher proportion of Māori early childhood education teachers in education and care services than in other types of services.

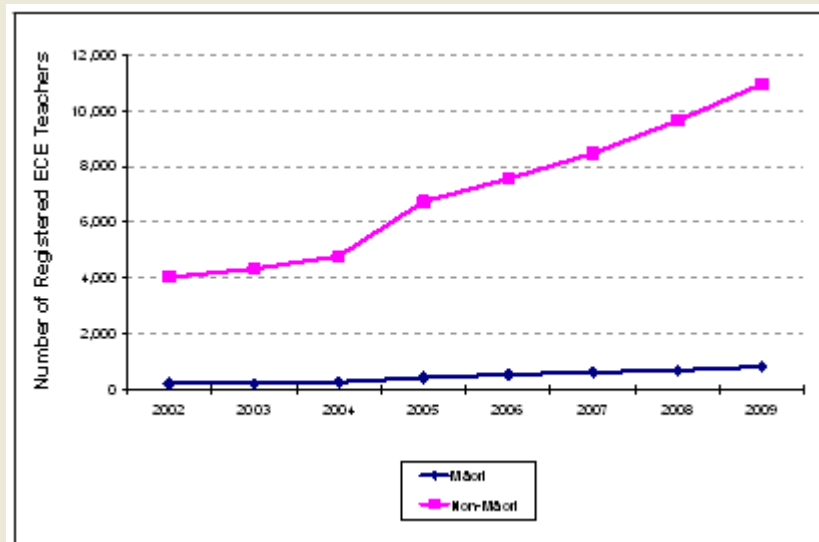
Registration is an indicator of the likely quality of teaching. The number of registered Māori early childhood education teachers has leapt since 2004. In 2009, 52.8% of Māori early childhood education teachers were registered compared with only 23.2% in 2004. This is a greater increase than for non-Maori teachers (65.0% from 38.6%). The increase in registration is largely due to the implementation of the early childhood education strategic plan, *Pathways to the future: Ngā Huarahi Aratahi*, which requires all teachers in teacher-led services to be registered by 2012.

Ethnicity	2004	2007	2008	2009
Māori	23.2	48.6	47.5	52.8
Non-Māori	38.6	60.7	62.5	65.0
Total	37.3	59.7	61.2	64.0

TYPE OF SERVICE	Māori		
	Male	Female	Total
Casual - education and care	0	5	5
Correspondence School	0	1	1
Education and care service	31	1322	1353
Home-based network	0	34	34
Kindergarten	4	151	155
TOTAL	35	1513	1548

Excludes playcentres, kōhanga reo, reimbursed caregivers/home-based workers and licence-exempt groups

Figure 6: Number of registered ECE teachers, Māori and non-Māori, 2002-2009



[Link to other early childhood education teacher tables](#)

What progress has been made?

Government has made **increasing participation** its key priority in early childhood education.

In response to this priority, the Ministry of Education has been reviewing its early childhood education participation work programme to refocus resources on increasing participation by children from target groups, including Māori.

These activities are reported against the actions from [*Ka Hikitia – Managing for Success*](#).

Action: Strengthen national communications and engagement campaigns and programmes to promote early childhood education participation to whānau and support them to make informed choices about early childhood education options

The main national communications and engagement campaigns and programmes, Te Mana and Team-Up have been concluded. Work is underway to develop a new resource for parents, families and whānau which will be available on the Ministry website.

Action: Focus Ministry of Education resources on establishing new community-based early childhood education services to meet the needs of Māori in areas of low early childhood education participation

The **Counties Manukau Participation Project (CMPP)** focuses on increasing early childhood education participation in Māori communities where it is well below the national average.

As part of this project in 2008/09, three early childhood education centres were confirmed for school sites, and more centres will be established in South Auckland. Among other projects, two street-side playgroups have been established in Papakura and Manurewa, and seven Educational Play Days have been held.

A 'community champions initiative' is being developed with community groups, and three new certified playgroups have been set up.

Street-side playgroups involve a family hosting an early childhood education service in their home for a few hours a week, and inviting their neighbours to come along too.

The aim is to do this on a number of streets, slowly building up interest and involvement by parents, families and whānau.

The Counties Manukau Participation Project will end in December 2010 – after which it will be evaluated. The expected evaluation will be qualitative and quantitative, and should include a focus on the transferability of the project as a concept to other areas with low participation in early childhood education.

In Budget 2009, the Government announced that \$8.9 million in funding from the **Discretionary Grants Scheme** will create facilities for more than 400 new places in early childhood education centres. The grants include more than \$5 million for new capital works in Counties Manukau.

The 2009 funding round allocated funding to create 30 new places at a kōhanga reo in South Taranaki, and five other kōhanga reo have grants to plan new buildings or refurbishments for over 120 children. Planning grants have also been given to projects that include supporting the development of Māori immersion centres.

Action: Review and focus the Promoting Participation Project to increase demand by whānau in areas of lowest participation

In the **Promoting Participation Project**, the Ministry of Education and community organisations work together on a number of initiatives to encourage families and whānau to participate in early childhood education. The Ministry currently has contracts with 26 providers.

Case study: Play Days – Where Playing is Learning!

Featuring in shopping centres and malls across Counties Manukau, Educational Play Days are a hands-on approach to increasing participation in early childhood education.

Educational Play Days showcase the kind of play activities that can be found in good-quality 'playgroups' – whānau and parent-run, not-for-profit early childhood education services. They provide information and support for people wanting to set up new playgroups or join existing ones.

Held in six shopping centres by the end of 2009, Educational Play Days have helped identify 146 children not participating in early childhood education. "The next step", says Ministry of Education ECE Team Leader Yvette Guttenbeil-Po'uhila, "is to engage these children in playgroups or other early childhood education services, and to work with interested families and communities to establish new playgroups."

The initiative has brought together people from the Ministry of Education, the Council of Manukau Education Trust, Manukau City Council and the Promoting Participation Project. It is hoped that successful agency and community partnerships will help give more children access to quality early childhood education, creating a solid foundation for their future learning and lives.

In 2008/09, the Promoting Participation Project continued to:

- identify non-participating children in hard-to-reach families and whānau
- support families and whānau who choose to enrol their children in early childhood education.

Approximately 360 services enrolled children through the project. Between the beginning of July 2008 and the end of December 2009, there were 1411 Māori children enrolled in the Promoting Participation Project. Of these, 1043 stayed in early childhood education, and the retention of the other 368 is not yet known.

Additional activities

20 hours ECE was introduced in July 2007 to reduce the cost of early childhood education to parents and to increase participation. Under the 20 hours ECE policy, Government pays the average cost of ECE for children aged three to four years for up to 20 hours a week.

A year after its introduction, more than 2300 services (80% of eligible services) were participating, and this led to a 30% increase in early childhood education enrolments.

At 4 March 2009, 63% of the 276 eligible kōhanga reo were offering 20 hours ECE.

Commentary

One of the key barriers to participation is low availability of culturally-appropriate services.

Addressing low participation therefore means ensuring wider availability of culturally responsive services in addition to encouraging parent, family and whānau participation.

Current Ministry of Education projects and Government policy are making a positive difference. The increase in enrolments from the Counties Manukau and Promoting Participation projects is promising. However ensuring children remain in early childhood education requires further action. While these actions have had a local effect, they are still small in terms of scale.

The increase in overall enrolments from the introduction of 20 Hours ECE suggests that this policy is contributing to increasing participation. However, it is not clear if the 30% general increase in overall enrolments will be reflected in an increased proportion of Māori children entering school with some early childhood education experience.

Goal 2: Improve the quality of early childhood experiences and education services attended by Māori children

Why is this goal important?

High-quality early childhood education provides opportunities for the development of the foundations needed for success at school, including:

- attitudes such as perseverance, curiosity, critical thinking, questioning and confidence
- strong oral language in children's first language as a basis for developing written literacy skills
- literacy and numeracy knowledge and skills. (eg, Mitchell et al., 2008)

The quality of early childhood education experiences is primarily the responsibility of the early childhood education staff and leadership, working with parents, families and whānau.

Positive outcomes for children can result from parents, families and whānau engaged with services such as in:

- parent-, family- and whānau-led early childhood education centres, where parent training and involvement in the education programme are core elements
- programmes combining good-quality early childhood education with parent education and support (integrated centres)
- teacher-led centres where teachers have encouraged parents to work with them on educational aims. (Mitchell et al., 2008)

What do the data say?

Teaching qualifications

Teaching qualifications are an important indicator of the likely quality of teaching and learning. The early childhood education strategic plan *Pathways to the Future: Ngā Huarahi Arataki* has focused on improving quality, primarily by increasing the number of early childhood education teachers who are registered (and therefore have higher-level qualifications).

Despite this, English-medium early childhood education services vary considerably in the amount and quality of Māori language and culture in their programmes and environments. (Mitchell & Brooking, 2007)

Quality early childhood education

An international review of early childhood education literature concluded that quality early childhood education is where **teachers and caregivers:**

- are responsive to the children as individuals and members of their whānau
- provide for culturally-responsive learning
- provide an intellectually stimulating environment, including open-ended questions to extend thinking
- ensure opportunities for conversation and using complex language

and **children:**

- can choose activities that are suitable and engaging
- are encouraged to problem solve
- engage in interactions that involve sustained shared thinking. (Mitchell et al., 2008)

However, quality is understood differently depending on people's cultural points of view. (Smith et al., 2000) For example, in Māori communities, family responsibilities for caring for children include emotional and spiritual development, transmission of culture, and development of identity. (Durie, 1997)

The review of the Promoting Participation Project found that for Māori families, having access to early childhood education environments that support Māori cultural practices and language is an important factor in choosing services (Dixon et al., 2007). Similarly, early childhood education that meets a child's language and cultural needs is considered 'important' or 'very important' by over half of parents.

A study of parent decision-making about early childhood education found that like all parents, Māori parents think educational outcomes are the most important outcomes from early childhood education. However, Māori parents were more likely to rate language and culture as extremely important (39% compared to 27% of all those surveyed). (Robertson et al., 2007)

Teacher Supply

To increase the supply of teachers for immersion or bilingual early childhood education services, the Ministry of Education offers early childhood education scholarships for students who are studying towards an approved Māori-language education qualification. In 2008, 21 Māori students received a scholarship.

What progress has been made?

Although increasing participation has been the major focus of Government activity in early childhood education, actions to improve quality have also taken place. These are reported against the actions from *Ka Hikitia: Managing for Success*.

Action: Review referral and assessment systems to ensure equitable access for Māori children to quality special education early intervention services

In 2006 the Ministry of Education published *Specialist Service Standards* for specialist staff working with students with special educational needs. These standards cover the client pathway for students and their whānau. The pathway begins with **Access**, and outlines the need for strong relationships and networks with Māori and for information that is culturally-appropriate and easily understood by whānau. The next step of the pathway is **Engagement**. Special education staff need to provide culturally-appropriate processes and services to ensure that parents and schools feel they can continue to receive specialist support. Work to ensure these standards are met has proceeded on two fronts. Kaitakawaenga are a key component of the Ministry of Education Special Education services for Māori. They are frequently the first contact with Māori parents and whānau. The recently developed kaitakawaenga model of practice ensures that kaitakawaenga focus on the Access and Engagement parts of the pathway to ensure Māori children have equitable access and that their whānau feel comfortable with the support systems put in place.

Additionally, in 2008/09 the Ministry developed an external evaluation system of reviewing specialist staff adherence to all stages (including assessment) of the *Specialist Service Standards*. This approach includes a Māori perspective in the review questions and in the personnel of the review team.

The Ministry of Education is analysing patterns of referral across different areas in New Zealand, and is also looking at the age of referral. The aim is to reduce the age at which Māori children are referred to Special Education Early Intervention services, and to work with the community and other providers to increase the number of referrals for Māori children.

Action: Establish evaluative reviews of the quality of provision for Māori children in early childhood education services

The Education Review Office has included questions relating to *Ka Hikitia – Managing for Success* into reviewer questions for evaluations. This means that it will be able to evaluate how well all early childhood education services are contributing to the priority and intent of 'Māori enjoying education success as Māori'.

In 2008, the Education Review Office undertook a pilot study of the effectiveness of early childhood education services for Māori in 2008 and will release a national evaluation report in 2010. It found that:

- in just over half the services, Māori children had opportunities to develop as confident and competent learners through programmes that included aspects of te reo and tikanga Māori
- in many services teachers and managers said that they treated all children the same, and that they did not have aspirations for Māori children that differed from those held for all children
- most of the services included reference to Māori perspectives in documentation such as their philosophy statement and policies, although such intentions were not always reflected in day-to-day practice, programmes and routines
- most services lacked a systematic approach to finding out about the aspirations of the parents and whānau of Māori children
- most services had not established adequate self-review processes to evaluate the effectiveness of their provision for Māori children.

Action: Strengthen regulatory processes for licensing early childhood education services that better reflect quality provision for Māori

The new [ECE regulatory framework](#) came into force on 1 December 2008. All new ECE services are licensed under the new framework. Services already operating before 1 December 2008 will be relicensed under the new framework over the period ending 30 November 2014.

The new framework requires services to implement the principles and the strands of [Te Whāriki: Early Childhood Curriculum](#).

Services can choose to implement either the English version or te reo Māori version.

As part of the regulatory framework there is a separate set of criteria for kōhanga reo. The curriculum criteria for kōhanga reo were written in conjunction with Te Kōhanga Reo National Trust. All other criteria are the same as centre-based services.

The Ministry has a protocol with Te Kōhanga Reo National Trust to guide licensing and re-licensing.

Action: Integrate the best evidence of what works for Māori children into all early childhood education professional development programmes to support effective teaching and learning

The Ministry provides a range of **professional development and support** for early childhood education teachers to help increase the effectiveness of their practice.

In 2008/09, early childhood education professional development focused on better supporting services to promote and reinforce Māori cultural distinctiveness in the context of teaching and learning environments.

Early childhood education professional development contracts ended in December 2009. New contracts in 2010 will be refocused to offer improved support for Government priorities for early childhood education.

Me Whakapūmau is a professional development programme designed to increase the quality of Māori language used in kōhanga reo. In 2008/09, Me Whakapūmau provided intensive support to at least 28 kōhanga reo. Plans for and experiences from the intensive support programme are discussed by participating kōhanga in a forum, purapura wānanga – a kōhanga relevant whānau-based method of learning and teaching. Feedback from the intensive support is used to gauge the effectiveness of the programme. After the 2008 contract ended an associated programme of work was funded until June 2009.

Me Whakapūmau has now been replaced by **Whakapiki i te Reo**. The intent of Whakapiki i te Reo is to provide professional development to kaiako to strengthen the skills and knowledge needed for the effective learning of, and teaching through, the medium of te reo Māori. The programme supports kaiako in kōhanga, and teachers in other types of ECE services, with 81–100% instruction in te reo Māori (13 out of 14 Māori early childhood education services). This extends the intensive support for improving the quality of te reo Māori instruction in early childhood education to services which are not part of the Te Kōhanga Reo National Trust network.

Action: Increase support for Māori whānau and their children with special needs to access assessment and intervention programmes as early as possible

In special education, **kaitakawaenga** work alongside specialists, helping them provide culturally-appropriate services to Māori children and young people, and their families and whānau and educators. Local partnerships have been established with kōhanga reo, Māori health providers, and iwi to improve knowledge of and access to early intervention services.

Across Ministry of Education Districts, the kaitakawaenga role has been developed through reflection to best meet the needs of whānau Māori in the district. Kaitakawaenga and District Māori Advisors in a range of Districts are working to help non-Māori-speaking colleagues get access to and work in kōhanga reo and kura kaupapa in culturally-appropriate ways. With the development of the new Auckland Strategy for the provision of Ministry of Education Special Education support, students in the Manurewa, Papakura, Tamaki and Otahuhu areas will in 2010 receive services from teams that will work within a kaupapa Māori framework.

The earlier children with special needs and their families and whānau are able to engage with specialist support, the better the likely outcomes. **Early Intervention Specialists** from Group Special Education work with children who have moderate-to-severe special needs and their families and whānau. This support can be provided in the home, in kōhanga reo and as children start school. Group Special Education has been working to ensure Māori receive a timely and responsive service for early intervention referrals. The next step is to look at reshaping service timelines once mokopuna are referred.

In-my-shoes , a DVD produced by PAI 4 ASD in partnership with Autism New Zealand and the Ministry of Education, is a recent resource to inform families and whānau about Autism Spectrum Disorder (ASD). It explains what ASD is and why sometimes children with ASD may seem unaware of, or insensitive to, cultural practices and protocols. A quarter of this DVD is aimed at kaumātua, families and whānau, and support agencies. The aim is to increase acceptance and understanding of children and others in the community with ASD.

Commentary

Current early childhood education varies in the ways it supports Māori children to learn as Māori. Delivery of professional development in the past has not made a significant difference to the capability of services to provide culturally appropriate teaching and learning.

The new professional development contracts are designed to improve this situation by ensuring that all professional development includes supporting services to promote and reinforce Māori cultural distinctiveness. The ongoing evaluations by the Education Review Office will help to identify how effective this is in shifting practice.

Special Education has a stronger focus now on increasing access and ensuring effective services for and with Māori children and whānau. This should lead to improvements in both access and outcomes in the future.

Goal 3: Strengthen the quality of provision by Māori-language early childhood education services

Why is this goal important?

Kōhanga reo involve much more than immersion in Māori language. These Māori-medium education providers operate within a specific cultural framework. They have played and continue to play a key role in realising community aspirations and supporting the understanding and development of Māori language, culture and knowledge. More recently, new forms of Māori-medium early childhood education have arisen in response to local demand.

All children and whānau must be able to access quality Māori-medium early childhood education options if they so choose. This requires both quality provision and a strong network of providers.

Māori-medium settings across the education sector began from the aspirations of iwi and Māori communities to develop kōhanga reo for their children.

Supporting strong Māori-medium early childhood education services sits at the centre of the Ministry's ability to deliver on its responsibilities to Māori as citizens and as the indigenous people of Aotearoa New Zealand.

Māori-medium education

involves students being taught either all or some curriculum subjects in the Māori language. This can be in:

- **immersion** (Māori language only)
- **bilingual** (Māori and English) programmes.

Māori-language education involves students being taught in Māori-medium settings or being taught te reo Māori in English-medium settings.

What do the data say?

The data for this goal is set out in [Goal 1: Continue to increase Māori children's participation in early childhood education](#).

What progress has been made?

Activities to strengthen the quality of provision by Māori-language early childhood education services are reported against the actions from *Ka Hikitia: Managing for Success*.

Action: Develop an agreed set of outcomes that define Ministry of Education support to enable Te Kōhanga Reo National Trust to provide leadership to kōhanga reo

Work with *Te Kōhanga Reo National Trust* continued. A working group involving Te Kōhanga Reo National Trust, the Ministry of Education and Te Puni Kōkiri was convened and has identified shared objectives, and options on funding, sustainability and quality of kōhanga reo. A report is expected to be completed by June 2010.

Action: Support teachers in Māori-language early childhood education services to upgrade their qualifications to meet teacher registration requirements

700 TeachNZ Scholarships are available annually for tertiary students studying towards a teaching qualification.

These include a number specifically allocated to students enrolled in programmes equipping them to teach in Kaupapa Māori or immersion settings. One stream of early childhood education scholarships focuses on teachers already employed in that sector who are studying approved courses that have a kaupapa Maori or Pasifika focus. Māori students studying towards early childhood education qualifications also apply for other teaching scholarships. The total number of scholarship applications from Māori students in early childhood education courses from 2008-2010 is represented in the table.

Year	Māori applications	Total applications
2008	244	1441
2009	329	2027

In 2009, 97 Māori students received TeachNZ Scholarships. Of these 24 received a scholarship which is mainly for those students who will enter a bilingual/immersion setting.

Study Grants are designed to support students who hold particular qualifications to gain their first early childhood teaching qualification that leads to registration as an early childhood teacher. Study Grants contribute towards the costs that students face while studying. 23 Māori applied for student grants in 2009.

Incentive grants have been awarded since 2001 to support teacher-lead early childhood education services to meet the qualification requirements for licensing. Incentive Grants are intended to contribute to the costs early childhood education services face when assisting staff to gain their first New Zealand Teachers Council-approved early childhood teaching qualification that leads to registration as a teacher. In 2009, 330 Māori received incentive grants.

Action: Develop exemplars of what quality looks like in Māori -language early childhood education services, to support the quality of teaching and learning

Te Whatu Pōkeka: Kaupapa Māori Assessment for Learning was developed in 2008/09 to support early childhood education teachers and whānau in assessing children's learning from a Māori perspective and context. It was launched in October 2009. This is a similar resource to the English-language exemplars [Kei Tua o te Pae/Assessment for Learning](#).

Action: Invest in research and development initiatives that gather evidence to support continuous improvement in Māori-language early childhood education centres

The whānau of **Te Kōpae Piripono** had a shared desire to rear their children in kaupapa Māori – speaking the language of their ancestors and being at one with indigenous Māori concepts and practices. This led to the development of Te Kōpae Piripono as an early childhood education Centre of Innovation. [A report](#) was published on this project in 2008. The Centre of Innovation programme ended in June 2009 due to the need to reprioritise funding to focus more on increasing the participation of Māori children in early childhood education.

As part of the tripartite agreement between the Ministry of Education, Te Puni Kōkiri and Te Kōhanga Reo National Trust, the parties agreed to invest time and effort into research and development to ensure the ongoing funding, quality and sustainability of kōhanga reo.

Commentary

In 2008/09, the Ministry of Education's activities in early childhood education focused primarily on increasing participation. Work to strengthen the quality of Māori-language early childhood education providers was not a major focus of Ministry activities in 2008/09.

Goal 4: Improve transitions to school

Why is this goal important?

The transition to school and the first years there have a significant influence on children's achievement well into secondary school. (Bishop et al., 2003; Rubie-Davies et al., 2006; Tunmer et al., 2003; Wylie and Hipkins, 2006)

The transition from early childhood education to school requires significant adjustments for children and their families and whānau. The changes can tend to be greater for children whose previous experiences do not match school expectations, such as children from diverse cultural backgrounds. Teachers have a critical role in supporting the transition from early childhood to school by linking the new school expectations with children's prior experiences. (Peters, 2004; Turoa et al., 2002)

In addition, research consistently demonstrates that the more children know about language and literacy before they arrive at school, the better they will read and the better they will then learn across all areas. Early childhood education teachers and teachers of year 1 children have a responsibility to ensure that prior literacy learning is effective and built upon at school.

Literacy for starting school

A key Ministry of Education resource for teachers, *Effective Literacy Practice in Years 1–4*, says that when children start school they benefit from knowing:

- how texts work
- that the spoken language is made up of sounds and words
- the alphabet (spoken and written)
- that the alphabet relates to the sounds of spoken language
- the visual features of print.

(Ministry of Education, 2003)

In 2008 the Ministry built on this resource with the [Literacy Learning Progressions](#), which set out what reading and writing skills children need to know and by when.

These in turn provided a basis for developing the [National Standards](#) in reading and writing in 2009.

Together, these resources provide a strong basis for effective teaching of reading and writing in the first years of school.

What do the data say?

There is currently no systematic assessment of children on school entry that could provide data at a national level. The new [National Standards](#) will help with information about year 1.

Some research projects have shown that right from the start of school there are overall differences in reading and writing knowledge and skills between Māori children and pākehā children (McNaughton et al., 2000). Such differences tend to increase if teachers do not respond to them quickly and appropriately. (eg, Tunmer, 2003; Auckland Uniservices, 2002)

However, teachers do not always identify children's previous literacy experiences or opportunities to build on them. (McNaughton et al., 2000)

Children also start school with a wealth of mathematics knowledge and experiences (Davies, 2009). Again, teachers do not always identify their new entrants' mathematical abilities. Neither do they recognize the need to provide learning experiences that connect with children's existing mathematics experiences and understandings. (ibid)

Critical early years

An Education Review Office [report](#) highlights that the early years of primary school are a critical time for children.

This is when they learn the reading and writing skills they need to engage with all aspects of *The New Zealand Curriculum*.

When children start school, each child's literacy experience and knowledge is different. How well this experience and knowledge is recognised and used in their education on a daily basis is, to a large extent, in the hands of their teacher.

What progress has been made?

Activities to improve transitions to school are reported against the actions from *Ka Hikitia: Managing for Success*.

Action: Support whānau and their children to make an effective transition to school through the provision of resources and information programmes to whānau

A **research project** examining transitions for Māori learners between early childhood education and school, and between schools was initiated in 2009. This will provide robust information about the transition to school to inform further policy work and advice to teachers, principals, and parents and whānau to assist them support this transition for learners as well as possible. The project will be reported on in 2010.

Action: Develop a 'transition toolkit' and through professional development, support teachers in early childhood education and schools to work with whānau and improve the transition from early childhood education to school for Māori learners

The research project on transition will support the development of advice for parents and whānau about transition to school.

In relation to early childhood education teachers and teachers of year 1 children, current school resources are now providing a better link to the learning required in children's early years. This can help early childhood education teachers understand how learning develops and what is required at school.

For example, the mathematics website for school teachers, [NZMaths](#) now includes a section for early childhood education. This site is intended to support early childhood education teachers to use opportunities that arise in everyday interactions with children to foster the development of mathematical thinking.

The site links directly to mathematics teaching and learning at school, including both the necessary content knowledge (learning progressions) and the most effective teaching practices.

The [Literacy Learning Progressions](#) include a section setting out the early literacy skills and knowledge children ideally need before they start school. This can help early childhood education teachers to identify what is important to foster in children's early childhood education experiences.

Action: Establish evaluative reviews to report on the effectiveness of the transition to school for Māori children as a priority in 2008/09 and 2009/10

An upcoming Education Review Office evaluation report on early childhood services includes some information about transitions, although this is not yet a strong focus of reviews.

Action: Support schools to use the best evidence about effective teaching and learning in early childhood education settings to influence quality teaching in the first years of school

Commentary

The early years of a child's life is the time when their potential can flourish or be stunted, depending on the learning experiences they have.

For example, the evidence is clear that early literacy is critically important in ensuring future success.

It is also clear that teachers are not always supporting children's transition to school as well as they could, and are not building on children's prior learning and experience. This is a particular concern for Māori children and immediately reduces the likelihood that they will be able to learn effectively at school.

Although some school resources provide links to early learning, it is not clear how many teachers in schools and early childhood education are using this information.

Actions in this area need further attention.

Goal 5: Improve teaching and learning of literacy and numeracy for Māori students in their first years of school

Why is this goal important?

Literacy and numeracy provide the foundations for further learning at school and throughout life.

If literacy and numeracy are not adequately mastered in the early years of school, it is difficult for children to catch up later. Since the [National Certificate of Educational Achievement \(NCEA\)](#) requires students to achieve literacy and numeracy standards, ineffective teaching in the early years of school can ultimately undermine the students' opportunities to achieve NCEA.

Literacy in particular is the key for accessing all other learning at school. In the [Competent Children study](#), Wylie and Hipkins (2006) found that the first year at school is very important for the literacy achievement of children, with lasting consequences for wider school achievement to age 14 (at least).

Teachers' low expectations of Māori children can mean that they do not extend their learning and reduce their opportunities to achieve success. (Alton-Lee, 2003) For example, research on the [Numeracy Project](#) has found that teachers limited the language they used in [maths for Māori children](#). (Irwin and Woodward, 2005)

Teachers support literacy and numeracy learning best when they seek to understand where learners come from and connect with their experiences to build on their learning. (Bishop et al., 2003) The importance of culturally-responsive teaching is highlighted by results from the National Educational Monitoring Project which found that Māori students can perform better than pākehā students when the tasks involve Māori contexts. (Robinson et al., 2009)

What do the data say?

Evidence from the Ministry of Education districts suggests that many children in lower-decile schools are still at the first level of reading (magenta) at the end of their first year at school and, in some areas, 50% of learners are at levels 1–3 (magenta, red or yellow) by the end of year 1. The [National Standards](#) expect children to be on level 5 (green) by the end of year 1.

The latest results from an Education Review Office report on teaching reading and writing in years 1 and 2 classrooms shows that 30% of teachers had poor reading and writing practices. Refer to side bar This will seriously limit the ability of children in those classrooms to achieve the reading and writing skills they need for future learning across the whole curriculum.

There is a high proportion of Māori learners in [Reading Recovery](#), and for most it is very successful (with huge effect sizes of between 1.67 and 3.73). (Lee, 2009). An effect size of 0.4 indicates a significant effect and a one of 0.6 is large. Effect sizes of over 1 are extremely high.

Of learners who finished their series of Reading Recovery lessons in 2008, Māori learners and those from lower-decile schools made greater gains in reading and writing than Asian and pākehā learners. These greater gains are associated with a tendency for these learners to have lower scores upon entry. (Lee, 2009)

Effectiveness of reading and writing teaching in year 1 and 2 classrooms

In its recently published report on effective teaching in year 1 and 2 classrooms, the [Education Review Office \(2009\)](#) found that about 70% of teachers made good use of a range of effective reading and writing teaching practices in year 1 and 2 classes.

However, the remaining 30% of teachers had little or no sense of how critical it was for children to develop confidence and independence in early reading and writing.

These teachers had minimal understanding of effective reading and writing teaching, set inappropriately low expectations and did not seek opportunities to extend their own confidence in using a wider range of teaching practices. In these classrooms learning opportunities to motivate, engage or extend children were limited.

Teachers were slightly better at assessing reading than writing. 40% of teachers made little use of assessment in writing compared to 33% with limited use of assessment in reading.

The lack of confidence with assessing and teaching writing in some schools resulted in programmes that were not matched to each child's writing development stage, or were focused on narrow writing opportunities.

Despite this, Māori learners are less likely to have access to Reading Recovery (i.e., less likely to attend schools where Reading Recovery is offered). In 2008, only 70% of Māori learners had access to Reading Recovery compared with 76% of the total six-year-old population (unchanged from 2007 and 2006).

The results for 2008 from the **Resource Teachers: Literacy (RT:Lits)** were largely consistent with the previous years. In 2008, RT:Lits provided support for 4314 students considered at risk in literacy achievement. In 2008, the number of boys supported by RT:Lits outnumbered girls by more than two to one. Half (50%) of all students were Pākehā, one-third (37%) were Māori, 8% were Pasifika and 2% were Asian.

Overall, two out of three students had completed their programmes by the end of the year. A small number of students were referred on for alternative specialist support, or received incomplete programmes because they moved out of the area, moved from primary to secondary school or because of attendance issues.

Of students who received direct support from RT:Lits, pākehā (64%) and Asian (63%) students were more likely to have completed their programme than Māori (58%) students.

The introduction of a new reporting form in term 4 provided new insights into the impact of RT:Lits in reducing the number of students considered to be 'at risk' in literacy achievement. At the end of their period of RT:Lit support for 2008, 25% of students whose data had been recorded on the new forms had moved from being considered 'at risk' in literacy achievement to the level expected for their age group. A further 19% were considered 'of concern', which is an improvement from being 'at risk', but not yet achieving at the level expected for their age group.

National Educational Monitoring Project (NEMP)

Results from the **National Education Monitoring Project (NEMP)** show that between 2002 and 2006 the overall writing scores of pākehā and Māori learners got closer. Differences in achievement between pākehā and Māori students were smaller at year 8 than year 4, suggesting an improvement in achievement for Māori learners as they advance from year 4 to year 8.

The differences in achievement between year 4 pākehā learners and Māori learners decreased by about one third between 2000 and 2004. This was maintained, but not improved, in 2008. While year 4 pākehā learners still perform substantially better than year 4 Māori learners in speaking and listening assessments, these differences decreased between 2000 and 2008. However, substantial differences for year 8 Māori learners have not improved over the 8-year period.

In Technology, while year 4 pākehā learners still perform substantially better than year 4 Māori learners, these differences decreased between 2000 and 2008. The differences are larger at year 8 than at year 4

Progress in International Reading Literacy Study (PIRLS)

Results from **Progress in International Reading Literacy Study 2005/06** published in 2008 show that while there were both high- and low-achieving students in all ethnic groupings, the average achievement of pākehā and Asian students was at a higher level than Māori students. Māori girls performed better than Māori boys. (Chamberlain, 2008)

Reading Recovery

Reading Recovery is a national early-literacy intervention which provides intensive and individual help to children who are falling behind in reading and writing after one year at school.

Resource Teachers: Literacy work within a cluster group of schools with referred students in years 1 to 8 who are at risk of literacy underachievement, and with their classroom teachers. There are currently around 87 clusters and 109 RT:Lits positions nationwide

NEMP, the National Educational Monitoring Project, is an annual assessment of samples of year 4 and year 8 students across New Zealand. Each year different areas related to the curriculum are assessed over a four-year period. Each year about 3000 students in 260 schools are randomly selected to take part.

[University of Otago](#)

PIRLS, the Progress in International Reading Literacy Study assesses the reading literacy achievement of year 5 learners (aged 9) across the world.

Example of a [PIRLS reading task](#) The Upside-Down Mice by Roald Dahl

Once upon a time there lived an old man of 87 whose name was Labon. All his life he had been a quiet and peaceful person. He was very poor and very happy.

When Labon discovered that he had mice in his house, it did not bother him much at first. But the mice multiplied. They began to bother him. They kept on multiplying and finally there came a time when even he could stand it no longer.

"This is too much," he said. "This really is going a bit too far." He hobbled out of the house down the road to a shop where he bought some mousetraps, a piece of cheese and some glue.

When he got home, he put the glue on the underneath of the mousetraps and stuck them to the ceiling. Then he baited them carefully with pieces of cheese and set them to go off.

That night when the mice came out of their holes and saw the mousetraps on the ceiling, they thought it was a tremendous joke. They walked around on the floor, nudging each other and pointing up with their front paws and roaring with laughter. After all, it was pretty silly, mousetraps on the ceiling.

When Labon came down the next morning and saw that there were no mice caught in the traps, he smiled but said nothing.

Question 1: Why did Labon want to get rid of the mice?

- A. He had always hated mice.
- B. There were too many of them.
- C. They laughed too loudly.
- D. They ate all his cheese.

Compared with other higher-performing countries, New Zealand had a large group of year 5 students who did not reach the PIRLS lower international benchmarks. A large proportion of Māori boys were in this group. There was no improvement in the average reading achievement of any of student groups from 2001 to 2005/06.

Year 5 students' views about reading were more negative in 2005/06 than in 2001, particularly year 5 boys, Māori students, and Pākehā girls. Māori girls were more likely than boys to read for fun outside of school.

What progress has been made?

Activities to improve teaching and learning of literacy and numeracy for Māori students in their first years of school are reported against the actions from *Ka Hikitia – Managing for Success*.

Action: Review Reading Recovery funding to ensure equitable access at a national level for learners with the greatest needs

In 2009, [Reading Recovery](#) was targeted to support teachers and primary schools with high numbers of Māori learners. In 2009 the Ministry prepared a new model for the regional distribution of the 256 full-time teacher equivalent funding which supports the delivery of Reading Recovery. This was to inform the distribution of the resource for the delivery of Reading Recovery in 2011, with the intention of targeting the resource to greatest need.

In the 2009 agreements for Reading Recovery tutor services (who train and support Reading Recovery teachers), any extra tutor capacity was to be directed towards supporting schools with high numbers of Māori and/or Pasifika students, whether or not those schools were currently offering Reading Recovery.

Data from the 2009 milestone reports is currently being collated.

The tutor services the Ministry purchases expect each tutor to be delivering Reading Recovery to 2–4 learners. The agreements require tutors to direct their teaching to Māori and/or Pasifika learners in low-decile schools.

The data from the 2009 national Reading Recovery database is being analysed by the Ministry of Education Research Division, prior to publishing the report *Annual Monitoring of Reading Recovery : The Data for 2009* later in 2010.

Action: Extend provision of the Literacy Professional Development Programme (LPDP) with a focus on students at years 1 and 2 in schools with a higher proportion of Māori learners, and ensure that the focus on literacy in years 1 and 2 is supported by regional Ministry of Education Literacy Development Officers

In 2009, additional **literacy-focused professional development** was provided for teachers of years 1–3 in schools with high percentages of Māori and Pasifika students. This will not be continued in 2010. This funding will be reprioritised to support the implementation of the reading and writing National Standards.

Evidence of the impact of this professional development on student progress and achievement in both reading and writing is due to the Ministry in 2010.

The **Literacy Professional Development Programme (LPDP)** has also been very effective in improving reading and writing across New Zealand. Since 2004, LPDP has led to significant improvements in reading and writing for children from year 1 to year 8. Some of the greatest gains have been made by the learners with the lowest initial achievement.

Findings from the LPDP 2008/09 cohort show that, in reading, Māori learners in the lowest 20% had progress equal to the progress of the lowest 20% as a whole and had a higher average rate of progress and higher scores at the end of the year than both pākehā and Pasifika students. Using the **Assessment Tools for Teaching and Learning, asTTle**, Māori learners in the lowest 20% for writing have rates of progress that equal those of pākehā learners.

An upcoming report on 100 schools in LPDP during 2008/09 will contain data on year 1 and 2 learner progress and achievement. LPDP will be retendered in 2010 and funding will be reprioritised to support *National Standards*.

In addition, Ministry of Education **Literacy Development Officers** targeted schools with high proportions of Māori learners in 2009.

Action: Focus schooling improvement initiatives on literacy achievement in years 1 to 4 in decile-1–3 schools

Schooling improvement projects in clusters of low-decile schools with high Māori rolls have made a positive and statistically significant impact on the overall academic achievement of the targeted learners.

What is more, student outcomes actually continue to improve after the intensive project funding has ceased. In the Mangere and Otara clusters, the average reading results are now equal or close to the national average.

In 2008/09 there were 23 schooling improvement clusters involving 277 schools and 96,000 students, of whom 40% were Māori.

Many clusters show evidence of accelerated learning, with literacy and numeracy levels moving significantly towards, or meeting, national averages. As an example, in Manurewa in 2009, there were 13% fewer Māori learners in stanines 1–3 than in 2008. The main focus in 2010 will be aligning this work with the implementation of *National Standards* with the aim of lifting achievement in literacy and numeracy (reading, writing, and mathematics) by being clear about what students should achieve and by when.

Table 7: Stanines									
Calculating Stanines									
Result Ranking	4%	7%	12%	17%	20%	17%	12%	7%	4%
Stanine	1	2	3	4	5	6	7	8	9
Learners test scores are put into stanine groups. The lowest 4% of scores are stanine 1, the next lowest 7% are stanine 2. Most learners (64%) are in stanines 4-6.									

Ka Hikitia – Managing for Success has been embedded in planning and reporting processes for 22 schooling improvement initiatives that focus on literacy and numeracy in decile-1–3 schools for years 1–4.

Action: Develop an equivalent Literacy Professional Development Programme for Māori-medium settings

The implementation of **Ngā Whanaketanga Rumaki Māori**, the Maori-medium National Standards from 2011 will be supported by new assessment tools and professional support for years 1–8 Māori-medium students.

Action: Develop an 'early years' assessment tool for literacy learning at years 1–4 to support teachers to set clear expectations of learner progressions in literacy

Literacy tools for years 1–4 have been scoped for both English- and Māori-medium education. The implementation of the reading and writing *National Standards* will require appropriate assessment tools to be available for children from year 1. Literacy tools will be aligned to the *National Standards*.

Action: Continue to strengthen numeracy development for Māori learners in years 1 and 2

Most schools have now participated in the **Numeracy Professional Development Project**, designed to improve numeracy teaching across New Zealand. Māori learners were among those who made the most significant progress. (Young-Loveridge, 2009) Further research suggests that these gains are sustained over time. (Tagg and Thomas, 2007)

Action: Integrate the best evidence of what works for Māori learners into all professional development programmes

School professional development is one of the most effective ways to increase the quality of teaching. Overall in 2008/09, the Ministry of Education has been strengthening and enhancing the way it evaluates professional development programmes to ensure that they identify how they are improving outcomes for and with Māori learners.

School support services is the main infrastructure for professional development for New Zealand schools. The school support services contracts are made up of many areas of support including literacy and numeracy. Evidence of improved Māori learner achievement in literacy in years 1-8 was a key outcome of school support services professional development in 2008/09. Final learner achievement information for 2008/09 is due in 2010.

There is evidence that schools with high numbers of Māori learners are being prioritised for school support services. The providers, now part of the universities, have been actively looking at *Ka Hikitia – Managing for Success* to inform their planning and training development.

Ministry monitoring across all areas of the school support services contracts has a strong focus on Māori student achievement. Currently a framework for school support services is being developed to inform all professional development, with a focus on *National Standards*.

Other activities

The New Zealand Curriculum is a framework that provides English medium schools with the scope, flexibility and authority they need to design their own curriculum, which will in turn form the basis on which each teacher builds their specific learning programmes. In turn, the design of each school's curriculum should allow teachers the scope to make interpretations in response to the particular needs, interests, and talents of individuals and groups of students in their classes, and their communities.

Community engagement is a key principle and requires schools to ensure the curriculum has meaning for students, connects with their wider lives, and engages the support of their families, whānau and communities.

In 2008/09, professional development supported schools to develop their own school curriculum, based on *The New Zealand Curriculum*, that is responsive to their communities. There was a specific focus on helping schools develop culturally-responsive contexts for learning. The Ministry is also developing exemplars and digital stories online to support effective teaching of *The New Zealand Curriculum* with Māori learners.

Te Marautanga o Aotearoa was launched in October 2008 as the curriculum for Māori-medium education. In 2008/09 the Ministry developed supplementary professional support materials to assist teachers to understand and deepen their knowledge of the learning areas of *Te Marautanga o Aotearoa*.

The New Zealand Curriculum Project

The national curriculum is made up of two documents, *The New Zealand Curriculum for English-medium (NZC)*, and *Te Marautanga o Aotearoa* for Māori-medium (*TMoA*). The national curriculum sets the direction for student learning and provides guidance for schools as they design and review their curriculum.

The curriculum is designed and interpreted in a three-stage process: as the national curriculum, the school curriculum, and the classroom curriculum. All national curriculum (*NZC* and *TMoA*) support publications are being developed to be culturally inclusive and encourage teachers to recognise and meet the needs of Māori learners and their whānau. Particular case studies identify schools that are making progress in this area. Further case studies focus on situations where schools are using both *NZC* and *TMoA* (and perhaps iwi curricula) to guide their school curriculum planning and review. These case studies are being published on [Te Kete Ipurangi \(TKI\)](#) to provide guidance for other schools.

[Te Aho Arataki Marau mō te Ako i Te Reo Māori/Curriculum Guidelines for Teaching and Learning Te Reo Māori](#)

The New Zealand Curriculum and *Ka Hikitia – Managing for Success* both affirm the value of te reo Māori as the indigenous language of New Zealand. Yet for all the positive indications of change, only 3% of New Zealanders can actually converse in te reo Māori. If this is to change, all schools will need to provide their students with the opportunities to learn te reo Māori that are available through *The New Zealand Curriculum*.

Te Aho Arataki Marau was published in 2009 to help every English-medium school design and shape a curriculum that includes te reo Māori and acknowledges its value.

National Standards

In 2009, the Ministry of Education has been developing [National Standards](#) for English-medium schools in reading, writing and mathematics for all children from years 1 to 8.

The *National Standards* will be implemented in 2010 and will set out explicit expectations about what children need to learn, and by when, to support teachers to better identify the learning requirements of their students. This is particularly important in raising teachers' expectations of the potential achievement of their Māori students. The implementation of the *National Standards* will help teachers to focus more accurately on the learning needs of their students, including their Māori students, to ensure they can access [The New Zealand Curriculum](#).

The *National Standards* will also provide information for parents, families and whānau to inform their discussions with teachers about their children's progress.

The introduction of the *National Standards* requires all schools to let parents know how well their children are doing in relation to the standards twice each year. These written reports will show whether their child is above the standard, at the standard, below the standard or well below the standard expected for their age and year level. These reports will also include the next steps for the child, and how parents can help at home.

National Standards Years 1–3

After one year at school, learners will:

- read, respond to, and think critically about fiction and non-fiction texts at the green level of Ready to Read
- create texts as they learn in a range of contexts across *The New Zealand Curriculum* within level 1. Students will use their writing to think about, record and communicate experiences, ideas and information to meet specific learning purposes across the curriculum
- be achieving at early level 1 in the mathematics and statistics learning area of *The New Zealand Curriculum*.

After two years at school, learners will:

- read, respond to, and think critically about fiction and non-fiction texts at the turquoise level of Ready to Read
- create texts in order to meet the writing demands of *The New Zealand Curriculum* at level 1. Students will use their writing to think about, record and communicate experiences, ideas and information to meet specific learning purposes across the curriculum
- be achieving at level 1 in the mathematics and statistics learning area of *The New Zealand Curriculum*.

[*Ngā Whanaketanga Rūmaki Māori – the Māori-medium standards*](#) were drafted in 2009 and are being consulted on in 2010.

Commentary

Effective teaching and learning of **literacy and numeracy** are critical to ensure the future success of all students.

It is clear that literacy and numeracy teaching for Māori learners is not as effective as for other groups. Although there are some initiatives that are leading to success for Māori, this is not reflected at the national level or in international assessments.

Work to enhance teaching and learning of literacy and numeracy in the crucial early years must continue to be a top priority to ensure Māori enjoy education success as Māori.

Since the funding for the **Literacy Professional Development Project** (LPDP) and literacy professional development for years 1–3 has been reprioritised to support the National Standards, it is critical that the focus on National Standards produces outcomes and benefits for Māori learners that match or exceed those gained through those professional development programmes.

Goal 6: Strengthen the participation of Māori whānau in their children’s learning in the early years

Why is this goal important?

Parents, families and whānau are critically important in education success of their children, by:

- making informed choices about education options
- having high expectations of success
- providing a home environment that fosters learning
- knowing how to help children with their learning at home
- supporting schools to establish effective teaching and learning relationships and provide meaningful learning opportunities.

Effective partnerships between parents, families and whānau, and schools can improve the wellbeing, behaviour and achievement of children right into adulthood. (Biddulph et al., 2003)

Parents, families and whānau have extensive experience and knowledge that they can contribute to a learning partnership with teachers. Similarly, teachers have extensive knowledge that they can contribute to such a learning partnership with families and whānau.

Active participation by Māori parents, families and whānau, iwi and communities in wider school activities is also important to create conditions that are appropriate and effective for Māori learners. However, this can be a superficial role if parents do not also have opportunities to be fully engaged in their children’s learning.

Better engagement requires:

Leadership: Engagement between schools and their communities works well when there is vision and commitment from school leaders to working in partnership with all parents.

Relationships: Mutual trust and respect are critical to formal and informal relationships between staff and parents in which they share responsibility for children’s learning and well-being.

School culture: Schools that are committed to being inclusive enable all parents to be actively involved in decisions affecting their child, and respond to parents’ concerns and questions promptly.

Partnerships: Learning partnerships between teachers and parents strengthen parents’ understanding and involvement in their child’s education. Parents’ expertise and contributions are valued by teachers. Effective learning partnerships can have positive impacts on student outcomes.

Community networks: Parent and community expertise is valued and contributes to programmes and activities in the school. Schools are involved in community activities and events. Consultation is integral to engagement, and there is a shared understanding about the priorities for student achievement.

Communication: Schools communicate with parents in ways that are timely, useful and easily understood. Opportunities for exchange of information are both formal and informal and appropriate for those involved. Barriers to effective communication are actively identified and overcome.

Education Review Office (2008a)

What do the data say?

In 2008, the Education Review Office (ERO) reported that nearly three quarters of schools’ reviews included recommendations for improving engagement, particularly with parents, families and whānau of children from non-pākehā backgrounds.

As part of that work, the Education Review Office asked parents and whānau for their [views about home-school engagement](#) in order to understand their expectations of schools, what made engagement work well, what made it difficult, and what schools could do to improve.

The Education Review Office held discussions with groups of parents, including parents and whānau of Māori learners. Education Review Office staff facilitated 12 hui with Māori parents and whānau in Christchurch, Dunedin, Hawkes Bay, Kaikohe, Murupara, Rotorua, Manukau City, Whakatane, Waitakere City, Wellington and Patea.

The following section summarises some of the feedback from those parents.

What did Māori parents expect of schools?

Māori parents and whānau told ERO that their children and mokopuna are their priority and involvement in their education was critical. They expect:

- teachers to have a range of skills and strategies to engage their children in learning
- schools to give them honest, accurate and useful information about their children's progress and achievement
- their children to become confident learners who accepted challenges and maintained their personal mana
- to be involved in their children's schools, be invited to come to school and be part of their children's learning

Their culture and values to be acknowledged through the use of Māori protocols and programmes in Māori language and culture that supported their children's learning.

What did Māori parents think schools expected of them?

Māori parents and whānau believed that schools expect them to:

- support systems, expectations and procedures for attendance and behaviour management, and to follow protocols for visiting classrooms and teachers
- attend school hui and support their children with homework.

What worked well?

Māori parents wanted their children to have good learning relationships with their teacher(s). This was more likely to happen when teachers related well to their learners, respecting and acknowledging their cultural identity.

Māori parents appreciated opportunities to celebrate their children's success and to have discussions about what and how well they were learning. Engagement worked well when, as parents, they were listened to and their ideas were valued.

Having Māori trustees on the board helped Māori parents to engage with their children's school. It was often easier for the Māori perspective to be heard if there was more than one Māori trustee. Whānau groups for support, and opportunities for discussion about their children's learning and wellbeing were also very important.

What would help?

Māori parents thought that schools could do a variety of things to improve engagement with them. For example:

- having a receptive principal (and senior management team) who actively listened to what they had to say.
- schools genuinely welcoming Māori
- hui and consultation activities offering different ways for parents to express their views and give feedback
- teachers who encouraged and took a lead in involving them through actions and not just words
- using homework as a way of strengthening home-school partnerships.
- having a Māori support group and the backing of kaumātua could also help strengthen engagement, along with dual language learning opportunities.

What progress has been made?

Activities to strengthen the participation of Māori whānau in their children's learning in the early years of school are reported against the actions from *Ka Hikitia – Managing for Success*.

Action: Integrate evidence that supports involving whānau in the teaching and learning process into all professional development contracts, evaluations and quality teaching and leadership programmes

The most effective parental involvement in early childhood education and schools is when teachers and parents are partners in a child's learning. (Robinson et al., 2009)

In 2010 there will be an increased emphasis for School Support Services contracts and professional development to focus on Māori-language programmes by liaising with families and whānau, hapū and iwi.

Action: Strengthen home–school literacy partnerships by supporting schools to identify and access effective home-based literacy programmes: for example the Reading Together Programme

The school-based programme [Reading Together](#) supports parents to enhance their children's learning. The Reading Together programme includes parents and teachers as partners in children's learning. A key shift for the parents participating in the programme has been sharing, talking and reading together rather than 'correcting' the child (Tuck et al, 2007).

An in-depth study in 2007 [The Biddulph Group \(2009\)](#) investigated the ongoing implementation (since 2005) of Reading Together at St Joseph's Primary School, Otahuhu, Auckland and revealed:

- statistically significant gains in children's levels of reading comprehension which were:
 - sustained over time (two years)
 - evident across the siblings in the families who participated
 - over and above that achieved by a highly-effective school literacy programme
- that parents can make a significant difference to children's reading achievement in partnership with a decile-1 school that is already providing highly-effective literacy education programmes
- positive and constructive changes in parents' relationships with their children
- positive shifts in children's independent reading
- enhanced relationships and interactions between teachers and parents.

Reading Together has now been piloted in Rotorua to test its effectiveness in that context. Evaluation findings suggest there are benefits for families, whānau and children when the programme is delivered in a culturally-appropriate and -responsive way. The programme is being expanded to up to 20 schools in the Manurewa area as part of the **Manurewa Schooling Improvement Literacy Initiative**.

Action: Support effective whānau participation in implementing *The New Zealand Curriculum and Te Marautanga o Aotearoa* in 2008–10

In 2008/09, *professional development* supported schools to develop their own school curriculum, based on *The New Zealand Curriculum* and *Te Marautanga o Aotearoa* that is responsive to their communities. There was a specific focus on helping English-medium schools develop culturally-responsive contexts for learning.

Action: Develop a home-based literacy programme to support whānau with children in Māori-medium education

This has yet to be actioned

Action: Use existing communications programmes and other resources to clarify what whānau can expect quality early childhood education services and schools to provide in terms of teaching and learning, and their rights and responsibilities as parents and whānau

[Pouwhakataki](#) are community liaison officers who provide information to families and whānau and create links between families and whānau and education services. In 2008/09, in addition to working with families and whānau in communities, pouwhakataki undertook face-to-face information sharing and literacy

activities at a number of significant events including The Otago Boards' Forum Literacy Day, the Ngāpuhi Festival in Auckland, and the Te Matatini National Kapahaka competition. They also supported families and whānau to contribute to the nationwide consultation process on *Reporting to Parents on Proposed National Standards*.

Case study: Reading Together

John Good, Te Puna o Te Mātauranga, is thrilled with the buzz in Manurewa around the Reading Together programme. He commented "We've never had such networking between teachers, schools, librarians, iwi and communities."

Reading Together, developed by Jeanne Biddulph in 1982, is a research-based programme (consisting of four 75-minute workshops) which enables parents/whānau to help their children with reading at home. While families learn how to support their children's reading more effectively (eg by choosing appropriate reading materials and helping children overcome problems), teachers build deeper understanding of the child and whānau and what is important for them.

The result is learning partnerships that build on the strengths of both family and school.

Teachers have found that being involved in the programme implementation has:

"reinforced our belief that all parents want the best for their children and that we have to find ways of encouraging them into school"

"helped us to realise how much we take for granted that parents know how to help, and how much personal reading experiences impact on how parents read with their children"

"helped us to recognise that we should never assume, and that even the most confident parents appreciate professional input – some aren't sure how to help their children"

(Feedback from Reading Together Workshop Leaders)

Research studies have shown that children whose parents are involved in Reading Together have made greater gains in reading than other students, and their reading has continued to improve over time. Parents appreciate learning how best to support their children's reading – for example, how to develop their understanding, confidence and enjoyment, and when and how to correct and praise.

For example, one parent said:

"I have learnt patience when reading with my child, and understand them better with reading. I find it easier to get my son to read with me. It's nice to read with him."

Another parent commented:

"Happy to choose books he wants to read. Wants to go to the town library and bring back a 'wad' of books. Very confident now. Has also encouraged others at home to read."

(Feedback from parents/whānau participating in Reading Together)

A significant finding from a Ministry of Education Group Māori study in Rotorua in 2008/09 was the importance of cultural responsiveness in helping whānau feel respected, acknowledged and genuinely welcome on the Reading Together programme. As a result of the programme the majority of whānau felt more able to talk to the teachers, including the Deputy or Associate Principal.

Reading Together was included in the Manurewa Literacy Project (launched in August 2009). The Project is a large-scale campaign to raise literacy and education achievement in the area. John looks forward to seeing the programme help to realise the potential of the young learners of Manurewa. "Reading Together has enjoyed powerful results for over 25 years. Now children, parents, whānau and schools of Manurewa have the opportunity to share in that success."

[More about Reading Together](#)

Action: Through the iwi partnerships programme, support iwi to build the capacity of hapū and whānau to engage and participate in early childhood education and early years schooling.

Several iwi involved in **Ministry/iwi partnerships** have identified early childhood education and early years schooling as areas of focus. The Ministry is supporting them to undertake a variety of projects that share the aim of fully engaging whānau in the education of their children. The projects are at different stages of development and implementation. It is expected that this work will produce outcomes for Māori learners over the longer term.

Atawhaingia te Pā Harakeke is a professional development programme responsible for developing and providing training and support services for iwi and Māori Community Provider Groups who work directly with families, whānau and children. The programme is delivered by Te Kōmako support and training team.

Since 2001, over 120 providers have either attended the marae-based wānanga facilitated by the team or are currently receiving intense mentoring and support from the regional Waewaetaha (coordinators) with the support of Te Kāhui Whakaruruhau (cultural advisors) and Te Hunga Whakangūngū (specialised facilitators).

In 2009, the programme was implemented in Mataatua-Waiariki, with 23 Special Education Māori staff from Hamilton, Rotorua, Napier and Taupo attending training in October 2009. Three programmes of Atawhaingia Te Pā Harakeke were completed from June – Dec 2009 with 14 provider groups throughout the Far North, Mataatua/Waiāriki and Tairāwhiti regions. The evaluation of the pilot training indicated that incorporating kaupapa Māori principles, knowledge, tools and practices is a key success factor. The Kāhui Whakaruruhau have always provided ongoing cultural support and together with the Te Kōmako team, there is a constant focus on ensuring that this thread of cultural knowledge and experience is woven throughout the training.

Consultation with Parents, Family and Whānau on National Standards and Reporting to Parents

Plain-language reports to parents are a fundamental aspect of the new policy on *National Standards* in primary and intermediate schools. Consultation with parents, family and whānau members was an opportunity for them to provide their views on the most helpful type of reporting.

Meetings with parents formed an important part of the nationwide consultation programme on the draft *National Standards* and reporting to parents from mid-May to early-July 2009. These meetings supplemented the opportunity to provide input by completing the feedback form (in hard copy and online).

National Standards in the new National Administration Guidelines (NAGs)

The new National Administration Guidelines require schools to:

- report school-level data in the Board's Annual Report on *National Standards* under three headings:
 - school strengths and identified areas for improvement
 - the basis for identifying areas for improvement
 - planned actions for lifting achievement
- report in the Board's Annual Report on:
 - the numbers and proportions of students at, above, below or well below the standards, including by Māori, Pasifika and by gender
 - how students are progressing against the standards as well as how they are achieving.

These requirements apply to annual reports on the 2011 school year, except for schools implementing *Te Marautanga o Aotearoa*, in which case they apply from the 2012 annual reports.

The *National Administration Guidelines* also require schools to "report to students and their parents on the student's progress and achievement in relation to *National Standards*. Reporting to parents in plain language must be at least twice a year."

Other activities

Early childhood education and school partnerships with parents can support parents in their role as children's first teachers. While many early childhood education services provide support and guidance to parents as part of their day-to-day activities, more focused support is sometimes required.

An early childhood education service-based [Parent Support and Development Project](#) has been designed to provide parent education, social support and outreach activities to families and whānau. It is developing the role of early childhood education centres as a community hub, or venues, for parent support.

The project is aimed at families and whānau at risk of poor outcomes who have children aged up to three years. The project is piloting 18 programmes over a period of four years. Of the 10 services involved in the second series of pilots until 30 June 2010, one is a kōhanga reo and two are early childhood education services with high proportions of Māori children. The programme is based on current evidence that:

- programmes that combine parent education/support and early childhood education can raise child outcomes
- connection between home and early childhood education environment leads to positive education outcomes
- early years are a critical opportunity to engage parents, families and whānau in education. Some vulnerable parents will access early childhood education services even when reluctant to access other services and
- comprehensive programmes that address the real needs of parents, especially in children's early years (0–6), can significantly improve children's achievement.

An independent evaluation is currently underway, which includes case studies, data analysis and phone surveys. Eight centres have been selected for case studies to capture detailed analysis. Results are due in 2010 and will inform advice to Government on the future funding of the existing centres and potential expansion of the programme.

[Incredible Years](#) is a special education programme that provides support for families and whānau with children who have behavioural issues. It is a parenting and teaching programme that builds positive relationships and encourages desirable behaviour from young children.

In Taumarunui, Special Education has used a collaborative approach towards engaging with whānau within the rohe. Group Special Education works with local Māori agencies to ensure a quality programme is accessible to whānau in the area.

The South Auckland Incredible Years programme reports that parents are finding they are better able to manage their children's challenging behaviour.

Commentary

Actions in 2008/09 to strengthen the participation of Māori whānau in their children's learning in the early years at school have focused on small scale investments such as **Reading Together** and the **Parent Support and Development Project**, and the general nationwide consultation process on reporting to parents.

The outcomes from other initiatives such as **Atawhaingia te Pā Harakeke** are identified in a range of ways that will be brought together under the new Ministry monitoring system for Māori in education, the Measurable Gains Framework. This will enable better overall identification of effectiveness in relation to other initiatives.

National Standards reporting will provide a basis for evaluating outcomes and a basis for discussions between parents and teachers. These discussions could strengthen the participation of Māori whānau in their children's learning if they are part of a wider conversation and effective engagement.

The **'Parent Voices' report** (Education Review Office, 2008b) could inform the development of further actions to assist parents and schools engage more effectively.

Looking Ahead

In 2010 the Ministry of Education will continue to focus actions on enhancing education success for and with Māori.

The key priorities in the Foundation Years will be increasing participation in early childhood education and improving literacy and numeracy achievement and better engagement with parents.

Early childhood education

The **Counties Manukau Project** is due to end by December 2010. The project has been monitored and the Ministry will evaluate the impact of the activities conducted as part of the project. The Ministry will take the best outcomes and results and trial and duplicate them in other areas.

Following Budget 2009, [20 hours ECE](#) is to be extended to all kōhanga reo from 1 July 2010. Work is progressing on policy and system changes to support this move. In addition, from 1 July 2010, 20 hours ECE will apply not only to children aged three to four years but also to five-year-olds.

Extending 20 hours ECE is expected to increase parent choice and flexibility about when and how they choose to use early childhood education.

Early childhood education professional development contracts ended in December 2009. New contracts in 2010 will be refocused to offer improved support for Government priorities for early childhood education.

In 2010 there will be an increased emphasis for [School Support Services](#) contracts and professional development to focus on Māori-language programmes by liaising with families and whānau, hapū and iwi. A cultural-responsiveness policy framework will be developed by June 2010.

Changes to the **teacher registration targets** in October 2009 mean that the early childhood education sector is on track to meet 80% registered teachers by 2012 and there is no longer a shortage of registered early childhood education teachers.

There are still difficulties establishing an even distribution of registered early childhood education teachers across all services. Some services in low socio-economic, rural or isolated areas have difficulty finding registered staff.

There is a shortage of registered early childhood education teachers with Māori-language skills and cultural knowledge. However, improving the targeting of teacher supply initiatives should increase the supply of registered early childhood education teachers with these skills.

The work examining **transitions for Māori students** between early childhood education and school, and between schools will be reported on in 2010. This will inform further work and advice to teachers, principals and parents to assist them in supporting this transition for students as well as possible.

Schooling

The [National Standards](#) for years 1–8 will begin to be implemented in 2010, with the first reports to parents expected by mid-year.

Further professional development and resources will be available in 2010 and beyond to support the effective implementation of the *National Standards*.

For example, in 2010, literacy professional development funding will be reprioritised to focus on supporting the implementation of *National Standards* in reading and writing.

Boards will be required to set *National Standards* targets in their 2011 charters and report against these targets in their 2011 annual reports. For schools implementing [Te Marautanga o Aotearoa](#), this will be required from the 2012 school year. [Ngā Whanaketanga Rūmaki Māori](#) – the Māori-medium standards – are currently being drafted and will be trialled and consulted on in 2010.

From February 2010, teachers in English-medium schools will be required to report to parents in writing, at least twice a year, about how their child is progressing and achieving in relation to the reading, writing and mathematics standards.

The [Reading Together](#) component of the Manurewa Literacy Project will be evaluated to examine whānau engagement in relation to the Reading Together programme, and the effects on Māori learner outcomes. Specifically, the evaluation will explore what factors promote and sustain effective whānau engagement with Reading Together, the impact of Reading Together on whānau literacy practices, the professional development needs of teachers to deliver the programme responsively to Māori students, and the Ministry's role in effective implementation.

The evaluation began in March 2010 and will continue alongside the implementation of Reading Together in Manurewa until the end of 2011.

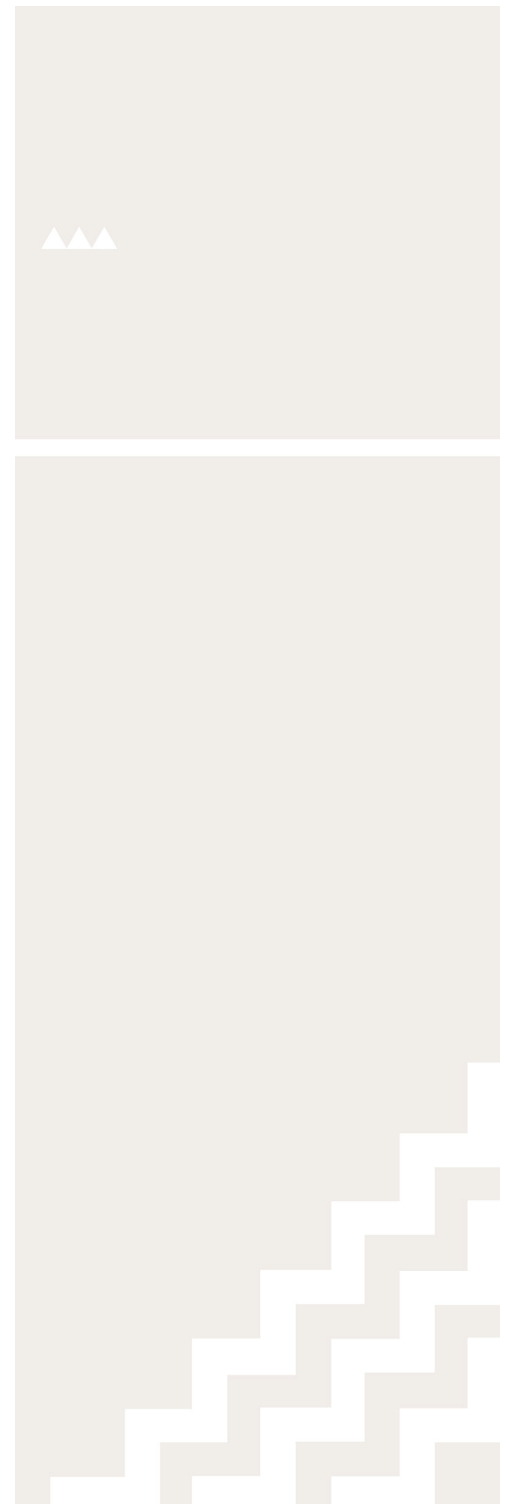
A new **website for parents, families and whānau** will be developed with a focus on plain-language reporting around the *National Standards* and providing parents with clear information about teaching and learning.

Key challenges ahead

Key challenges for the Ministry of Education, other agencies and the education sector will be to:

- accelerate recent enrolment increases for Māori in early childhood education by expanding and building on successful participation initiatives such as the Counties Manukau and Promoting Participation projects
- To improve teaching and learning it is important that the implementation of [National Standards](#) and [Ngā Whanaketanga Rūmaki Māori – the Māori-medium standards](#) is supported by increasing the effectiveness of teaching and learning for Māori students, especially in relation to cultural responsiveness
- increase the supply of teachers proficient in te reo Māori in early childhood education and school settings
- reprioritise resources to focus more urgently and specifically on improving the [literacy and numeracy achievement](#) of children in their first two years at school
- focus policy, research and investments on increasing the capability of early childhood education and school teachers to be culturally-appropriate and responsive
- focus policy, research and investments to increase the effectiveness of school–whānau engagement
- identify ways to improve the transition to school for Māori children, parents and whānau.

Young People Engaged in Learning



Ngā Haeata Mātauranga - Annual Report on Maori Education 2008/09

Young People Engaged in Learning

Ngā Haeata Mātauranga 2008/09 focuses on monitoring progress in achieving the goals of ***Ka Hikitia – Managing for Success: The Māori Education Strategy 2008–2012*** from July 2008 to December 2009.

This section reports on progress in 2008/09 in the **Young People Engaged in Learning** focus area of *Ka Hikitia – Managing for Success*.

Ka Hikitia – Managing for Success recognises that young people's ongoing education success depends on developing strong learning foundations in early schooling. To achieve 'Māori enjoying education success as Māori', students must experience a successful transition to secondary school and effective teaching once there. They also require sound advice about subject choices that open up learning pathways and future opportunities.

Contents

This section includes:

How to achieve change?

Summary of progress against the *Ka Hikitia – Managing for Success* targets and actions.

Discussion for each goal including:

- Why is this goal important?
- What do the data say?
- What progress has been made?

This section also includes a discussion about ***Success in Tertiary Education***. All the goals and actions in *Ka Hikitia – Managing for Success* are ultimately focused on enabling Māori students to realise their potential in life through higher education. To monitor the effectiveness of its early childhood and school-based actions, *Ka Hikitia – Managing for Success* sets out specific targets for tertiary education.

Overarching strategic intent

Ka Hikitia – Managing for Success sets out the Ministry of Education's approach to achieving educational success for and with Māori through to 2012. The overarching strategic intent of *Ka Hikitia – Managing for Success* is:

'Māori enjoying education success as Māori'.

The four goals for the Young People Engaged in Learning focus area are:

Goal 1	increase the effectiveness of teaching and learning for Māori students in years 9 and 10
Goal 2	support professional leaders to take responsibility for Māori students' presence, engagement and achievement
Goal 3	improve support for year 9 and 10 Māori students to make decisions about future education pathways
Goal 4	support Māori students to stay at school and stay engaged in learning

These goals all provide the foundations for participation in Tertiary education

How to achieve change?

Government's actions to achieve the Young People Engaged in Learning goals of ***Ka Hikitia – Managing for Success*** have been focused on supporting Māori youth to be present, engaged and achieving in their first years at secondary school (years 9 and 10).

This is a vital factor in ensuring that they remain engaged and go on to achieve the qualifications they require to enter tertiary education and gain worthwhile employment.

The actions in *Ka Hikitia – Managing for Success* are based on what [evidence](#) shows are the most effective ways to achieve system change for Young People Engaged in Learning:

- Increasing professional learning and capability of teachers
 - high-quality teaching makes the most difference to student achievement across the sector
- Focusing on responsive and accountable professional leadership
 - principals and school leaders who focus on teaching and learning as the major part of their leadership role improve outcomes for learners.
- Increasing whānau and iwi authority and involvement in education
 - parents, families and whānau play a critical role in supporting their children’s learning right from the start
 - learning is more effective when whānau and iwi are valued partners in the education process and when educators, whānau and iwi are open to learning from and with one another.

Ministry of Education Statement of Intent 2009-14

The Chief Executives of all six government education agencies are committed to collective strategic leadership to ensure that Government’s priority outcomes for education are achieved.

The [priority outcomes](#) inform the operating intentions of each agency.

Key priorities for Young People Engaged in Learning are:

Every young person has the skills and qualifications to contribute to their and New Zealand’s future

- increased student engagement and retention in education for target groups
- fewer young people from target groups leaving education without worthwhile qualifications
- reduced numbers of young people who are not in education, training or employment

Relevant and efficient tertiary education provision that meets student and labour market needs

- greater levels of achievement for those learners who are currently leaving school without Level 2 NCEA
- increased numbers of students from target groups completing tertiary qualifications at higher levels.

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Relevant and efficient tertiary education provision that meets student and labour market needs

- greater levels of achievement for those learners who are currently leaving school without Level 2 NCEA
- increased numbers of students from target groups completing tertiary qualifications at higher levels.

Summary

This section summarises [progress](#) achieving the goals of *Ka Hikitia – Managing for Success* in the **Young People Engaged in Learning** focus area.

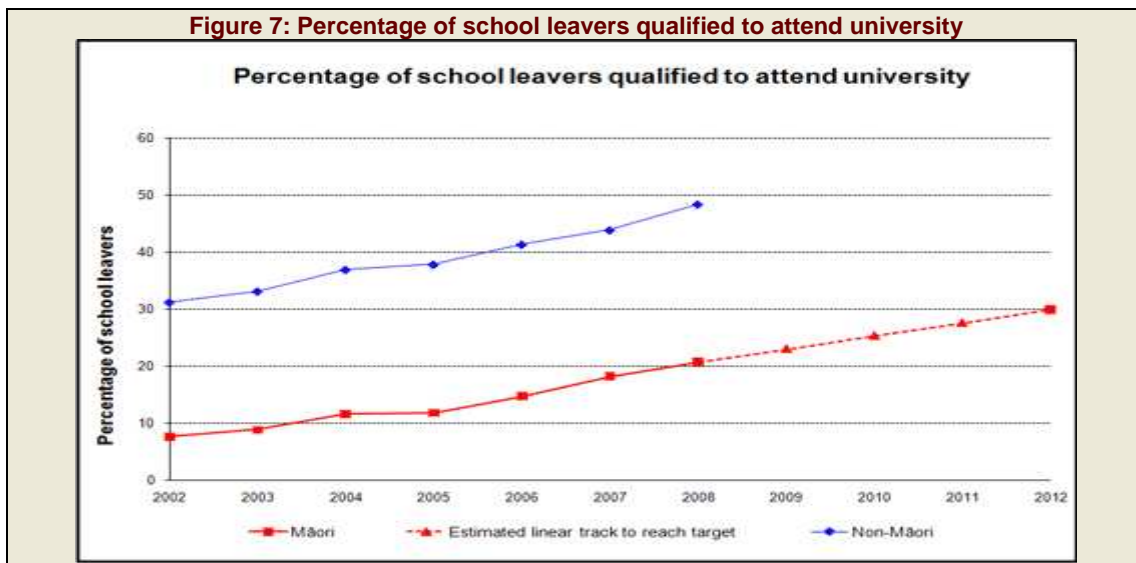
It reports on achievement of the

- targets
- actions.

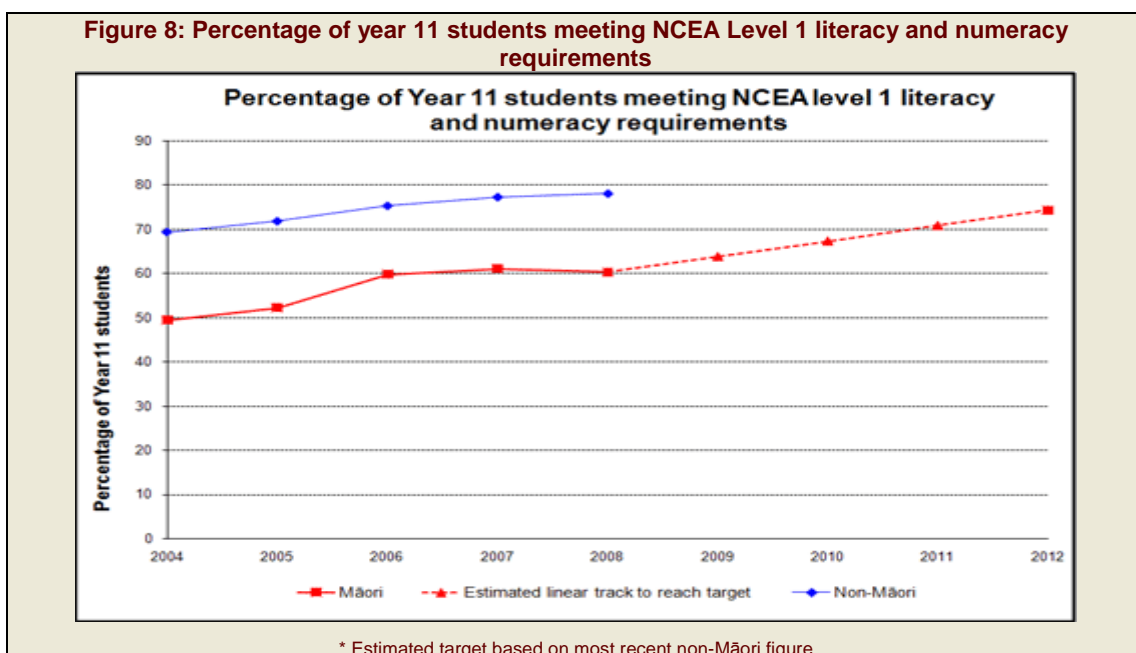
Targets

Ka Hikitia – Managing for Success sets out key targets for measuring progress in achieving the goals for **Young People Engaged in Learning**:

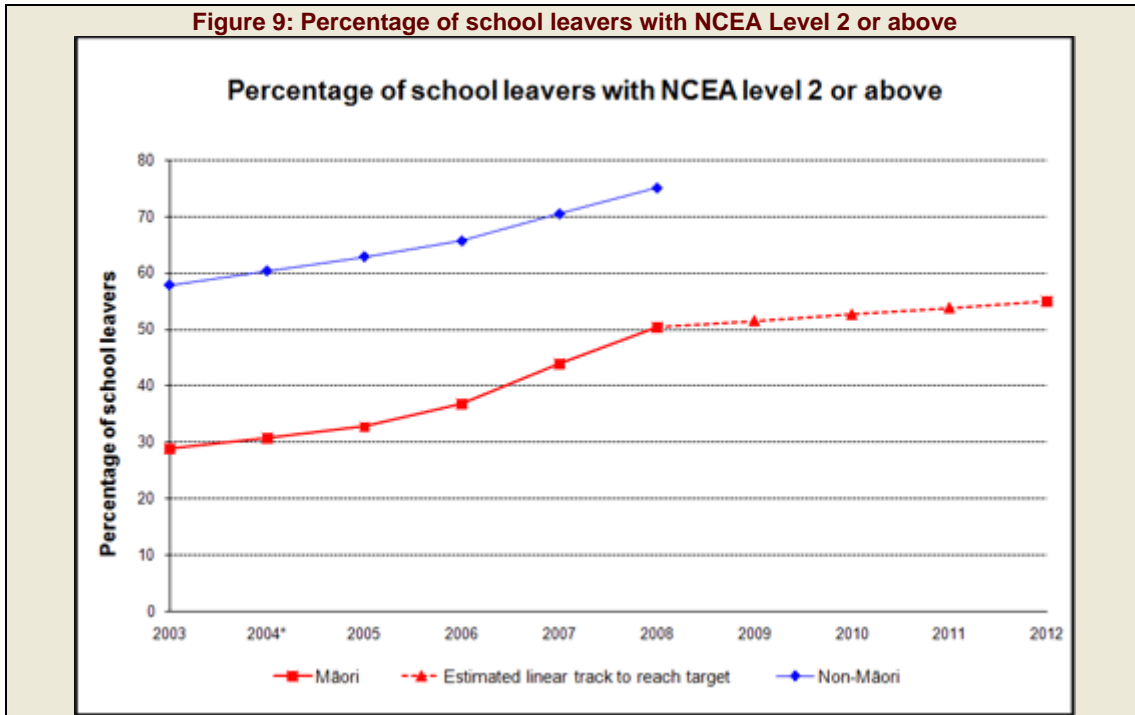
- increase Māori school leavers qualified to attend university from 14.8% in 2006 to 30% by 2012



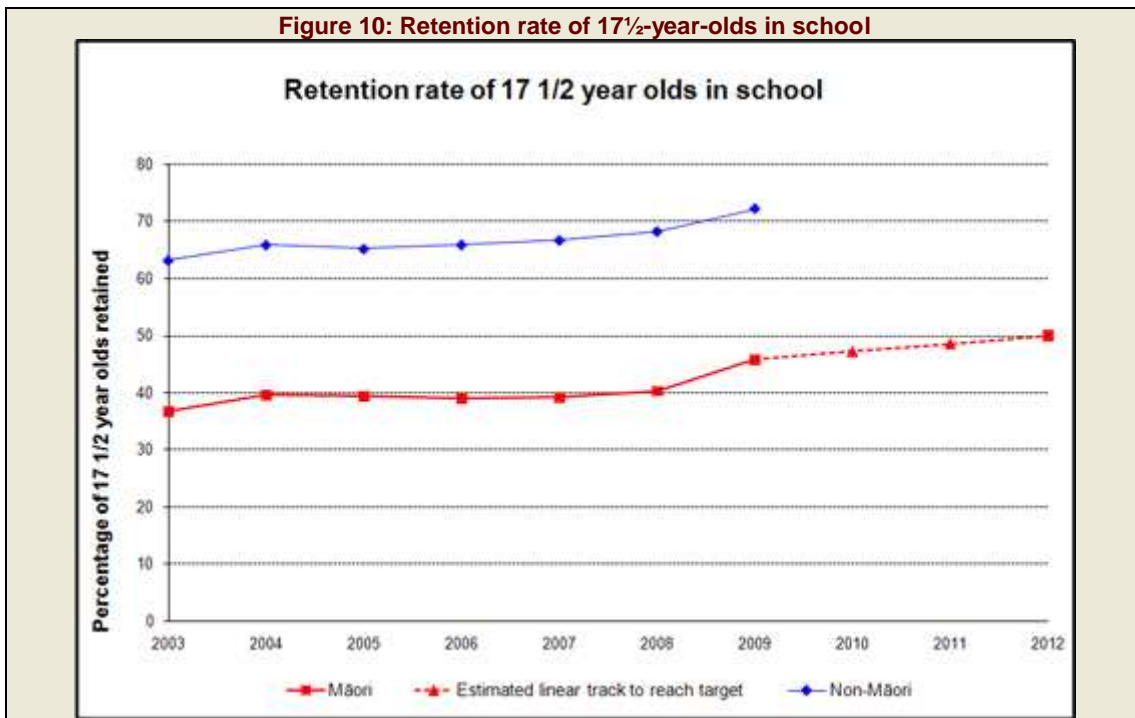
- improve the proportion of year 11 Māori students achieving the reading literacy and numeracy criteria for NCEA Level 1 from 59.4% in 2006 to be equal to or better than the proportion of non-Māori by 2012



- increase the proportion of Māori school leavers with NCEA Level 2 or above from 36.7% in 2006 to 55% by 2012

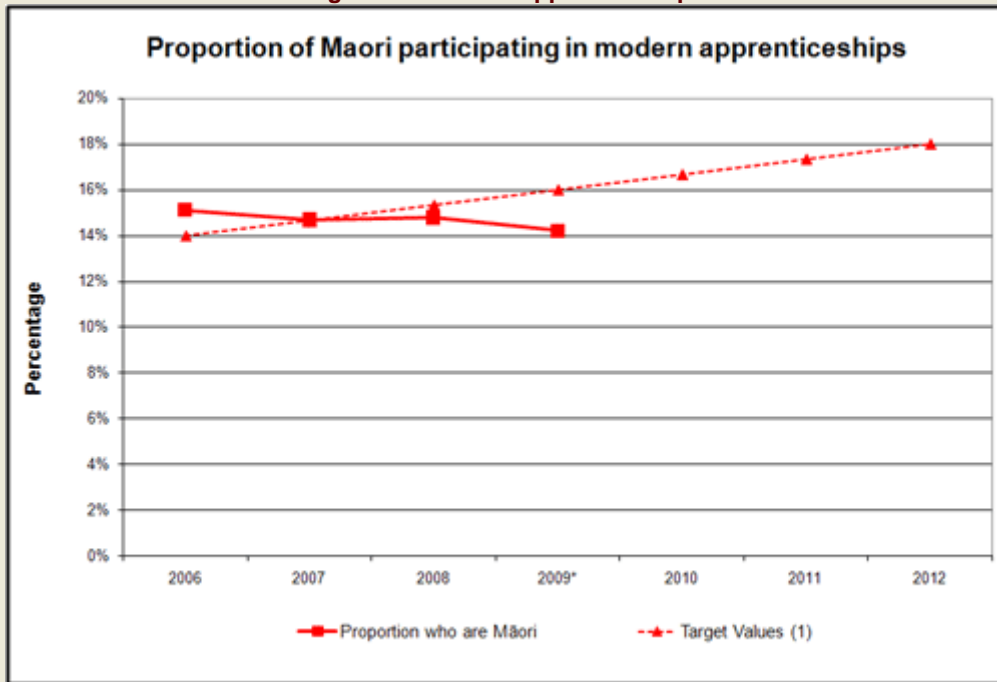


- reduce the truancy rate of Māori students in years 9 and 10 by 20% from 4.1% in 2006 to 3.3% by 2012
Only base data (2006) available.
- increase retention rates for 17½-year-old Māori students from 39.1% in 2007 to 50% by 2012



- increase the proportion of Māori participating in modern apprenticeships from 14% in 2006 to 18% by 2012

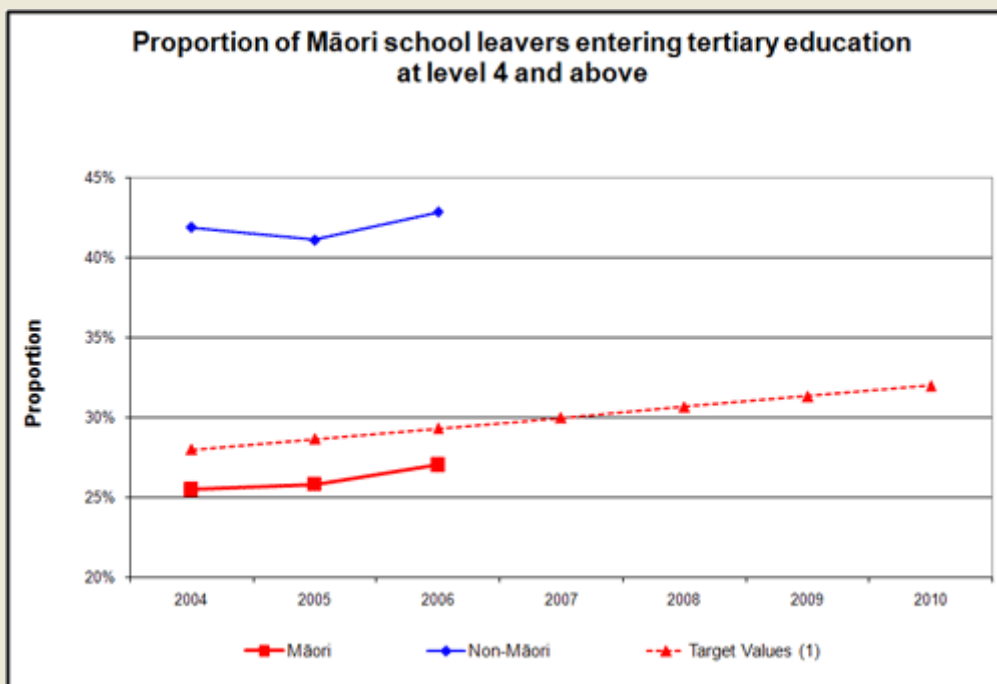
Figure 11: Modern apprenticeships



Data and method for calculating rates was improved subsequent to the publication of the Ka Hikitia – Managing for Success target. The values listed in the target are now very different to what the revised data shows.

- increase the proportion of Māori school leavers entering tertiary education at Level 4 or above within two years of leaving school, from 28% in 2004 to 32% by 2012

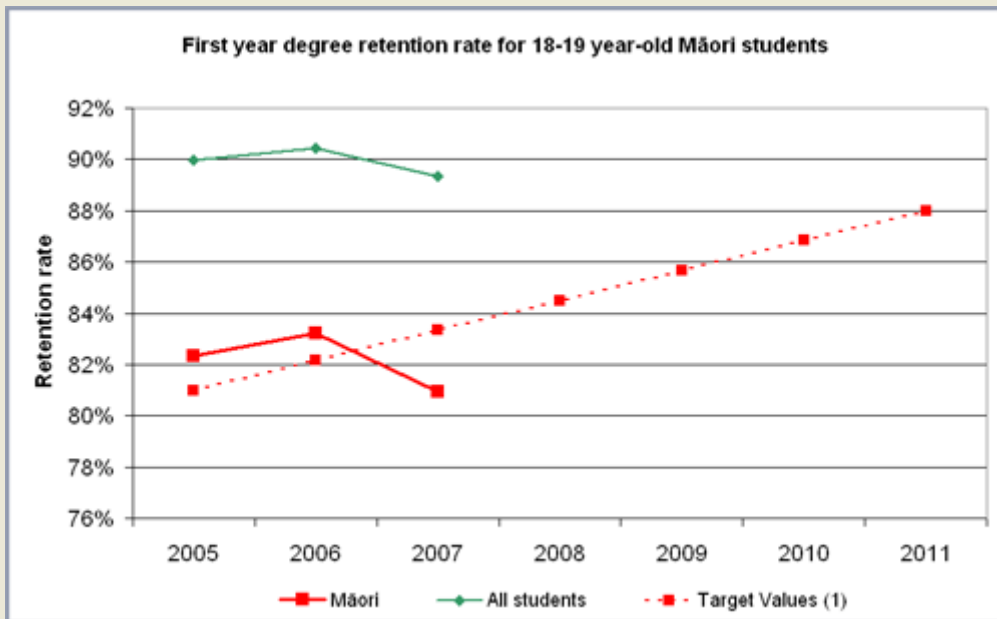
Figure 12: School leavers to tertiary education at Level 4 within 2 years of leaving school



Data and method for calculating rates was improved subsequent to the publication of the Ka Hikitia – Managing for Success target. The values listed in the target are now very different to what the revised data shows.

- increase the first-year degree programme retention rate for 18–19-year-old Māori students from 81% in 2006 (based on the 2005 cohort) to 88% in 2012 (based on the 2011 cohort)

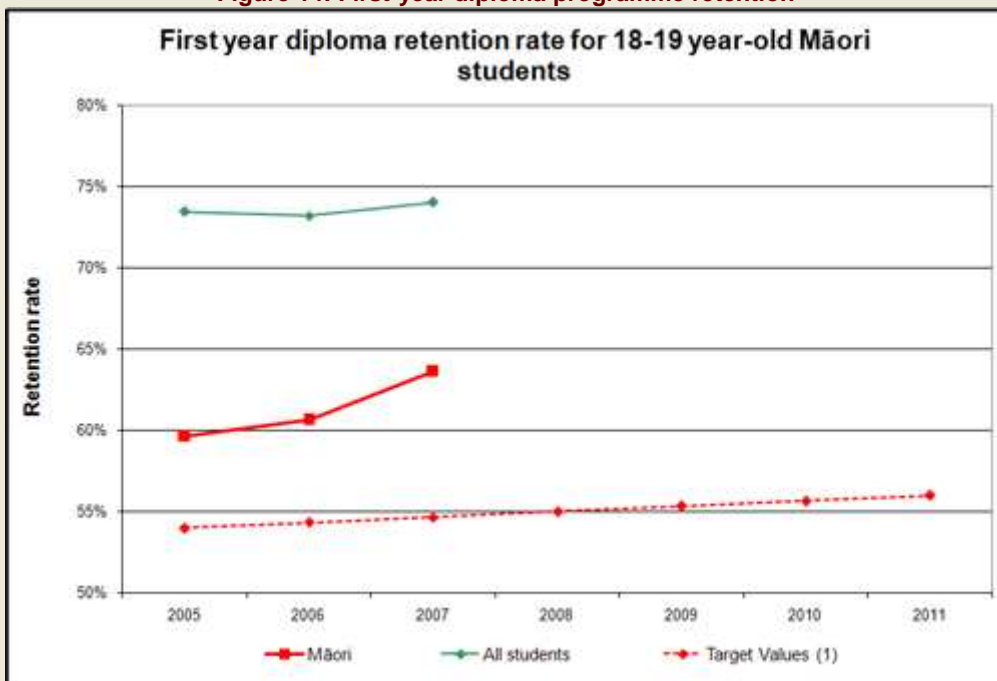
Figure 13: First-year degree programme retention rate



Data and method for calculating rates was improved subsequent to the publication of the Ka Hikitia – Managing for Success target. The values listed in the target are now very different to what the revised data shows.

- increase the first-year diploma-level retention rate for 18–19-year-old Māori students from 54% in 2006 (based on the 2005 cohort) to 58% in 2012 (based on the 2011 cohort).

Figure 14: First-year diploma programme retention



Data and method for calculating retention rates was improved subsequent to the publication of the Ka Hikitia – Managing for Success target. The values listed in the target are now very different to what the revised data shows.

Actions

Table 8: Outlining the goals of the Young People Engaged in Learning focus area.		
Goal	Action	Progress July 2008–December 2009
Goal 1 Increase the effectiveness of teaching and learning for Māori students in years 9 and 10	Integrate the best evidence of what works for and with Māori students into all professional development programmes	Professional development providers have been actively using <i>Ka Hikitia – Managing for Success</i> to inform their planning and training development.
	Work with the New Zealand Teachers Council to set initial teacher education standards that increase effective teaching and learning for and with Māori students	The New Zealand Teachers Council has focused on ensuring teachers can use culturally-responsive practice through new requirements for entry to initial teacher training, followed by support at provisional registration and again at full registration.
	Investigate the provision of language learning support for Māori students transferring from kura Māori to English-medium schooling	This has not been actioned yet.
	Undertake an analysis of the effectiveness of particular professional development programmes that show significant improvements in Māori students' achievement and extend those programmes to all year 9 and 10 teachers in schools with high proportions of Māori students	Both Te Kauhua and Te Kotahitanga have been evaluated in 2008/09. A number of professional development programmes have directly incorporated evidence about what works from those projects into their programmes. Te Kotahitanga has been expanded with 17 new schools from the North Auckland, Waikato, Tairāwhiti and Bay of Plenty regions to be included in the programme from 2009 to 2012.
	Require all professional development evaluations to identify effectiveness of professional development in improving outcomes for and with Māori	All professional development programmes must focus and report on effectiveness and outcomes for Māori students.
Goal 2 Support professional leaders to take responsibility for Māori students' presence, engagement and achievement	Implement the Kiwi Leadership for Principals programme, with a specific focus on improving Māori student presence, engagement and achievement	Kiwi Leadership for Principals was launched in August 2008 and contains a number of resources to support a focus on Māori student presence, engagement and achievement.
	Focus professional leadership development on improving Māori student presence, engagement, and achievement	The Experienced Principals Development Project, First Time Principals' Programme and He Kakano all have a focus on improving Māori student presence, engagement and achievement.
	Ensure better sharing of best practice by high-performing professional leaders who are improving Māori student presence, engagement, and achievement	The Ministry's school leadership website, Educational Leaders , provides a means of sharing best practice through online forums and reviewed professional readings on school leadership.
	Strengthen school planning and reporting processes by increasing the expectation that schools will have an explicit focus on Māori student presence, engagement and achievement	The Education Review Office has embedded <i>Ka Hikitia – Managing for Success</i> into the questions it asks all schools during its evaluations. <i>Ka Hikitia – Managing for Success</i> has also been embedded in planning and reporting processes for 22 Schooling Improvement Initiatives that focus on literacy and numeracy in decile-1-3 schools.

Goal 3 Improve support for year 9 and 10 Māori students to make decisions about future education pathways	Collaborate with Career Services and other agencies to build on existing career decision-making work with Māori. Consider and pilot new approaches to support Māori students and their whānau to make decisions about future education choices. Evaluate the effectiveness of these approaches	The Ministry of Education, Career Services and Te Puni Kōkiri have developed, piloted and evaluated the Whānau Career Decision-making Pilot Programme to support Māori students and their families to make decisions about future education choices.
	Increase parental and whānau understanding of NCEA and the choices necessary for building useful qualifications	Pouwhakataki from South Auckland have been holding presentations, workshops and forums with students, parents, families and whānau about NCEA in most secondary schools in the Auckland region.
Goal 4 Support Māori students to stay at school and stay engaged in learning	Strengthen existing communications programmes with whānau and highlight benefits of attending school regularly and that staying at school for longer leads to better learning outcomes for their children	Te Mana and TeamUp have been discontinued. New support for parents, families and whānau is being developed.
	Develop best practice guidelines for student engagement, based on evidence, and support schools to share information with each other and their Māori communities	This has not been actioned yet.
	Provide schools with resources to increase their capability to analyse and use student attendance data to strengthen student engagement practices	A student attendance data system eAR is being used with schools in the Schooling Improvement Initiative.
	Identify schools with high early-leaving exemptions, and implement strategies at years 9 and 10 to ensure that students remain engaged in education	The Student Engagement Initiative continues to target schools with high suspensions and poor retention of students.
	Investigate strategies to support engagement and achievement of Māori students in years 7 and 8 in order to determine future policy priorities	In 2009 the Ministry of Education funded a middle schooling research/literature review to build the evidence base about middle schooling (years 7–10). In 2008, the Ministry published a research report on the transition of a diverse group of students from primary to secondary school.
	Support schools to include student voices in school improvement decisions by developing innovative Information and Communication Technology (ICT) tools	This has not been actioned yet.

Discussion

For each Goal from the **Young People Engaged in Learning** focus area, this section discusses:

- Why is this goal important?
- What do the data say?
- What progress has been made
- Conclusion.

It also includes two case studies illustrating good education practice that contributes to 'Māori enjoying education success as Māori'.

Case studies

Ko wai au? Being Māori at Rotorua Boys' High School

With a little help from your MATES – a mentoring initiative

Goal 1: Increase the effectiveness of teaching and learning for Māori students in years 9 and 10

Why is this goal important?

Staying at school to achieve qualifications begins with staying engaged and achieving in years 9 and 10.

Teaching for engagement

Students are more likely to stay at school and stay achieving when they are engaged in meaningful learning: (Education Review Office, 2006)

- when Māori students are engaged in meaningful learning, their attendance is similar to non-Māori students
- when Māori students attend school regularly, they are more likely to become fully involved in learning and make informed decisions about their school work.

Within schools, teaching is the most important factor in student engagement and achievement, followed closely by principals' leadership.

Students can become disengaged from school even earlier than years 9 and 10. For example, a study of the transition from year 6 (primary) to year 7 (intermediate) schools found that while the transition process was not a problem for most of the students, some of the Māori students found it hard to adjust to larger class settings. (Bicknell and Hunter, 2009)

Despite this, retention data suggest that disengagement escalates significantly in years 9 and 10. Evidence shows decreases in boys' performance and attitudes at age 14 compared with age 12, particularly for Māori boys (Wylie and Hipkins, 2006). This coincides with emerging adolescence as well as the transition to secondary schooling.

Transition to secondary school

A [recent study](#) of the transition from primary to secondary school has found that participating students reported less positive attitudes towards subjects over time and showed lower levels of engagement in teaching and learning generally at school as they moved from year 8 to year 9, through year 9, and on into year 10.

Teaching for achievement

Effective teaching requires teachers to take responsibility for each student's achievement, value diversity, have high expectations and build on students' experiences. (Alton-Lee, 2003)

As young people progress through school the degree of similarity and connection between their home and educational cultures strongly influences their success. Even teachers who have little specific knowledge of a student's cultural background can plan teaching and learning to make effective connections with those cultures. (Robinson et al., 2009)

Literacy and numeracy

All students require strong literacy and numeracy foundations by early secondary school so they can learn effectively in all

Teachers make the most difference

There is conclusive evidence from New Zealand and overseas that within schools teachers have the greatest impact on the learning outcomes of their students:

"Notwithstanding the influence of factors such as socio-economic status, home and community, student learning is strongly influenced by what and how teachers teach." (Timperley, 2009)

"In any society with different ethnic or cultural groups, teachers from the dominant group will do what comes naturally to them. The result tends to (unintentionally) advantage children from their own group and disadvantage others." (cited in Tuata, 2004)

subjects and gain the literacy and numeracy requirements for the National Certificate in Education (NCEA).

In the **Competent Children** study, Wylie and Hipkins (2006) found that those 14-year-olds who had low scores in reading comprehension also had negative attitudes about mathematics and science. Wylie and Hipkins suggested that this was because literacy skills are essential in all subjects. Literacy and numeracy are also essential to enable young people to participate successfully in wider society

The importance of literacy

Adolescents entering the adult world in the 21st century will read and write more than at any other time in human history. They will need advanced levels of literacy to perform their jobs, run their households, act as citizens and conduct their personal lives. They will need literacy to cope with the flood of information they will find everywhere they turn. They will need literacy to feed their imaginations so they can create the world of the future. In a complex and sometimes even dangerous world, their ability to read will be crucial.

(Moore et al., 1999)

The importance of numeracy

Making sense of the world in the 21st Century requires adolescents to develop the ability and inclination to make sense of mathematics in everyday contexts, as numbers saturate the modern world. They will need numeracy skills to interpret the many instances where mathematics is used to help us understand our world. Numeracy will equip adolescents with effective strategies for investigating, interpreting, explaining and making sense of this information in modern society.

What do the data say?

In 2008, 75.7% of Māori students achieved the literacy and numeracy requirements across all levels of the National Certificate of Educational Achievement (NCEA). However, only 60% of Māori students achieved the literacy and numeracy requirements for Level 1 of NCEA by the end of year 11 (73% of all students) and only 53.2% of those Māori students actually achieved NCEA Level 1 by the end of year 11.

Achieving NCEA Level 1 in year 11 is a key starting point for achieving qualifications. While students can study for NCEA Level 1 in years 12 and 13, doing so means that they are unlikely to complete NCEA Level 3 or achieve university entrance by year 13.

Student attendance in year 11 (age 15–16) is one of the most significant factors influencing achievement in senior secondary school. (Ferguson et al., 2003) In 2008, 43% of all male students and 34% of all female students who left school in year 10 were Māori. Of those who left in year 11, Māori students made up 32.8%: 669 Māori boys and 465 Māori girls.

Table 9: Proportion of students achieving NCEA literacy and numeracy requirements across all levels, 2008

Ethnicity	2008
Māori	75.7
Pasifika	82.9
European/Pākehā	89.9
Asian	91.8
Other	84.7
All Ethnic Groups	86.9

Table 10: Estimated percentage of students staying on at school, by age and ethnic group, 2002–2008

Year	Age=16.5		Age=17.5	
	Māori	Total	Māori	Total
2002	62.4	80.5	36.8	57.6
2003	63.5	82.6	37.3	58.7
2004	64.4	82.0	40.3	61.4
2005	64.0	81.8	40.3	61.1
2006	61.5	81.2	39.7	61.3
2007	62.6	81.4	39.5	61.4
2008	65.8	82.4	40.4	62.3

Table 11: Number of students leaving secondary schools in 2008 by year of schooling, Māori and non-Māori				
Year of schooling	Māori		Non-Māori	
	Male	Female	Male	Female
Year 9		1	1	1
Year 10	34	16	45	34
Year 11	588	427	1418	784
Year 12	1331	1243	4291	3278
Year 13	2573	2823	16,128	17,618
Total	4526	4510	21,883	21,715

What progress has been made?

Action: Integrate the best evidence of what works for and with Māori students into all professional development programmes

Professional development is one of several factors that influence teacher capability, along with initial teacher education, conditions of employment and support materials.

There is evidence from Ministry milestone reports that schools with high numbers of Māori learners are being prioritised for school support services. The providers, now part of the universities, have been actively looking at *Ka Hikitia – Managing for Success* to inform their planning and training development.

Effective professional development

Specific professional development programmes such as [Te Kotahitanga](#) and [Te Kauhua](#) have shown that professional development that has the most positive benefits for Māori learners are programmes that:

- challenge teachers' beliefs and the low expectations they hold of students
- provide support for new strategies
- include families and whānau as partners in developing teachers' capability.

The recent evaluation of [Te Kauhua](#) showed that, while the programme was focused on improving outcomes for Māori students, it also improved outcomes across all student groups.

Action: Work with the New Zealand Teachers Council to set initial teacher education standards that increase effective teaching and learning for and with Māori students

The [New Zealand Teachers Council](#) has initiated a series of projects focused on three key entry points to the teaching profession that support the goals of *Ka Hikitia – Managing for Success*. The aim is to influence and enhance the quality of pouako/teachers throughout their careers and, through that, enhance the learning outcomes of students.

These criteria also apply to teachers when they renew their practicing certificate every three years.

Action: Investigate the provision of language learning support for Māori students transferring from kura Māori to English-medium schooling

Not yet actioned.

Action: Undertake an analysis of the effectiveness of particular professional development programmes that show significant improvements in Māori students' achievement and extend those programmes to all year 9 and 10 teachers in schools with high proportions of Māori students

Te Tere Aurataki is a Ministry of Education professional development strategy focusing on improving outcomes for Māori students in English-medium schools. It includes

- [Te Kauhua](#)
- [Te Kotahitanga](#)
- [Te Mana Kōrero – Relationships for Learning](#)
- [Ako Panuku](#)

Te Kauhua and Te Kotahitanga professional development programmes continue to show evidence of improved outcomes for Māori students. In 2008/09 both these programmes were evaluated.

Te Kauhua is a professional development programme that aims to improve teaching practice and, consequently, Māori students' education outcomes as well as the engagement between families and whānau and schools. In six years, more than 30 schools and more than 350 teachers, principals and communities have participated in the programme.

Results from an analysis of student achievement in nine schools in 2008 indicate that there was wide variation in the effect of Te Kauhua amongst the sample of schools. Students in four of the schools showed significant gains of more than twice what could be expected from normal teaching and learning progress. The benefits of the programme were similar for Māori students and students of other ethnicities. (Evaluation Associates Ltd, 2008)

Te Kotahitanga is a professional development and research programme for teachers in English-medium schools to support them to engage better with their Māori students. Facilitators help schools to develop and embed processes and professional practices that focus on improving outcomes for Māori students.

In 2008, the 33 schools in the Northland, Auckland, Waikato, and Bay of Plenty regions involved in Te Kotahitanga continued with the programme. Approximately 13,000 students and 2100 teachers were involved.

The NCEA gains made by the schools in 2006/07 were sustained in 2008. In 2008, literacy achievement was significantly higher for students in Te Kotahitanga schools than would normally be achieved.

The expansion of Te Kotahitanga announced in Budget 2009 will see 17 new schools from the North Auckland, Waikato, Tairāwhiti and Bay of Plenty regions welcomed into the programme from 2009 to 2012.

These 17 schools will be supported for up to six years to establish, embed and sustain the programme into school culture, systems and processes. Nearly 7000 Māori students and 900 teachers will join the programme from 2010.

Victoria University of Wellington has reviewed Te Kotahitanga to identify how well, and in what ways, it works towards the goal of improving Māori student achievement. Findings from the review will increase knowledge about effective teaching for and with Māori students. The findings will also be used to inform Ministry decisions about the direction of Te Kotahitanga and possible improvements. The review has been completed and is due for release in March 2010.

A [DVD](#) has recently been published to provide information about Te Kotahitanga, the change it has achieved, and why this programme is of critical importance for Māori students

Te Kauhua success story

Lincoln High School has experienced incredible success from implementing Te Kauhua.

In 2003, only 23% of Lincoln Māori students passed NCEA Level 1. In six years this has changed to 89%, and Māori students are staying at school and gaining increasingly high qualifications. This turnaround occurred because Lincoln took responsibility for the shocking results, and genuinely committed ourselves to changing the way the school serves our Māori students and whānau.

In 2009, eight Te Kauhua schools were involved in further action research projects that built on the original Te Kauhua programme. The final Te Kauhua evaluation report has been submitted by Unitec and is being peer reviewed. The results will be available [from the website](#) and will inform future professional development programmes.

Te Kotahitanga research is being used to inform other professional development programmes, such as the **Secondary Literacy project**.

Te Mana Kōrero – Relationships for Learning is also being reviewed to better align it with best evidence about effective teaching and learning for and with Māori students. In 2008, the Ministry provided additional training for 230 advisors through six interactive workshops. The Ministry is currently reviewing Te Mana Kōrero – Relationships for Learning and looking at aligning this with the latest Best Evidence Synthesis (BES) on leadership as well as lessons learnt from Te Kotahitanga and Te Kauhua. The Ministry is looking at producing an online resource focusing on realising Māori potential. This resource will use Te Mana Kōrero and *Ka Hikitia – Managing for Success* as the foundation and incorporate lessons from Te Kotahitanga, Te Kauhua, the [BES](#) research, and other projects from across the Ministry.

Action: Require all professional development evaluations to identify effectiveness of professional development in improving outcomes for and with Māori

In 2008/09, professional development contracts included a focus on improving the effectiveness of teaching for and with Māori students. Overall in 2008/09, the Ministry of Education has been strengthening and enhancing the way it evaluates professional development programmes to ensure it identifies how the programmes are improving outcomes for and with Māori learners.

Other activities

The new national curriculum is made up of two documents, **The New Zealand Curriculum**(NZC) for English-medium education, and **Te Marautanga o Aotearoa**(TMoA) for Māori-medium.

Te Marautanga o Aotearoa was launched in October 2008 as the curriculum for Māori-medium education. In 2008/09 the Ministry developed professional support materials to assist teachers to understand and deepen their knowledge of the learning areas of *Te Marautanga o Aotearoa*.

A key aim of these documents is to set the direction for student learning and provide guidance for schools as they design and review their school curriculum to be directly relevant to the requirements of their students and school communities. The curriculum is designed and interpreted in a three-stage process: as the National Curriculum, the school curriculum, and the classroom curriculum.

The development of school and classroom curriculum allows teachers to specifically reflect their students' cultures and interests. This process also provides an opportunity and a clear purpose for teachers and schools to engage with parents, families and whānau. It also enables teachers to include the things which parents, families and whānau consider important in their classroom programmes and practices.

Case study: Ko wai au? Being Māori at Rotorua Boys' High School

At Rotorua Boys' High School, embedding te reo Māori me ōna tikanga throughout the school helps provide a basis for successful teaching and learning.

"It has certainly been a deliberate policy of mine to try and introduce Māori teachers, especially male Māori teachers, onto the staff so that they can bring that special connection we want with our young Māori men", says Chris Grinter, Principal.

"Te reo Māori me ōna tikanga is not just a subject but an integral part of the whole school," says Director of Māori Achievement Wairangi Jones. Students hear their own waiata, their own mōteatea, their own haka, their own dialect, and the stories of their tūpuna. "Students have the opportunity to be Māori. When you have this incorporated into a school programme, as a Māori your own self-esteem is a lot stronger."

All the programmes emphasise local knowledge, helping students understand the value of their local stories for their work and their learning.

Mike Green, Carving Teacher, has seen students' self-esteem build as they gained credits in the course, giving them the confidence to make decisions about where they wanted to focus in the future. "The kaupapa for me is for students to find out who they are and where they come from, looking at the designs and carvings that are more specific to them giving them a chance to express themselves."

Learning about their history, their families, and traditional and contemporary skills provides a strong foundation for students' futures as Māori males within their whānau and the wider community.

In 2008/09, professional development supported schools to develop their school curriculum, with a specific focus on developing culturally-responsive contexts for learning.

All National Curriculum documents (NZC and TMoA) support publications (online and in hard copy) are being developed to be culturally-inclusive and encourage teachers to recognise and meet the needs of Māori learners and their whānau. Particular case studies identify schools that are making progress in this. Further case studies focus on situations where schools are using both *The New Zealand Curriculum* and *Te Marautanga o Aotearoa* (and perhaps iwi curricula) to guide their school curriculum planning and review. These cases are being published on Te Kete Ipurangi to provide guidance for other schools. All implementation support is prefaced with the requirement that it be culturally responsive.

The **Secondary Literacy Project** (SLP) is a Ministry of Education lead and funded professional development initiative in secondary schools across New Zealand. The Secondary Literacy Project aims to raise the achievement of year 9 and 10 students, specifically targeting Māori students and Pasifika students who require additional literacy teaching.

Participating schools receive funding for teacher professional development, to develop in-school literacy leadership over a two-year period. Thirty schools will participate in 2009/10, and another 30 will participate in 2010/11. The Woolf Fisher Research Centre in Auckland University is responsible for the national coordination and research into the Secondary Literacy Project. External professional development support is delivered via regional school support services.

Approximately 6950 year 9 and 10 students were involved in 2009, of whom 1792 identified as being Māori. Student achievement data for this project is not yet available.

The 2009/11 project has made several shifts in focus in order to ensure more effective outcomes from the project. Changes include a stronger emphasis on research and the development of a common assessment tool to identify overall student improvement and effectiveness of the project.

Deliberate involvement of school leaders from the start is also a key focus, as evidence is clear that to be effective professional development must be strongly supported by school leaders, particularly the principal. The project fosters culturally-responsive practice, and draws on successful approaches developed through, for example, Te Kotahitanga research.

The **Secondary Numeracy Project** seeks to improve student performance in mathematics through improving the professional capability of teachers.

The Secondary Numeracy Project was first implemented by the Ministry of Education in 2005 as part of the **Numeracy Development Project**. Teachers are introduced to the **Number Framework** which describes strategies and knowledge that students use to solve numerical problems.

The Number Framework supports students to learn through systematically mastering increasingly more complex mathematical knowledge and strategies. Teachers conduct a Diagnostic Interview to assess students' performance against this Framework, and use this information as a starting point for teaching. Facilitators introduce and model a teaching approach for developing mathematical understanding.

The Secondary Numeracy Project had a consistently positive impact on year 9 student achievement from 2005 to 2008. For schools new to the project in 2007, significant shifts in the performance of Māori students between the beginning and the end of the year were achieved, shown by the proportion of the student population that could perform in the top three stages of the additive domain (41% to 61%), the top two stages of the multiplicative domain (16% to 32%), and the proportional domain (25% to 39%). (Thomas and Tagg, 2009)

Kaiako pāngarau working in wharekura also [report](#) student gains on the numeracy strategy framework.

Māori teachers often carry a significant workload in their schools, providing support to Māori students, liaison with families and whānau and advice to other teachers to better support Māori students.

The **Māori Secondary Teacher Workload** programme is designed to support Māori secondary school teachers, particularly Māori-language teachers. It provides classroom and management resources, professional development programmes and networking opportunities. Te Hīringa i te Mahara provided professional support for teachers under this programme for 10 years from 1998 to 2008.

In 2009 a new provider, Haemata Ltd, launched [Ako Panuku](#), which builds on past successes in meeting the needs of Māori secondary teachers. Through Ako Panuku teachers can access support

through resources, professional development and career guidance. Since the new provider began, a series of **Wānanga Reo, Raising Māori Student Achievement** workshops, and professional development planning courses for teachers have been delivered in Auckland, Wellington and Christchurch.

Six regional professional learning communities were established/supported in 2009 – Wellington, Manawatū–Horowhenua, Central Auckland, West Auckland, Hawke’s Bay and Northland. Three national online professional communities will be developed in 2010. The first will focus on supporting teachers around **The New Zealand Curriculum** and **Te Marautanga o Aotearoa**.

The resources developed over the past 10 years were archived and made available through a searchable database on the [Te Tere Auraki](#) website and 73 online and print resources were published along with monthly pānui issued to the target teachers.

The Education Review Office has incorporated *Ka Hikitia – Managing for Success* into its evaluation criteria for school evaluations. It has also focused on effective teaching for Māori students in its overall reports. For example, in its report, *Schools’ Provision for Students at Risk of Not Achieving*, the Education Review Office (2008e) sought evidence about how schools responded to their Māori students at risk of poor outcomes.

Commentary

While some schools are significantly improving their performance for and with Māori students, overall, **NCEA results** for Māori students are not improving fast enough to meet the targets of *Ka Hikitia – Managing for Success*.

Work by the **New Zealand Teachers Council** and **Education Review Office** to ensure teachers can and do focus on Māori achievement should make a difference over time.

The recent expansion of **Te Kotahitanga** and incorporation of best evidence into professional development programmes in secondary schools should make an immediate contribution to increasing the effectiveness of teaching and learning for Māori students in years 9 and 10.

Improved overall NCEA achievement for Māori students in participating schools should be clearly evident in the next couple of years if professional development programmes have succeeded in improving teaching.

The specific focus of the **Secondary Literacy and Numeracy projects** on years 9 and 10 should see an improvement in the proportion of Māori students achieving NCEA literacy and numeracy requirements in 2010 and beyond.

Progress should also become more apparent at the national level.

Goal 2: Support professional leaders to take responsibility for Māori students' presence, engagement and achievement

Why is this goal important?

In Aotearoa New Zealand, the difference in student achievement within a school is very high and cannot be explained by outside factors such as socio-economic status. (Harker, 2007)

Effective principals can address differences within a school by creating the conditions to ensure learning success for all students. For example, they can do this by mentoring teachers, establishing a collegial environment and/or providing professional support.

If principals focus primarily on teaching and student achievement rather than administration, the benefits are significant.

When school leaders promote or participate in teacher professional development they can double the benefits across a whole school, not just one class.

In reviewing work to enhance teaching and learning in Wairoa, Gorinski and Fraser (2007) concluded that improved student achievement outcomes only occurred once school leadership and management moved their focus from operational matters to student achievement.

Curriculum goals, requisite resources and appropriate pedagogical and assessment practices needed to become the focus before enhanced student achievement outcomes were realised.

Learning Partnerships

Home-school partnerships can make a significant difference to student learning. (Education Review Office, 2008a) One of the most effective ways to enhance engagement and learning is to help students connect their school work with their family, cultural, and community experiences, knowledge and skills.

School leaders have an important role in identifying what works best to support connections between home and school. School leaders can promote powerful connections between home, school and community by using opportunities that arise out of everyday teaching and learning.

Iwi hold the knowledge and expertise in terms of the identity, language and cultural needs, interests and aspirations of their families and whānau.

Iwi can therefore make a powerful contribution to education success both at the policy level and on the ground in terms of investing in initiatives and supporting families and whānau and schools.

Making powerful connections

The latest Best Evidence Synthesis on school leadership has identified that the most effective home-school relationships are where parents and teachers are involved together in children's learning.

When homework involves collaboration in learning, it also has large positive effects. However, not all homework is good. Homework practices that involve parental surveillance and checking actually have negative effects on achievement.

The third most effective home-school activity is incorporating family and community knowledge into the curriculum and teaching. (Robinson et al., 2009)

Making connections to students' lives is one of four mechanisms that facilitate learning and enhance achievement in the social sciences.

Similarly, effective mathematics teaching makes links to the prior knowledge and experiences of diverse learners.

In its 2008 report, *Schools' Provision for Students at Risk of Not Achieving*, the Education Review Office sought evidence about how schools responded to their Māori students at risk of poor outcomes.

The Education Review Office (2008) found that inclusive, well-structured programmes for Māori students helped those who were at risk of not achieving. These programmes reinforced the importance of accurate assessment and identification, focused teaching, timely and veracious reporting, and parent and whānau involvement

The role played by parents and whānau was essential in developing a two-way partnership for learning. When the school saw a child's whānau and community as valued partners in the education process and recognised that, together, there was a lot to learn from and teach one another, the likelihood of constructive learning relationships was more assured.

Whānau had a strong role in working with school leaders to ensure the pedagogy was culturally relevant and responsive to their children, and that it was focused on improving outcomes for Māori learners.

As part of its overall recommendations, the Education Review Office recommended that principals and senior leaders:

- ensure that programmes for Māori and Pasifika students include culturally-relevant and responsive pedagogy with a focus upon potential
- involve parents and whānau in supporting their children and reinforcing the work done at school.

What do the data say?

National Standards

The introduction of **National Standards** from 2010 and **Ngā Whaneketanga Rumaki Māori** for Māori-medium settings from 2011, will provide a new way for teachers and principals to report to parents and communities about the achievement of students at their school. The Foundation Years and Māori Language in Education sections discuss the *National Standards* in more detail.

Teachers, leadership and governance

While it is essential that all teachers can work effectively to enable Māori students to achieve success, the presence of Māori teachers and principals in schools can contribute to this by improving the school culture and awareness of Māori learner requirements. In 2009, in state and state integrated schools there were 4943 Māori school teachers out of a total of 51974.

	2004	2005	2006	2007	2008	2009
Total	9.2	9.5	9.3	9.3	9.4	9.5
Male	9.2	9.3	9.2	9.2	9.3	9.5
Female	9.2	9.5	9.4	9.4	9.4	9.5

Figure 15: Māori principals as a percentage of all principals in state schools by sector, April 2001–2009

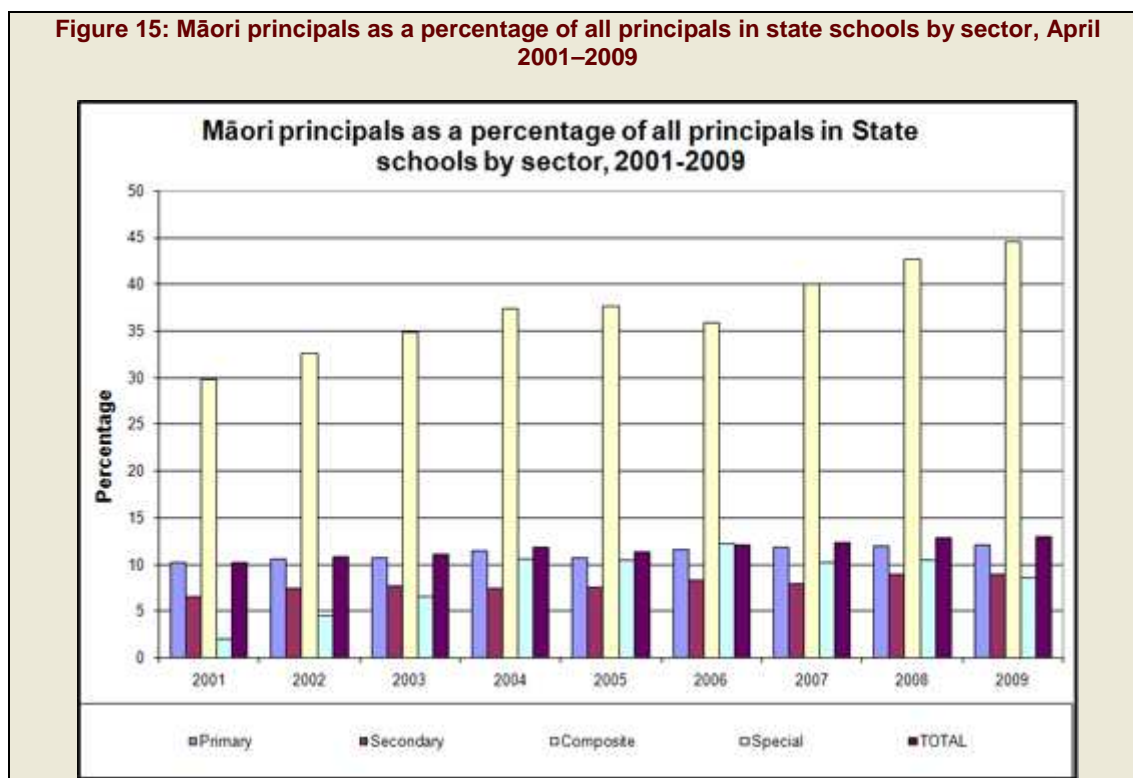
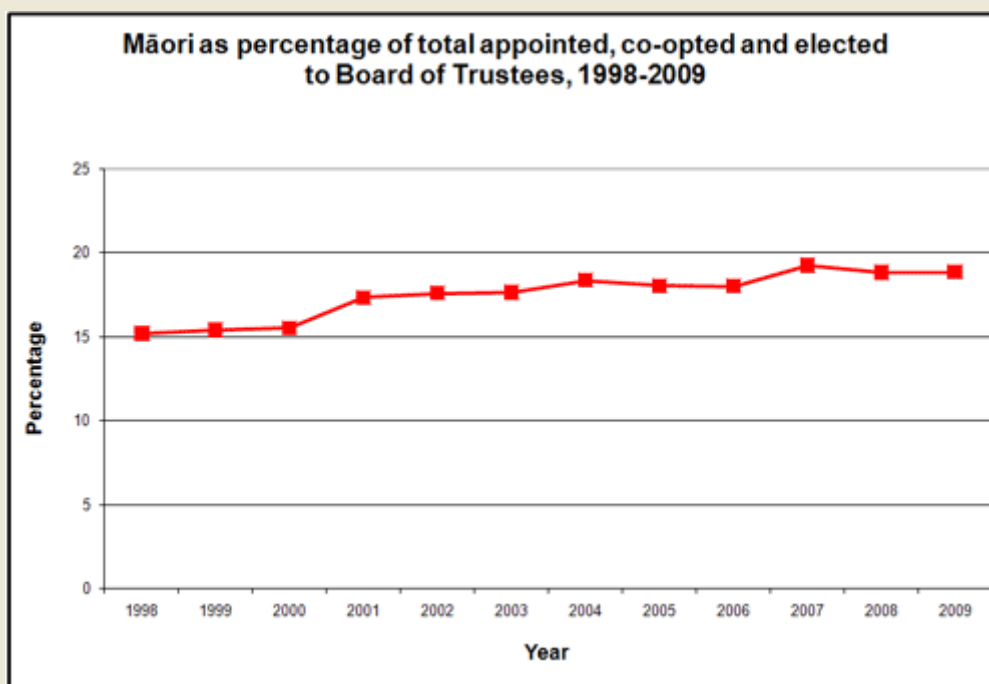


Figure 16: Māori as percentage of total appointed, co-opted and elected to board of Trustees 1998–2008



Source: [Ministry of Education](#)

In 2009, 12.9% of all school principals were Māori: 12.1% of primary school principals, 8.9% of secondary school principals, and 44.6% of principals in composite schools (years 1–13). This is an overall increase from 10.2% in 2001.

Ideally, governance of schools should match the communities they serve. In 2008, the proportion of Board of Trustee members who were Māori decreased slightly after a steady increase since 2000.

Educational leadership

On average, New Zealand principals do more administration and provide less educational leadership than their international colleagues.

The leadership [Best Evidence Synthesis](#) has found that, in New Zealand, principals report high satisfaction with their jobs but also high workloads and stress levels.

Balancing the focus on leading teaching with general management and administration is a major source of stress.

In mid-2006, only 17% of secondary principals thought they had enough time for professional leadership.

The tension between the leadership and management aspects of their role is a recurring theme in New Zealand research on the work of principals.

It is also an issue for middle managers, such as heads of department in secondary schools, but there has been little research into their roles.

School leadership and student outcomes: Identifying what works and why: Best evidence synthesis iteration (BES)

The Ministry of Education's new BES provides a synthesis of 134 New Zealand and overseas research studies or reviews and sets out eight key dimensions of effective leaders.

1. Establishing goals and expectations / Whaia te iti kahurangi
2. Resourcing strategically / Mā te huruhuru ka rere te manu
3. Planning, coordinating and evaluating teaching and the Curriculum / Kia pai te whakaterere i te waka
4. Promoting and participating in teacher learning and development / Ko te waka mātauranga, he waka eke noa
5. Ensuring an orderly and supportive environment / Ka tika ā muri, ka tika ā mua
6. Creating educationally powerful connections / Ehara taku toa i te toa takitahi engari he toa takitini
7. Engaging in constructive problem talk / He kaha ki te whakahaere i ngā raruraru
8. Selecting, developing, and using smart tools / Ngā tapu ngaio. Whiria, mahi

What progress has been made?

Action: Implement the Kiwi Leadership for Principals programme, with a specific focus on improving Māori student presence, engagement and achievement.

Kiwi Leadership for Principals was released in August 2008. This provides a model on which to build strong professional leadership in schools. It emphasises the role of the principal in leading for learning, using learner achievement data to inform practice and reducing disparity. This focus is supported by a professional leadership plan, launched in May 2009 that seeks to embed the knowledge of what improves outcomes for every student into the daily practices of school leaders. This plan involves ongoing work to strengthen cultural responsiveness in all leadership initiatives.

The foundation of the plan is the educational leadership model from the Kiwi Leadership for Principals.

Leading change

The leadership Best Evidence Synthesis has identified that when school leaders promote and/or participate in effective teacher professional learning, this has twice the impact on student outcomes across a school of any other leadership activity.

However, New Zealand principals spend less time on leading teaching and learning than many of their international peers.

If they are to lead teacher and student learning and manage changing teacher practices, school leaders must:

- communicate in ways that enable teachers to understand and become committed to the change
- take account of what staff want and integrating this with the new approach
- get the relationships right and tackle the educational challenges at the same time – incorporating both, simultaneously, into their problem solving
- invite the school community to discuss, set and communicate clear goals for teaching and for students' learning.

Action: Focus professional leadership development on improving Māori student presence, engagement, and achievement

Support for experienced principals is currently offered through the [Experienced Principals Development Programme](#). This involves 10 providers offering individual programmes, which will be evaluated to inform any future professional development for experienced principals. The providers have attended training days that have involved presentations on how to integrate the principles of *Ka Hikitia – Managing for Success* within their programmes.

The [First Time Principals' Programme](#) is a nationwide 18-month induction programme for new school principals from all regions, sectors and school types. There is a priority focus on leadership practices that improve outcomes for Māori students.

Since 2002 more than 1200 first-time principals have participated in the programme. The number of first-time principals is increasing and around 17% of recent groups have been Māori principals. In 2009, 174 principals participated, of whom 9.3% identified as Māori. This is a lower proportion than usual. In 2010, the Ministry of Education expects at least 200 first-time principals to participate.

The contract for this programme is due to be renewed in June 2010. It will then include an even stronger focus on culturally-responsive leadership and raising Māori achievement.

[He Kākano](#) is a new national professional development programme for up to 100 area and secondary school leaders, with a focus on improving their performance and raising achievement for and with Māori students. **Professional Leadership Plan** in 2010.

Action: Ensure better sharing of best practice by high-performing professional leaders who are improving Māori student presence, engagement, and achievement

The Ministry's school leadership website, [Educational Leaders](#), was launched in 200X. It contains online forums and reviewed professional readings on school leadership, as well as links to policies, guidelines and forms.

Action: Strengthen school planning and reporting processes by increasing the expectation that schools will have an explicit focus on Māori student presence, engagement and achievement.

The Education Review Office has embedded *Ka Hikitia – Managing for Success* into the questions it asks all schools during its evaluations, and then reports on these publicly. This sets up a strong expectation that schools must understand and implement *Ka Hikitia – Managing for Success*, and that education success for Māori must be a high priority for all schools.

Ka Hikitia – Managing for Success has been embedded in planning and reporting processes for 22 Schooling Improvement Initiatives that focus on literacy and numeracy in decile-1–3 schools. This means that those schools are all focused on planning and reporting for their Māori students.

Successful schools for Māori boys

Effective leaders create the conditions to ensure that all students in their schools experience success. (Robinson et al., 2009)

In July 2008, the Education Review Office (ERO) published a report on how 10 secondary schools successfully supported boys' education. ([Education Review Office, 2008](#))

The ERO found that there are complex issues of male identity and role modelling connected to educational issues for Māori boys. For example, while the schools in the study were developing particular approaches to all their boys becoming 'young men', they were only beginning to identify what becoming a young Māori man meant compared to becoming a young pākehā man.

Many of the schools were developing some useful approaches specifically to support the education of Māori boys. For example

- using high-achieving Māori students as peer leaders and role models
- employing Māori staff, who could not only teach subjects relevant to Māori boys, but were also role models and linked whānau and the school.

The challenge is to build on these approaches to support the achievement of Māori boys as young Māori men.

Commentary

Evidence about the critical importance of **effective school leadership** for student outcomes has only recently been given greater prominence. This has led to a new emphasis on the role of professional leaders in enhancing Māori education outcomes.

In order to achieve these outcomes, **school leadership professional support programmes** must ensure principals develop their capability and confidence to act. .

Evidence about student outcomes suggests that there is a need for a significant step up by many school leaders.

The focus by the **Education Review Office** in its reviews on *Ka Hikitia – Managing for Success* and effective teaching for Māori students will provide an incentive for school leaders to directly focus on improving their practice and that of their staff.

Goal 3: Improve support for year 9 and 10 Māori students to make decisions about future education pathways

Why is this goal important?

The choice of subjects at secondary school can open up or close off future opportunities for young people. In many cases, the choice of subjects in years 9 and 10 can limit students' options for gaining the qualification they require to achieve their future aspirations. A large proportion of parents (30%) and students want more guidance in making decisions about subjects in years 9 and 10 before it is too late. (Wylie and Hipkins, 2006)

However, many parents, families and whānau do not fully understand the NCEA system, thereby making it difficult to make the right choices early on. (Meyer et al., 2006; Madjar et al., 2009)

For example, the implications of certain choices on future options can be unclear. Students who choose or are directed into applied versions of core subjects or unit standards courses can find that this pathway 'fizzles out' with no higher-level study options. (Madjar et al., 2009)

Māori students are more likely than most to choose or be directed by teachers into these courses. This may be because of assumptions made by teachers or guidance counsellors, along with the tendency of Māori students to be influenced by the decisions of their peers. (Meyer et al., 2006; Madjar et al., 2009)

Importance of early subject choices

In a response to the consultation with young people on *Ka Hikitia – Managing for Success*, a Māori secondary school student said:

"Year 10 is important because the year after, most students start NCEA Level 1. ... However most teachers do not notify students that you are required to take certain courses in year 10 in order to get into a certain course the next year. Many teachers leave 'blanks' where NCEA is concerned, which makes it harder on the student in the future. If I knew then what I know now, I would have planned my year 10 course a lot better."

National Certificate of Educational Achievement (NCEA)

To enter degree-level tertiary education, students need to achieve NCEA Level 3 with subjects that meet the requirements for entering university.

While the broader choice of subjects in NCEA can encourage students to stay at school, the choices can also be confusing. Information from schools is often inadequate to enable parents, families and whānau to feel confident about making informed decisions. (Madjar et al., 2009)

Students who base their subject choices on external factors such as peers are less likely to gain achievement standard credits or gain Merit or Excellence. They have a lower grade average and study more unit standards rather than achievement standards. (Meyer et al., 2006)

NCEA requirements

To get [NCEA](#) Level 1, students must gain 80 credits, including 8 from numeracy standards and 8 from literacy standards. NCEA Level 2 requires a minimum of 60 credits at Level 2 or above and 20 other credits. For NCEA Level 3 students need 80 credits, of which 60 must be at Level 3 or above, and 20 at Level 2 or above. To gain entry to a New Zealand university, students need 42 credits at Level 3 or above from a set list of subjects, as well as some literacy and numeracy requirements.

Certain subjects are also eligible to be scholarship subjects, meaning that students who achieve very high NCEA marks are granted a 'scholarship' qualification, with associated financial rewards.

A significant development is that in 2008, **te reo Rangatira** became an NCEA scholarship subject from the 2008 examination round onwards. This enabled high-achieving students to achieve scholarship in this subject.

What do the data say?

Māori students tend to choose less academic subjects for NCEA and fewer from the list of courses approved for entering university. (Madjar et al., 2009) This makes it more difficult for Māori students to then enter university if they so desire.

In making subject choices, Māori students are more influenced by external factors such as peers, parents or family than by interest or career goals. These motivators are associated with poorer achievement.

What progress has been made?

Action: Collaborate with Career Services and other agencies to build on existing career decision-making work with Māori. Consider and pilot new approaches to support Māori students and their whānau to make decisions about future education choices. Evaluate the effectiveness of these approaches.

The Ministry of Education has been collaborating with Career Services and Te Puni Kōkiri to pilot and evaluate a new programme **Whānau Career Decision-Making Pilot Programme: He Hanga Riki Kaupapa Hei Mahi ā Whānau** to support Māori students and their families to make decisions about future education choices. The pilot programme consists of three groups of families cohorts. Work with the first group was undertaken in 2008/09, finishing in July 2009. Initial findings were that Career Services' career consultants (kaitohutohu) were able to engage with families that are normally inaccessible to government and mainstream services.

Action: Increase parental and whānau understanding of NCEA and the choices necessary for building useful qualifications

Career Services has a [website](#) specifically to assist parents in helping their children make decisions.

Pouwhakataki are Māori liaison officers who aim to better connect families and schools. In 2008/09 pouwhakataki focused on providing face-to-face engagement with families around particular learning activities specifically connected to other Ministry of Education initiatives. Pouwhakataki from South Auckland have been holding presentations, workshops and forums about NCEA with students, parents, families and whānau in most secondary schools in the Auckland region. Pouwhakataki are aiming to equip parents of Māori children in years 9–13 with the information and confidence to engage better with school staff and, more importantly, to help their children make informed career choices.

In 2008, the [New Zealand Qualifications Authority](#) introduced **Tikarohia Te Marama**, a road show targeting a range of teachers and tutors in wharekura, kura Māori, and English-medium secondary schools. The road show promoted what the National Qualifications Framework has to offer, and how Māori teachers and kaiako can contribute to the success of Māori students, making them more aware of:

- assessment support material and design
- moderation and quality assurance processes unit standards and **Te Waharo**

To improve secondary school teachers' assessment practices, NZQA has set up workshops where NCEA moderators directly engage with teachers in developing a shared understanding of the National

Career Planning

In 2008/09, Career Services reached 3683 Māori students through its customised career planning group events: **Taiohi Tū Taiohi Ora** and **Te Whakamana Taitamariki** (career hui).

The results of its independent yearly evaluation also illustrate that these events instil a strong sense of motivation among the students to stay in school and/or pursue other learning options, with 94% of Māori students indicating this in the evaluation.

New approaches are being piloted to improve support for Māori students and their whānau to make decisions about future education choices and pathways.

Standards. In these workshops student work is professionally discussed by teachers to ensure an informed understanding of the National Standards.

Other activities

The Ministry of Education, the New Zealand Qualifications Authority, sector representatives and subject experts are [reviewing all curriculum-related standards](#) so that they are aligned to The New Zealand Curriculum and Te Marautanga o Aotearoa.

This review is also looking at possible duplication between standards and ensuring that all standards are similar in level and requirements.

Level 1 standards were consulted on in June 2009, and have been amended in light of the feedback. Level 2 and 3 standards will be consulted on in 2010 and 2011.

The reviewed standards will be implemented over three years with Level 1 introduced in 2011, Level 2 in 2012, and Level 3 in 2013.

NZQA has been working on a new design for the online delivery of **secondary school achievement data** that will enable users to view data on student achievement at individual schools, groups of schools, and nationally. This will support decision-making at all levels.

Commentary

Well-informed decisions about subject and qualification choices in years 9 and 10 are essential if Māori students are to achieve worthwhile qualifications that open up future opportunities.

The outcomes from the new **Whānau Career Decision-making Pilot** seem positive. However, the scale of this work is still small. Wider implementation will be needed in order to assess the actual impact on student decision-making.

Strengthening student and parent knowledge and demand with regard to subject choices is only one part of the picture. An area not currently explored is the attitudes and expectations of deans and career guidance counsellors who guide students in their decisions. The influence of these professionals on the options chosen or available to students is huge. It is unclear how well they ensure Māori realise their potential through these decisions.

Case study – With a little help from your MATES

Realising the potential of students to make it in senior secondary and tertiary education is the key purpose of MATES, the Mentoring and Tutoring Education Scheme run by [Great Potentials](#) and the [University of Auckland](#).

MATES targets promising school students who are at risk of falling short of their potential. Schools select 12 students to be matched with a friendly personal mentor – a university student who helps develop academic skills as well as providing role modelling and encouragement for around three hours each week after school.

Started in 2002, MATES is now active in 12 secondary schools and one intermediate school in poorer areas of Auckland. Project leader Tanya Heti believes MATES raises aspirations, achievement and self-confidence among high-school students. “There is so much ability in South Auckland schools, in sports, the arts and in academia. I have seen so many successful kids come out of this programme, some who didn't think they would ever go to university.”

Parents have reported significant improvements in students' attitude to school and to higher learning, as well as self-confidence and academic achievement. In 2006, over 90% of students in MATES had improved academic achievement and higher NCEA results than other students from the same schools. Around three quarters of MATES students go on to university.

Goal 4: Support Māori students to stay at school and stay engaged in learning

Why is this goal important?

Staying at school is important for overall success, with a strong positive effect on later income (5–10%). (Earle, 2009)

Generally, the longer a student stays at secondary school the more likely they are to move into tertiary education once they leave school (Ussher, 2007). In addition, one of the important success factors for boys is simply staying at school until the end of year 13. This is because it takes boys longer than girls to achieve a high level of maturity and self-management. (Lashlie, 2004)

In a 2006 study, over half (56%) of early school leavers said they had fallen behind in their school work because of truancy, sickness, or moving around (both houses and schools).

(Ministry of Education, 2006) [Poverty increases the likelihood of housing transience](#)

If students leave school early, they do not have the opportunity to achieve the learning they need for higher education or skilled work. This sets them at an immediate disadvantage. Going back to learn foundation skills as an adult is now more common, but the costs are high, both in terms of study costs and lost opportunities.

Supporting Māori students to stay engaged at school is therefore essential for them to realise their potential in life.

STAR

The **Secondary Tertiary Alignment Resource (STAR)** enables schools to better meet the needs of students. STAR enables students to access tertiary-type courses and learning experiences while remaining enrolled in school. This helps students to make a smooth transition to the workplace or further study. STAR provides all state secondary schools with additional funding to access [courses that provide greater opportunities for students](#).

There has been a substantial increase in the STAR funding formula effective for the 2009 school year. The additional funding is intended to enable schools to offer even more opportunity for students to access tertiary education courses through STAR.

Changes have also been made to enable schools to purchase a greater range of possible learning. These changes are effective for the 2009 school year.

Gateway

Gateway supports senior secondary students (years 11–13+) to undertake [structured workplace learning across a range of industries and businesses](#) while continuing to study at school. It is available to state and state-integrated secondary schools. There is no cost to learners. Gateway delivery involves arranging structured workplace learning that provides:

- a formalised learning arrangement set in the workplace
- clear understandings about the knowledge and skills to be attained by learners
- clear understandings about the assessment method used (workplace learning).

What do the data say?

In general, good engagement in school is necessary for good achievement. (Wylie et al., 2009b; Education Review Office, 2008a) In 2008, 40.3% of Māori students stayed at school until 17½ years, up from 36.7% in 2003 and 39.1% in 2007. This compares with 68.2% for other students in 2008.

While the retention rate for Māori is slowly increasing, many Māori students become disengaged with schooling quite early. In many cases, this is strongly linked to poor relationships with teachers and low achievement.

In 2008, 43% of all male students and 34% of all female students who left school in year 10 were Māori. Māori students made up 32.8 of those who left in year 11. This demonstrates the importance of focusing on early secondary schooling to ensure Māori stay at school long enough to achieve education success.

In 2008, 53.4% of Māori students who undertook **NCEA** study had achieved Level 3 by the end of year 13. This is an increase from 49.9% in 2004, and is a greater increase than the improvement for pākehā students (73.5% in 2004 to 75.7% in 2008).

Māori girls are doing significantly better than boys. In 2008, 1115 Māori female students left school with NCEA Level 3, compared with only 630 Māori male students.

The **Secondary Tertiary Alignment Resource (STAR)** and **Gateway** are both programmes designed to support students to progress from secondary to tertiary education and/or work.

In 2008, around 25% of all students participating in Gateway were Māori students. Of these, 1167 were female Māori students and 1239 were male Māori students.

In 2008, 74 students in kura Māori and wharekura participated in Gateway in 12 different schools.

	Ethnic group		
	Māori	Pasifika	Pākehā
Expulsions	2.5	5.1	0.8
Exclusions	4.6	2.9	1.4
Suspensions	13.1	7.2	3.9
Stand-downs	53.6	33.7	20.8

	2004	2005	2006	2007	2008
Pākehā	73.9%	74.7%	76.6%	79.9%	79.5%
Asian	69.0%	71.0%	75.1%	74.1%	74.4%
Māori	44.4%	45.2%	51.4%	54.3%	53.2%
Pasifika	37.1%	37.2%	40.4%	48.0%	47.9%
Other	49.6%	54.2%	62.7%	67.6%	64.1%

	2004	2005	2006	2007	2008
Pākehā	73.5%	74.1%	75.8%	76.9%	75.7%
Asian	66.7%	71.4%	74.2%	76.8%	76.4%
Māori	49.9%	49.8%	54.1%	58.9%	53.4%
Pasifika	40.5%	39.5%	39.6%	46.6%	40.5%
Other	59.6%	62.8%	64.7%	58.4%	61.4%

Age	Māori female students	Māori male students	Total Māori students
14 and under	10	22	32
15	205	271	476
16	558	561	1119
17	363	336	699
18	27	47	74
19 and over	4	2	6
Total	1167	1239	2406

Discussion

What progress has been made?

Action: Strengthen existing communications programmes with whānau and highlight benefits of attending school regularly and that staying at school for longer leads to better learning outcomes for their children.

The advertising campaigns **Te Mana** and **Team-Up** provided information for parents and families to support their children's learning. The key focus of Te Mana was on giving tips to parents, families and whānau about everyday ways of supporting their children's learning. In 2008, Te Mana refocused its advertising campaign on the critical role of families in their children's learning, education and school. Both advertising campaigns ended in June 2009 following Government's decision to move from national advertising campaigns to a more targeted approach. The [Ministry of Education website](#) now includes a section providing advice and support for parents, families and whānau.

Action: Strengthen existing communications programmes with whānau and highlight benefits of attending school regularly and that staying at school for longer leads to better learning outcomes for their children

The main national communications and engagement campaigns and programmes **Te Mana** and **TeamUp** have concluded. Work is underway to develop a new resource for parents, families and whānau on the Ministry of Education website.

The [Best Evidence Syntheses](#) gather and analyse the most robust evidence about influences on student achievement.

The BES project is designed to strengthen the evidence base that informs education policy and practice in New Zealand. A Ministry project now underway seeks to gather the key messages from the BES and communicate them to parents and whānau. This will enable parents and whānau to better engage in an education conversation with teachers and school leaders.

Action: Develop best practice guidelines for student engagement, based on evidence, and support schools to share information with each other and their Māori communities

In 2008/09, **Te Tere Auraki** continued to be a major professional development strategy to improve teaching practice and the engagement and achievement of Māori students in English-medium settings. *Te Tere Auraki* includes professional development programmes Te Kotahitanga and Te Kauhua.

The [Quality Teaching Research and Development programme](#) was designed to improve the quality of teaching and learning for Māori and Pasifika students. It was completed in 2008. The 2008 evaluation and reports from the English- and Māori-medium settings are available to teachers on Education Counts.

Whānau engagement practices

While schools know that parent and family and whānau engagement is important, many do not know how best to go about establishing learning partnerships.

Schools have invested considerable time, energy and resources engaging in practices that not only fail to establish relations with whānau but have minimal impact on students.

Such results can lead to misunderstandings between parents and educators, scepticism about whether whānau can contribute to the formal education of their children, and increased possibility of negative consequences for students.

(Kessler-Sklar and Baker, 2000)

Tahuri (2007) identified key characteristics of effective engagement of Māori whānau in English-medium schools. These include:

- **mana whenua** – the unique and rightful place of Māori as an equal partner, where whānau, hapū, and iwi expertise is respected and drawn upon

- **tikanga** – the validation of Māori language, culture and knowledge
- **whakawhānaungatanga** – nurturing sustainable partnership relationships
- **mahi tika** – getting it right by doing things in a collaborative way
- **ma te katoa te mahi** – shared responsibility with everyone working together for shared outcomes
- **ma te mahi tahi ka ea** – collaboration that leads to realised potential: a shared vision focused on learning and raising achievement (through negotiation).

Action: Provide schools with resources to increase their capability to analyse and use student attendance data to strengthen student engagement practices.

Student Engagement Initiative (SEI) activities within schools to increase student attendance have included support for introducing the **electronic attendance register (eAR)**. **eAR** enables schools to collect accurate attendance data so they can clearly identify their attendance issues and respond with interventions in a timely manner.

Action: Identify schools with high early leaving exemptions, and implement strategies at years 9 and 10 to ensure that students remain engaged in education.

The **Student Engagement Initiative (SEI)**, which now includes the **Suspension Reduction Initiative** started in 2001, aims to reduce the disproportionate number of Māori learners being suspended.

The focus is on schools with the highest suspension rates, to increase their student engagement.

In 2008 the Ministry of Education supported 100 schools and 72,163 students through SEI. For Māori students in the original cohort of SEI schools, age-standardised suspension rates have decreased by 66% between 2000 and 2008. This has contributed to 31% reductions in the age-standardised rates of suspensions for all Māori students since 2000.

Action: Investigate strategies to support engagement and achievement of Māori students in years 7 and 8 in order to determine future policy priorities.

In 2009 the Ministry funded a middle schooling research/literature review to build the evidence base about middle schooling (years 7–10). In 2008, the Ministry published a research report on the transition of a diverse group of students from primary to secondary school (Author??, 2008)

Action: Support schools to include student voices in school improvement decision by developing innovative Information and Communication Technology (ICT) tools.

Not actioned yet.

Other activities

STAR enables secondary school students to [access tertiary-type courses and learning experiences](#) while remaining enrolled in school. There has been a substantial increase in the STAR funding formula effective from the 2009 school year. Changes have also been made to enable schools to purchase a greater range of possible learning. These changes were effective from the 2009 school year.

Trades Academies are being established through new government policy to provide students with a pathway into a trade while still at school. This will provide alternative pathways that might better engage some young people in learning. A Trades Academy will do this by:

- delivering trades and technology programmes
 - to students in years 11–13
 - that take account of local and national workforce needs
 - that are aligned to allow students to achieve dual qualifications (NCEA Level 2 and Tertiary, Levels 1–3 on the National Qualifications Framework)

- developing viable working partnerships between secondary schools, tertiary organisations and industry that promote education, welfare and safety of students
- providing high-quality
 - teaching programmes that engage young people in education
 - career advice and guidance so that students, their parents, families and whānau can manage career development.

The five Trades Academies selected to start work on their establishment plans were:

- Northland College
- Waikato Institute of Technology and Cambridge High School
- Wellington Institute of Technology
- Taratahi Agriculture Centre
- Catlins Area School.

The Ministry will work with six other potential Trades Academies in 2010:

- Christchurch Polytechnic and Linwood College
- Trident High School
- Education Taranaki Incorporated
- Greymouth High School
- Eastern Institute of Technology
- Forest Industries Training and Education Council and Agricultural Industry Training Organisation.

Commentary

Well-informed decisions about subject and qualification choices in years 9 and 10 are essential if Māori students are to achieve worthwhile qualifications that open up future opportunities.

It is positive that the new evidence about what works for Māori students and the **importance of professional leadership** is being used to strengthen and develop initiatives for principals. This has the potential to make a real difference if principals bring this into the everyday practice of their schools.

The retention rate and achievement of Māori students in secondary school is improving, but not fast enough to achieve the targets. While the **Student Engagement Initiative (SEI)** is having a significant effect on reducing suspensions that is perceptible at the national level, there is no clear indication of improved learning outcomes. Reducing suspensions is only the beginning of ensuring Māori students enjoy education success as Māori.

The rate of Māori school students transitioning directly into **tertiary education** is far too low, as is the number eligible to enter degree level study. This reflects both the achievement of students in secondary schools (and previously in primary schools), and the choices that students are making (or the opportunities that are made available to them by teachers).

Engagement of years 7 and 8 students in learning is an area that requires further work. It is only indirectly addressed through more general professional development to improve teaching practice.

The new possibilities for Māori student success through **Trade Academies** are likely to provide opportunities for some Māori students to strengthen achievement and support transitions from school and into tertiary study or employment. It will be important to identify clearly what works for Māori and ensure this is embedded more generally in programmes for this age group.

Tertiary Education

Introduction

Ka Hikitia – Managing for Success focuses its goals and actions for early childhood and school education on securing the learning foundations necessary for Māori students to be able to enter higher level tertiary education. While the immediate focus is on years 9 and 10, the importance of success in tertiary education is reflected in four targets.

To monitor the effectiveness of its early childhood and school-based actions, ***Ka Hikitia – Managing for Success*** sets out specific targets for tertiary education.

This section monitors progress against the targets for tertiary education

- Increase the proportion of Māori participating in modern apprenticeships from 14% in 2006 to 18% by 2012.
- Increase the proportion of Māori school leavers entering tertiary education at level 4 or above within two years of leaving school, from 28% in 2004 to 32% by 2012.
- Increase the first year degree programme retention rate for 18–19-year-old Māori students from 81% in 2006 (based on the 2005 cohort) to 88% in 2012 (based on the 2011 cohort.)
- Increase the first year diploma level retention rate for 18–19-year-old Māori students from 54% in 2006 (based on the 2005 cohort) to 58% in 2012 (based on the 2011 cohort).

Tertiary Education Strategy 2010–2015

The ***Tertiary Education Strategy 2010–2015*** sets out Government's vision for tertiary education. One of the four key components of that vision is drawn from the strategic outcome of *Ka Hikitia - Managing for Success*:

'Enable Māori to enjoy education success as Māori.'

Māori have a unique place as tangata whenua and partners to the Treaty of Waitangi. Tertiary education has a particular responsibility to maintain and develop Māori language and culture to support Māori living as Māori in both te Ao Māori and in wider society.

Māori business and development are making a major contribution to New Zealand's economy and society. The tertiary education system assists Māori learners to gain the knowledge and skills to lead social, cultural and economic development, manage Māori assets and grow Māori innovation and creativity. In particular, tertiary education plays a major part in promoting the revitalisation of te reo Māori.

The tertiary education system helps to develop the skills, competencies and knowledge needed for Māori to participate in the economy and in society. Evidence shows that acknowledging and advancing Māori language, culture and identity is important in providing a basis for Māori success in all forms of education. Given that one in five tertiary students is Māori, outcomes for Māori students are a critical measure of quality for all tertiary education providers and the success of this Strategy. Effective transitions into tertiary education are critical for Māori students to reach their full potential.

Tertiary sector research, particularly by Wānanga, will help to support development of the knowledge base needed to manage cultural and economic assets and to maintain strong and prospering whānau, hapū and iwi.
(Ministry of Education, 2010)

Why it this important?

Higher education is closely linked to higher income and general well-being, as well as labour productivity. (Earle, 2009; Callister and Didham, 2008) This is important not just for the individual's well-being, but also for the family, whānau, iwi and wider community, as well as Aotearoa New Zealand.

Successfully completing a tertiary education qualification early in adult life also provides better employment opportunities, income and associated benefits to quality of life. Diploma or degree level qualifications provide the greatest benefits. (Earle, 2009; Ministry of Education, 2008; Ministry of Education, 2010)

This is why the Government is focusing on increasing the proportion of students achieving higher-level qualifications before they are 25.

Students who enrol in tertiary education directly from school have higher retention and completion rates, and are more likely to go on to higher levels of study than students who come back as adults. (Scott & Smart, 2005)

Tertiary Education Strategy 2010-2015

The Government's tertiary education priorities for targeting priority groups in the next 3–5 years include:

- more young people (aged under 25) achieving qualifications at Levels 4 and above, particularly degrees
- more Māori students enjoying success at higher levels
- more young people moving successfully from school into tertiary education
- improving literacy, language and numeracy and skills outcomes from Level 1–3 study

More Māori students enjoying success at higher levels

All tertiary education organisations need to take responsibility for strengthening Māori education, creative activity and research outcomes.

The participation rate for Māori students in Levels 1–3 qualifications (10%) was nearly double that of the other ethnic groups in 2007. By contrast, participation rates for Māori aged 18 to 19 in degree-level study remain at less than half the rate for all students, and the completion rates for Māori at bachelors -level study are also lower.

Tertiary providers and ITOs need to focus on improving their pastoral and academic support, the learning environment, and must adopt teaching practices that are culturally responsive to Māori students. Particular emphasis is needed to improve progression to, and achievement at, higher levels of study.

We also want to strengthen the delivery of high-quality te reo Māori provision. Improving the quality of te reo Māori in initial teacher education programmes will be important in helping Māori to achieve success throughout the education system. (Ministry of Education, 2010)

Overall participation

What do the data say?

Ka Hikitia – Managing for Success focuses on improving engagement and achievement in early secondary school to enable Māori students to go on to tertiary education, particularly at higher levels.

In 2008, 22% of Māori females over the age of 18 were in tertiary education and 16% of Māori males. Of those enrolments, the majority of Māori students were enrolled in institutes of technology and polytechnics with 31,848 students, followed by Wānanga with 22,460 students.

Despite the slight decline in tertiary education participation by Māori, the numbers of Māori students entering higher-level tertiary education has been increasing, while the numbers entering lower level tertiary education have declined significantly.

Student loans and allowances are intended to make tertiary education more accessible. However, many Māori students have difficulty paying the loans back. This is probably due to the fact that lower-level courses (which continue to attract large numbers of Māori) have far lower wage benefits than higher-level tertiary education, making it harder to pay back loans.

Going back to those students who took out a loan in 1997, Māori students made up 42% of those borrowers who had made no progress in paying off their loan by 2007 compared with 23% Pākehā.

Considering that Māori students make up a much smaller proportion of loan borrowers per year than Pākehā, this shows that paying back

loans is a significant issue for Māori students, with implications for their families and whānau.

Table 17: Proportion of Māori and Pasifika students enrolled in tertiary education, 2006–08

Proportion of EFTS	2006	2007	2008
Māori	19.6%	19.0%	19.1%
Pasifika	6.8%	7.3%	7.5%

Table 18: Enrolments of domestic Māori students by level of education, 2004-2008

Level	2004	2005	2006	2007	2008
Certificates 1–3	53,796	53,406	48,153	46,670	43,836
Certificates 4	19,393	19,000	18,047	17,168	16,725
Diplomas 5–7	11,404	12,169	11,801	11,666	11,854
Bachelors	14,165	13,795	13,280	13,587	13,487
Graduate certificates/ diplomas	1036	1049	980	953	993
Honours & postgraduate cert/dips.	1361	1437	1559	1748	1686
Masters	1098	1167	1244	1101	1094
Doctorates	259	275	279	308	349
Total	90,676	90,358	85,568	83,914	80,604

Target: Increase the proportion of Māori participating in modern apprenticeships

What do the data say?

Industry training provides an important opportunity to gain formal qualifications and upgrade work-related skills while in the workforce.

Modern Apprenticeships is an industry training programme for 16 to 21 year olds. Unlike ordinary industry training, Modern Apprenticeships include mentoring support for students.

Māori students make up around 15% of all Modern Apprenticeship trainees. However, Māori trainees have a much lower completion rate for Modern Apprenticeships than Pākehā. The reasons for this are unclear.

In 2008, the likelihood of participating in work rather than industry training was higher for Māori male students from low-decile schools than for European male students from low-decile schools.

In general, the proportion of school leavers moving into industry training reached a peak for students with a Level 1 qualification and then decreased for those school leavers with higher-level school qualifications (Ussher, 2007). However, high-achieving Māori secondary school students are more likely than other high achievers to go on to industry training rather than bachelors-level study. ([Ministry of Education, 2008](#))

With regard to industry training in general, in 2008 Māori made up 12.4% of the workforce but were over 18% of all industry trainees, with 34,030 participating. This is an increase from 33,348 in 2007. Although total numbers increased in 2008, there was a one percent decrease in women and Māori industry trainees each as a proportion of total trainees. In addition, for a number of industries, the rate at which women and Māori peoples access industry training is lower than the rate at which they are employed in the relevant industries. Of the Māori trainees in 2009, 11.9% were male and 5.6% female. ([TEC, 2009](#)).

Māori trainees tend to be in lower level programmes. In 2008, 59% of Māori trainees were in level 3 or higher. This compares with 65% for all trainees. In 2007, 60% of Māori trainees were in Level 3 or higher industry training programmes compared with 67% of all participating trainees. This may be due to the fact that more Māori trainees had no prior qualifications: 33% compared with 20% of all participating trainees.

Ethnicity	Proportion of students
Pasifika	3.1%
Māori	14.8
Pākehā	76.8
Other	3.3

<http://www.tec.govt.nz/upload/downloads/industry-training-report-2007.pdf>

Ethnic Group	2002 starters	5 year (%)	6 year (%)	2003 starters	5 year (%)
Pasifika	70	29	34	63	13
European	2910	34	41	2949	35
Māori	575	23	27	579	21
Other	87	41	46	72	35
Not Stated	15	13	13	30	27
Total	3657	32	39	3693	33

<http://www.tec.govt.nz/Documents/Publications/industry-training-guide-2008-final.pdf>

What progress has been made?

The main action for achieving the targets of *Ka Hikitia – Managing for Success* in tertiary education has been the new investment plan system. This was introduced in 2008 to focus tertiary education organisations on the achievement of high quality outcomes. Government specifies priorities for tertiary education organisations (TEOs) through the Tertiary Education Strategy. These priorities are expected to be reflected in the performance commitments in TEOs' investment plans, which are then approved by TEC for funding.

Year	Number of modern apprentices			Proportion who are Māori
	Māori	Non-Māori	Total	
2006	1,430	8,036	9,466	15.1%
2007	1,594	9,256	10,850	14.7%
2008	1,797	10,352	12,149	14.8%
2009*	1,828	11,026	12,854	14.2%

* figures are to 30 Sept 2009 only and do not represent a full year

For 2008-2010, these commitments included specific targets for increased participation and achievement by Māori peoples. For Industry Training Organisations (ITOs), Government priorities were to improve trainee achievement and strengthen their leadership in managing the delivery of industry training to meet industry needs. In their 2008-2010 investment plans, ITOs committed to a modest improvement in trainee success.

The new *Tertiary Education Strategy 2010-15* expects ITOs and providers delivering industry training courses to focus on improving pastoral and academic support, the learning environment, and teaching practices that are culturally responsive to Māori students.

Target: Increase the proportion of Māori school leavers entering tertiary education at level 4 or above within two years of leaving school

What do the data say?

In 2008, a higher proportion of Māori students enrolled in tertiary education than any other group. However, Māori are among those least likely to go into tertiary education straight from school. This means that they lose the opportunities to gain benefits from tertiary education early in their working lives.

Although Māori students enter tertiary education at a higher rate than other groups, their numbers declined in 2008, with 80,604 Māori students enrolled in tertiary education. This is down from 83,914 in 2007 and the high point of 90,616 in 2004.

This decline may be due to labour market conditions. When low-skilled work is more plentiful, as in recent years, then young people may choose to work rather than enter tertiary education.

This trend may change in 2009 due to the recession, which has seen overall enrolments in tertiary education increase significantly as work opportunities reduce.

	2004	2005	2006	2007	2008
Pākehā	73.5%	74.1%	75.8%	76.9%	75.7%
Māori	49.9%	49.8%	54.1%	58.9%	53.4%
Pasifika	40.5%	39.5%	39.6%	46.6%	40.5%
Asian	66.7%	71.4%	74.2%	76.8%	76.4%
Other	59.6%	62.8%	64.7%	58.4%	61.4%

	2004	2005	2006	2007	2008
Pākehā	70.0%	69.4%	71.6%	72.9%	71.7%
Māori	45.6%	44.1%	46.9%	50.6%	45.4%
Pasifika	37.7%	34.5%	33.9%	39.5%	32.1%
Asian	63.3%	68.3%	70.5%	73.1%	73.4%
Other	54.4%	59.4%	62.2%	54.8%	56.0%

Of those Māori students who did go into tertiary education from school in 2008, most enrolled in Level 1 to 3 certificates. Once in tertiary education, they had the lowest rates of progression from Level 1 to Level 3, and lowest first-year retention and five-year completion rates.

Of the students who studied for NCEA in year 13, Māori students were less likely than Pākehā and Asian students to gain university entrance through that study. And unlike achievement of NCEA qualifications, this has not improved since 2004. Students with higher NCEA results are more likely to go on to bachelors-level study and pass their first-year courses than those with lower NCEA results.

What progress has been made?

The keys to increasing the proportion of Māori school leavers entering tertiary education at level 4 or above within two years of leaving school is:

- achievement at school; and
- subject decisions that lead to further learning opportunities at level 4 and above.

These are being addressed through actions in the Young People Engaged in Learning focus area.

Youth Guarantee is a new tertiary education initiative for students who have left school before achieving the essential learning required for work and further education.

The scheme is targeted at 16- and 17-year-olds who enrol to study for a full year. Students that have achieved NCEA Level 1 and have some credits towards, but have not achieved Level 2, are eligible for Youth Guarantee in 2010.

Its purpose is to reduce the costs of study to these students to encourage them to continue their education in a non-school context.

The [objectives of the Youth Guarantee](#) initiative are to:

- increase the educational achievement of targeted 16- and 17-year-olds not currently engaged in education by providing them with improved access to study towards qualifications at Levels 1– 3 on the National Qualifications Framework in tertiary education; and
- improve transitions between school, tertiary education and work.

From 2010, Government will fund 2000 fee-free places annually for 16- and 17-year-olds at polytechnics, institutes of technology, private training establishments, and Wānanga.

The providers will be from areas with high youth unemployment rates. The courses offered will be vocationally focused courses at Levels 1– 3, with literacy and numeracy embedded in the course content.

Target: Increase the first year degree programme retention rate for 18–19-year-old Māori students

What do the data say?

Analysis of background and achievement data from first year tertiary education students shows that success during the first year of study is only partially explained by student demographics, school background, and subject.

Year started	Māori	All students
2005	82.3%	90.0%
2006	83.2%	90.4%
2007	80.9%	89.3%

A complex set of factors influence a learner's success, including readiness for degree study, commitment to reaching a goal, an ability to fit into the institution, and the institution's ability to adapt to individual students.

Improved support for Māori engaged in degree level study is important to ensure success, particularly in a learner's first semester.

A key factor for Māori learner success is the extent to which they are able to maintain their cultural identity, access social and support networks outside of the institution and feel their experiences are valued within the learning context. ([Earle, 2008](#))

What progress has been made?

The new *Tertiary Education Strategy 2010-15* sets out governments expectations for tertiary education organizations receiving government funding. The strategy has a clear focus on increasing the proportion of students achieving level 4 and above qualifications before they are 25. It also has a key focus on more Māori students enjoying success at higher levels.

To achieve this, the *Tertiary Education Strategy* expects tertiary providers and Industry Training Organisations (ITOs) to focus on improving their pastoral and academic support, the learning environment, and must adopt teaching practices that are culturally responsive to Māori students. Particular emphasis is needed to improve progression to, and achievement at, higher levels of study.

The main action for achieving the targets of *Ka Hikitia – Managing for Success* in tertiary education has been the new investment plan system. This was introduced in 2008 to focus tertiary education organisations on the achievement of high quality outcomes. Government specified priorities for tertiary education and types of organizations. These priorities were expected to be reflected in the performance commitments in organisations' investment plans, which are then approved by TEC for funding.

For 2008-2010, these commitments included specific targets for increased educational success for young New Zealanders (under 25) studying at National Qualification Framework (NQF) level four or higher, and increased participation and achievement by Māori and Pacific peoples. Overall, providers' investment plans have a strong focus on increasing the rates at which their students successfully complete their courses and their qualifications. Universities, Private Training Establishments (PTEs) and Wānanga showed strong improvement in successful course completion rates for Māori in 2008.

Providers' investment plans included commitments to improve the retention of students in their study. Retention rates for Māori students was an area of particular focus for 2008-2010. TEC therefore expects to see a clear improvement in retention for Māori students over the next year.

Universities also committed to increased participation and success for Māori people at degree and post-graduate levels, however relatively modest targets were set, generally less than 1% growth in the proportion of Māori students with the highest being 3%.

Collectively in their plans Wānanga committed to modest improvement in participation and completion rates for students under the age of 25 studying at level 4 and above. In their plans they also committed to decreased attrition rates and improved course and qualification completions for students over the age of 25 - the majority of students studying at Wānanga.

In the first year of the 2008-2010 investment plans, there was a noticeable improvement in successful course completion rates in Wānanga.

Target: Increase the first year diploma level retention rate for 18–19-year-old Māori students

What do the data say?

The retention rate of Māori students in diploma-level study has increased significantly more than for the general student population between 2006 and 2008.

Recent research suggests that a number of factors are involved in retention of first year tertiary education students.

Year started	Māori	All students
2005	59.6%	73.5%
2006	60.7%	73.2%
2007	63.6%	74.0%

What progress has been made?

In addition to the focus in investment plans on retention and completion for students under 25 years, and Māori students in particular, the New Zealand Qualifications Authority (NZQA) has been working on providing support for capability development for Māori tertiary education organizations (TEOs), primarily private training establishments (PTEs) delivering certificates and diplomas. The work:

- assists TEOs to develop a robust quality management framework to meet the requirements for registration, accreditation and course approval, and Adult and Community Education (ACE) delivery
- develops TEO capability to utilise the new quality assurance framework.
- provides information and feedback on how NZQA practices and processes can best meet the needs of TEOs and their learners.

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To achieve this, the Tertiary Education Strategy expects tertiary providers and Industry Training Organisations (ITOs) to focus on improving their pastoral and academic support, the learning environment, and must adopt teaching practices that are culturally responsive to Māori students. Particular emphasis is needed to improve progression to, and achievement at, higher levels of study.

Effective PTEs

A recent study of effective teaching for Māori and Pasifika students in private training establishments (PTEs) found that three key areas are particularly important:

- the use of an holistic approach;
- meeting learners where they are at; and
- the use of celebration, fun, and humour

For more information read [*Te Rau Awhina: The Guiding Leaf*](#)

Adult literacy and numeracy

What do the data say?

Literacy and numeracy skills are essential to enable people to participate fully in New Zealand society and economy.

Improving New Zealand's relatively low levels of literacy, language and numeracy will be a key factor in increasing life opportunities for people and improving New Zealand's productivity .

Ka Hikitia – Managing for Success focuses on improving these skills as early as possible to increase Māori learner's access to secondary and higher-level education.

The International [Adult Literacy and Life Skills Survey \(ALLs\)](#) measures adults' skills in prose literacy, document literacy, numeracy and problem solving.

The 2006 ALL survey found that for all three areas of literacy and numeracy that they measured:

- more than half of Māori adults in 2006 had low skills – Level 1 or 2 skills in all age groups
- Māori adults aged 25–44 in 2006 had substantially higher skills than both younger and older Māori adults
- employed Māori adults in 2006 had substantially higher skills than Māori adults not working
- skill levels are strongly related to education levels. A majority of Māori adults with tertiary education had prose and document literacy skills at Level 3 or above.

Between 1996 and 2006, the proportion of Māori women with very low literacy skills decreased substantially. This was much less marked for Māori men. This may be associated with the higher participation rate, in recent years, of Māori women in tertiary education compared to Māori men. (Satherley et al., 2008)

The finding that 16–24-year-olds had lower prose and document literacy and numeracy than 25–34-year-olds is worrying. This suggests a strong need for the current school system to step up its performance in relation to literacy and numeracy.

What progress has been made?

In 2008, Cabinet approved the [Literacy, Language and Numeracy Action Plan 2008-2012](#) which sets out key actions to increase the number of adults with the literacy and numeracy skills required to meet the changing demands of modern society and workplaces. This includes a **Tertiary Education Research Strategy for Adult Literacy, Numeracy and Language** which will provide new evidence about effective teaching and learning for adults.

The Tertiary Education Commission is leading the work and working closely with employers, unions, tertiary education providers, as well as other government agencies, including Te Puni Kōkiri.

To support the strategy, Budget 2008 provided new funding for development and implementation of a range of initiatives that aim to increase the number of adults who have essential literacy and numeracy skills.

The Plan is focused on two key actions:

1. raising workforce and employer awareness of the benefits of literacy and numeracy skills
2. increasing the number, quality and relevance of literacy and numeracy learning opportunities.

Commentary

The rate of Māori school students **transitioning directly into tertiary education** is far too low, as is the number eligible to enter higher level study. This reflects both the achievement of students in secondary schools (and previously in primary schools), and the choices that students are making (or the opportunities that are made available to them by teachers).

While Māori students are participating in **Modern Apprenticeships**, their completion rates are lower than for other groups. This needs further examination.

The retention of young Māori students in **diploma and degree level programmes** is improving steadily.

While the **Tertiary Education Strategy 2010-2015** clearly prioritises activities to ensure Māori students gain higher level tertiary education qualifications, further work is required at both institutional and system levels to realise this.

Students' achievement at school will remain a critical contributor to their success in tertiary education.

Looking Ahead

In the next year the Ministry will continue focusing on actions to enhance education success for and with Māori. Some of those actions will focus on reallocating resources for professional development.

The ministry will consider the **Te Kauhua** evaluation and develop a revised Te Kauhua delivery model based on the lessons learnt, and research results of the Te Kauhua schools. This framework will include exemplars, resources, and mentoring and will be accessible to all schools.

A further 17 schools were included in **Te Kotahitanga** at the start of 2010, Meaning that approximately 7000 more students and 900 more teachers will be involved. The programme in the 17 additional schools will include a stronger emphasis on leadership and evidence-based practice at all levels. Schools will be supported for up to six years, as evidence suggests this time is necessary to achieve lasting change. Interim findings from the Victoria University of Wellington review will be used to inform Ministry decisions about the direction of Te Kotahitanga and possible improvements. The review is due in March 2010.

In 2010, **Ako Panuku** will provide support for:

- Māori medium secondary wharekura teachers, based on a 'visiting teacher – host school' model
- Māori teachers who are established in regional clusters
- schools to work in partnership with iwi.

Support will ideally be delivered through a whole-school approach and tailored to align with iwi education goals.

Further relevant and useful information will be added to the [Education Leaders](#) website on leadership practices that support Māori to enjoy education success as Māori.

From term 2, 2010, **He Kākano** will begin to provide professional development for school leadership teams. School leaders who take part in He Kākano will:

- challenge their own ideas about Māori learners' engagement and achievement
- gather, interpret and use a range of data and other evidence to develop a comprehensive profile of their Māori learners' achievements

- establish targets and tailored plans for sustainable improvement in the school's performance for and with Māori learners
- work together to analyse their leadership and wider school capability to lead and implement culturally-responsive pedagogical leadership practices and school processes (including governance) that build Māori achievement success
- lead and manage change within their professional practices that responds to the needs of culturally-located Māori learners
- build relationships, partnerships and networks that include whānau, hapū and iwi to support ongoing improvement in leadership, teacher, learner and school performance.

The Ministry intends to summarise the **Best Evidence Synthesis (BES) findings for whānau and iwi**, so they have the information they require to confidently support their children's learning and achievement at home, in early childhood education and school settings. Contract negotiations are currently underway and the provider will begin work in January 2010.

Trades Academies and the **Youth Guarantee** will begin to be implemented, and evidence about their effectiveness will be available from 2011.

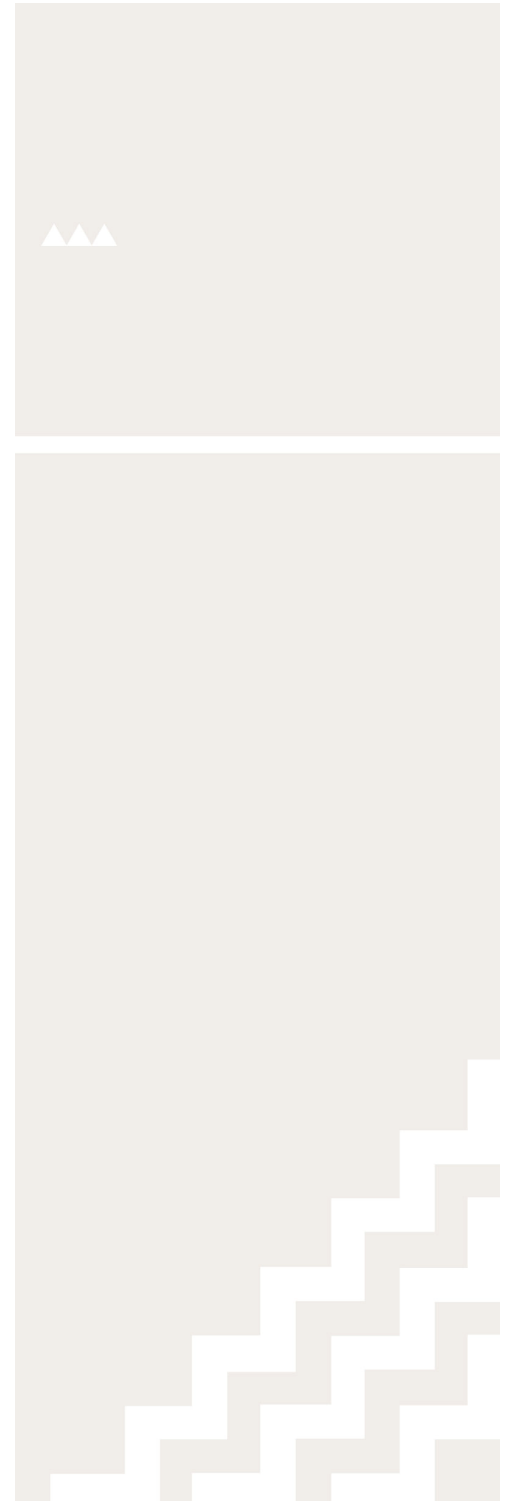
Key challenges ahead

Key challenges for the Ministry, other agencies and the education sector will be to:

- better focus resources on improving the literacy and numeracy achievement of year 9 and 10 students so they can achieve the requirements for NCEA level 1 by year 11
- increase the capability of teachers and school leaders to engage in culturally responsive practice through professional learning opportunities and support
- ensure that Māori-medium learning opportunities are available to meet demand, and well-supported in terms of resources and opportunities for sharing good practice
- increase the effectiveness of school/whānau engagement through better support for principals based on the evidence about effective practice
- identify ways to improve the information available to Māori students, parents and whānau about subject and career choices so that they make choices that open up future opportunities
- identify ways to improve the retention and progression of Māori students in tertiary education.



Māori Language in Education



Ngā Haeata Mātauranga - Annual Report on Maori Education 2008/09

Māori Language in Education

Ngā Haeata Mātauranga 2008/09 focuses on monitoring progress in achieving the goals of [Ka Hikitia – Managing for Success: The Māori Education Strategy 2008–2012](#) from July 2008 to December 2009.

This section reports on progress in 2008/09 in the **Māori Language in Education** focus area of *Ka Hikitia – Managing for Success*.

To achieve 'Māori enjoying education success as Māori', students must have access to high-quality Māori language in education options.

Supporting a strong Māori-language education sector sits at the centre of the Ministry's ability to deliver on its responsibilities to Māori as citizens and as the indigenous people of Aotearoa New Zealand.

Contents

This section includes:

How to achieve change?

Summary of progress against the *Ka Hikitia – Managing for Success* targets and actions.

Discussion for each goal including:

- Why is this goal important?
- What do the data say?
- What progress has been made?

Introduction

Māori Language in Education is a defining feature of Aotearoa New Zealand's education system. No other country in the world has national curricula in two languages that are not direct translations of one another.

Te reo Māori provides the vehicle for developing new knowledge and different perspectives. The creative potential of Māori knowledge and perspectives adds a rich dimension to educational activities and outcomes.

The [vision](#) of Government's **Māori Language Strategy** is that:

By 2028, the Māori language will be widely spoken by Māori. In particular, the Māori language will be in common use within whānau Māori, homes and communities. All New Zealanders will appreciate the value of the Māori language to Aotearoa New Zealand society.

Overarching strategic intent *Ka Hikitia – Managing for Success: The Māori Education Strategy 2008–2012* sets out the Ministry of Education's approach to achieving educational success for and with Māori through to 2012. The overarching strategic intent of *Ka Hikitia – Managing for Success* is:

'Māori enjoying education success as Māori'.

The six goals for the Māori Language in Education focus area are:	
Goal 1	Kura are established so that they are viable and sustainable and have quality teaching and learning environments, and the supply/network of kura and wharekura matches demand over the long term
Goal 2	Increase effective teaching and learning of, and through, te reo Māori
Goal 3	Increase the number of quality Māori teachers proficient in te reo Māori
Goal 4	Develop a strategic Māori-language Education Outcomes Framework that supports a strategic investment approach
Goal 5	Increase visibility of te reo Māori in nationwide media and schools to promote the currency and relevance of te reo Māori
Goal 6	Strengthen Māori-language education research.

The goals from *Ka Hikitia – Managing for Success* for the Māori Language in Education focus area will directly contribute to the Government’s wider strategy for Māori language. To achieve ‘Māori enjoying education success as Māori’, students must have access to high-quality Māori language in education options.

Supporting a strong Māori-language education sector sits at the centre of the Ministry’s ability to deliver on its responsibilities to Māori as citizens and as the indigenous people of Aotearoa New Zealand.

Māori Language in Education: Definitions

The original title of this focus area, Māori Language Education, has been changed better to reflect the two distinct types of Māori language in education:

Māori-language classes, where students learn the Māori language in English-medium early childhood education services and schools, and through tertiary education providers.

Māori-medium education, which involves students being taught either all or some curriculum subjects in the Māori language. This can be in immersion (Māori language only) or bilingual (Māori and English) programmes.

Māori-medium education takes place from early childhood to tertiary education, in various settings, including:

- kōhanga reo in the early childhood sector
- other bilingual and immersion programmes in early childhood education centres
- [kura kaupapa Māori, kura teina](#),
- kura-a iwi (covering years 1–8) and wharekura (covering years 1–13)
- immersion and bilingual programmes or units in English-medium schools
- wānanga in the tertiary sector
- other tertiary education providers including Private Training Establishments (PTEs).

How to achieve change

Government’s actions to achieve the Māori Language in Education goals of *[Ka Hikitia – Managing for Success](#)* have been focused on:

- strengthening the infrastructure of the Māori-medium part of the education sector and its responsiveness to local iwi requirements
- increasing the capability of teachers and professional leaders.

These two factors have the potential to make the most difference for Māori students.

The most effective ways to achieve system change in Māori Language in Education are:

Increasing professional learning and capability of teachers:

- high-quality teaching makes the most difference to student achievement across the sector
- research has identified the characteristics of teaching and professional development that improve Māori student outcomes.

Focusing on responsive and accountable professional leadership,

- principals and senior leaders who focus on teaching and learning as the major part of their leadership role improve outcomes for students.

Increasing whānau and iwi authority and involvement in education:

- parents, families and whānau play a critical role in supporting their children's learning right from the start
- learning is more effective when whānau and iwi are valued partners in the education process and when educators, whānau and iwi are open to learning from and with one another.

Summary

This section summarises [progress](#) in achieving the goals of *Ka Hikitia – Managing for Success*.

It reports on achievement of the

- targets
- actions

of the **Māori Language in Education** focus area.

[Ministry of Education Statement of Intent 2009–14](#)

The Chief Executives of all six government education agencies are committed to collective strategic leadership to ensure that Government's priority outcomes for education are achieved.

The priority outcomes inform the operating intentions of each agency.

'Māori enjoying education success as Māori' is one of the Government's [key strategic priorities](#) as set out in the Ministry of Education's *Statement of Intent 2009–14*

The Ministry will measure its success by:

- Māori students achieving their potential through education
- developing policy implementation tailored to Māori needs and approaches
- increasing numbers of high-quality te reo teachers entering the teaching profession.

The Ministry's key actions will be:

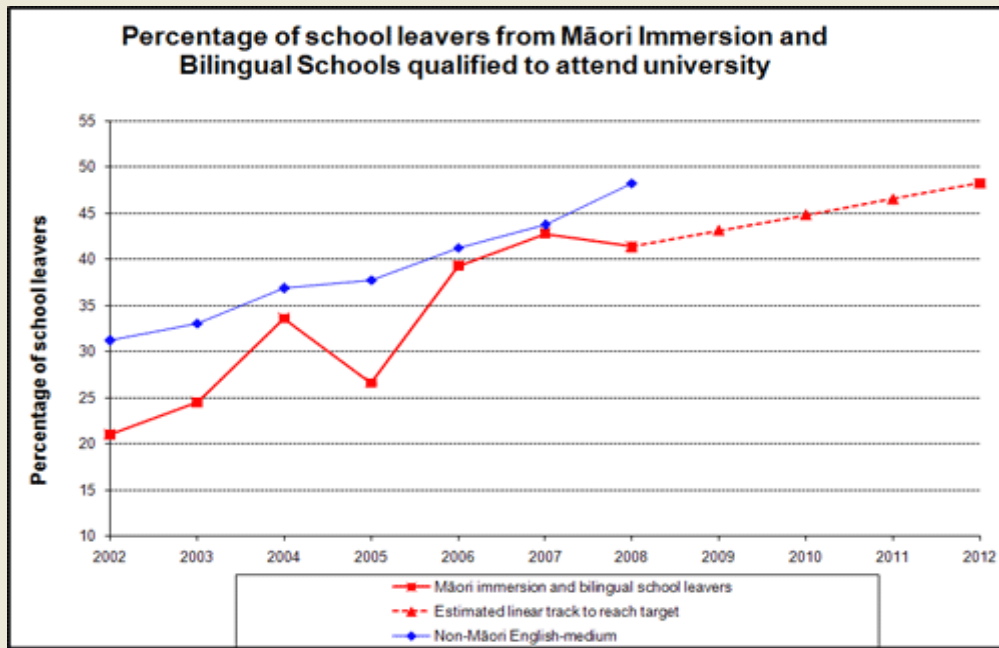
- supporting high-quality teaching for Māori
- increasing accountability for Māori achievement
- supporting the Māori-medium network
- ensuring informed decision-making.

Targets

Ka Hikitia – Managing for Success sets out targets to monitor the achievement of its goals for Māori Language in Education:

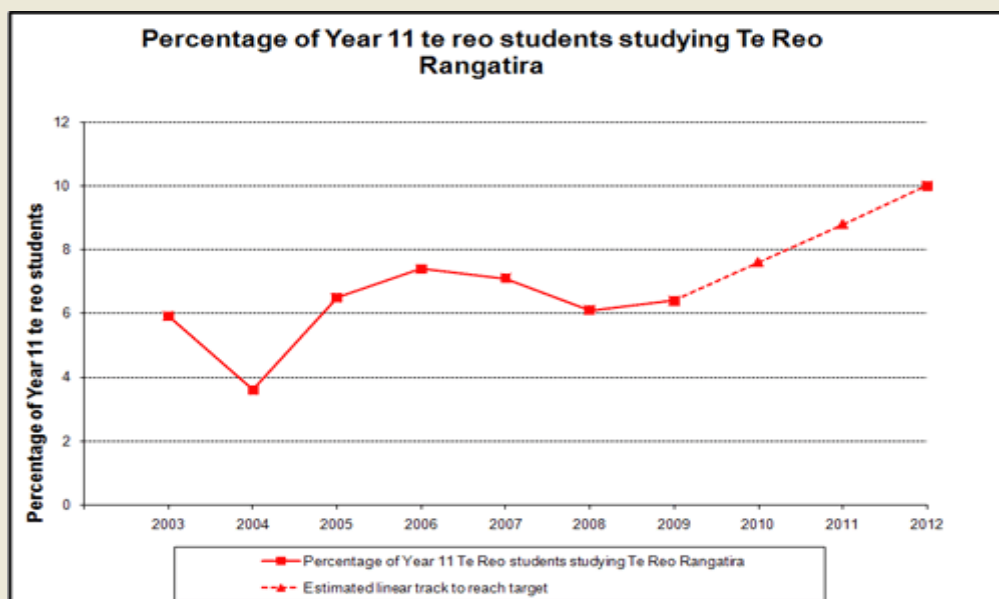
- [increase the proportion of school leavers from Māori-immersion and bilingual schools with University Entrance or above](#) from 39.4% in 2006 to be equal to or better than the proportion of non-Māori English-medium students by 2012

Figure 17: Percentage of school leavers from Māori-immersion and bilingual schools qualified to attend university



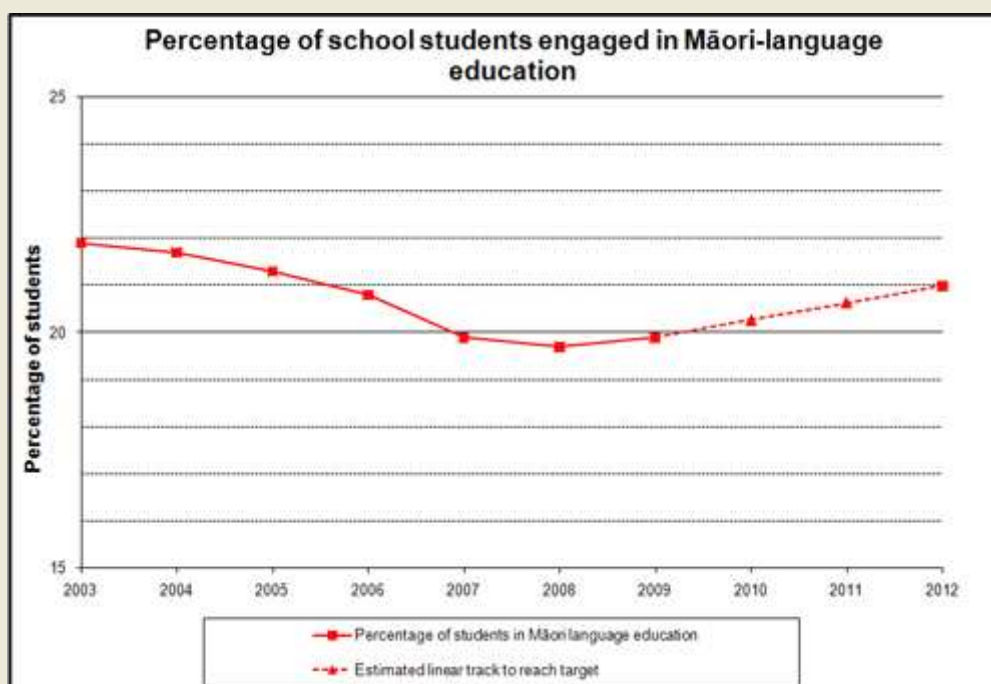
- [increase the proportion of all year 11 students studying te reo Rangatira as a proportion of all year 11 students studying te reo \(te reo Māori plus te reo Rangatira\)](#) from 7.4% in 2006 to 10% by 2012

Figure 18: Percentage of year 11 te reo students studying te reo Rangatira



- [keep the current participation rate](#) of all (primary and secondary) students engaged in Māori language education at 21%.

Figure 19: Percentage of school students engaged in Māori-language education



Actions

Table 26: Outlining the goals of the Māori Language in Education focus area.

Goal	Action	Progress July 2008–December 2009
Goal 1 Kura are established so that they are viable, sustainable, and have quality teaching and learning environments and the supply/network of kura and wharekura matches demand over the long term	Review processes for establishment of kura to ensure funding, teaching, learning resources and support provide the best conditions for teaching and learning	Kura establishment processes have been reviewed and a new process is being introduced in 2010. A research project examining successful kura is due for completion in mid 2010. The research will investigate what success means for kura and how they go about achieving success.
	Strengthen the processes to enable whānau, hapū, and iwi involvement in the establishment of kura and wharekura	Work is being done with clusters of kura to strengthen governance and management capability . The training provided to these clusters in 2008/09 has been aimed at meeting the needs of kura that are preparing for establishment or have recently been established.

<p>Goal 2 Increase effective teaching and learning of, and through, te reo Māori</p>	<p>Develop and implement a strand within the Kiwi Leadership for Principals programme to support principals in Māori-medium education to lead the learning in their kura</p>	<p>The Tū Rangatira Māori leadership project began in 2009 to support the growth, strength and sustainability of Māori leadership within the Māori-medium sector. It is based on a kaupapa Māori leadership model.</p>
	<p>Support the implementation of <i>Te Marautanga o Aotearoa</i> and the development of relevant resources</p>	<p>In 2009, professional support was provided for Māori-medium schools and settings to help them develop and trial their Marautanga a kura based on Te Marautanga o Aotearoa. This support will continue to 2010.</p> <p>In 2008/09 the Ministry of Education developed supplementary professional support materials to assist teachers to understand and deepen their pedagogical content knowledge of the learning areas of <i>Te Marautanga o Aotearoa</i>.</p> <p><i>A review of all curriculum-related standards for NCEA is also underway to ensure that they are aligned to The New Zealand Curriculum or Te Marautanga o Aotearoa.</i></p>
	<p>Support decision-making by whānau with information about quality provision in Māori-language education options</p>	<p>In 2009, the Ministry of Education has been developing Ngā Whanaketanga Rumaki Māori, the Māori-medium standards, for all children from years 1–8 in Māori-medium schooling.</p> <p>Ngā Whanaketanga Rumaki Māori will provide information for parents, families and whānau to inform their discussions with teachers about their children's progress and their decisions about their schooling. They will be consulted in 2010.</p>
	<p>Strengthen professional development approaches and the range of assessment tools to lift the quality of teaching and assessment in Māori-medium education</p>	<p>In 2008/09 the Ministry continued to support a range of professional development programmes to build the capability of teachers in Māori-medium schooling. For example, in 2008–09 the Ministry of Education has been working collaboratively to pilot Tatari, Tautoko, Tauawhi (TTT), an effective phonological awareness programme, in three Rotorua kura. The Ministry is currently working with Waikato University to develop a model to deliver Tatari, Tautoko, Tauawhi (TTT) to schools in Manurewa as part of the Manurewa Literacy Project to support the teaching of literacy in te reo Māori.</p> <p>In early 2009, the Ministry began developing the National Standards for Māori-medium schooling, Ngā Whanaketanga Rumaki Māori to support effective teaching and learning in Kōrero, Pānui, Tuhituhi and Pāngarau (oral language, reading, writing and maths) for students in years 1–8.</p>
	<p>Consolidate and build evidence around second language teaching to enhance the effectiveness of professional development programmes and lift the quality of teaching te reo Māori as a second language</p>	<p>Te Whakapiki i te Reo is a programme to strengthen the language proficiency of teachers and teaching effectiveness for Māori medium classrooms. It is being provided in a range of Māori-medium schools throughout 2009–12.</p> <p>The Te Reo Māori in English-medium Schools Advisory Group was established in 2009 to provide feedback and advice on the Ministry's work to support the teaching and learning of Māori language in English-medium schools.</p> <p>The Ministry of Education's Schooling Group is conducting a literature review of effective teaching and assessment practices for linguistically diverse learners in bilingual/immersion education settings.</p>

	Support Māori-medium providers to develop local resources for local needs	In 2009, professional support was provided to Māori-medium schools and settings to help them develop and trial their marautanga ā kura . This support will continue to 2010. Community-based language initiatives (CBLI) have been developed to enhance parent and caregiver Māori language skills and provide for the development of localised Māori language teaching and learning resources. CBLI funding supports iwi to develop education resources for use in both whānau and kura learning settings that enable students to access quality and appropriate iwi based learning. This provision will continue in 2010.
	Explore using ICT to support Māori-language teaching and learning	The Learning Activities Management System (LAMS) is a new information technology resource that enables teachers and school leaders in Māori-medium settings to share knowledge, resources and teaching ideas on a daily basis.
Goal 3 Increase the number of quality Māori teachers proficient in te reo Māori	Work with the New Zealand Teachers Council to set standards to improve the quality of initial Māori-medium teacher education	The New Zealand Teachers Council has been carrying out a review of the approvals and requirements for initial teacher education for the last two years. The Māori-medium teacher education sector is an important aspect of that review process. The Council is also undertaking a three-phased te reo Māori research project with the principal aim to enhance the proficiency levels of graduates from initial Māori-medium teacher education programmes.
	Work with the Tertiary Education Commission to increase access and options available for teacher training in immersion education	This is part of ongoing work of the Tertiary Education Commission .
	Revise incentives and scholarships to attract and retain quality teachers in Māori-medium settings	TeachNZ has a range of scholarships to support Māori-medium teacher education as well as the Māori Immersion Teacher Allowance for teachers who use te reo Māori as the language of communication and instruction.
	Support schools to develop a five-year plan for teachers, linked to Te Taura Whiri i te Reo Māori proficiency levels, to meet the graduating standards for te reo Māori set by the New Zealand Teachers Council	Not actioned yet.
	Strengthen the range of programmes and incentives for schools so teachers can engage in high quality professional development to improve their proficiency in te reo Māori	Te Whakapiki i te Reo is a new programme to strengthen the language proficiency of teachers and teaching effectiveness for Māori-medium classrooms. Te Whakapiki i te Reo is being provided in a range of Māori-medium schools throughout 2009–12. The Te Reo Māori in English-medium Schools Advisory Group also supports the teaching and learning of Māori language in English-medium schools and contributing to the development of a professional development framework for te reo Māori. In 2010, six primary teachers/principals, six secondary teachers and two area teachers were awarded TeachNZ study awards to complete te reo Māori and other qualifications related to te reo me ona tikanga Māori.

<p>Goal 4 Develop a strategic Māori-language Education Outcomes Framework that supports a strategic investment approach</p>	<p>Develop and implement a policy framework to inform investment priorities for Māori-language education over the next 10 years</p>	<p>The Māori-language Education Framework has been finalised and sets out areas for investment that are based on what research and experience show make the greatest difference to raising learner achievement. A set of strategic policy principles are now being developed to guide the direction for the provision and delivery of Māori Language in Education.</p>
<p>Goal 5 Increase visibility of te reo Māori in nationwide media and schools to promote the currency and relevance of te reo Māori.</p>	<p>Increase the visibility of te reo Māori across children's television programmes on week nights by partnering with Te Taura Whiri I te reo Māori and working with Television New Zealand through its State Charter</p>	<p>In 2008/09, the Ministry initiated scoping the action from <i>Ka Hikitia – Managing for Success</i> to increase the visibility of te reo Māori across children's television programmes. This work is now on hold due to the removal of the State Charter.</p>
	<p>Support state schools to look for more opportunities for te reo Māori to be visible</p>	<p>Several resources have been published to support schools make te reo Māori more visible. <i>Te Aho Arataki Marau mō te Ako I Te Reo Māori – Kura Auraki/Curriculum Guidelines for Teaching and Learning Te Reo Māori in English-medium Schools</i> was particularly significant in highlighting the status of te reo Māori as an official language of Aotearoa New Zealand. It provides guidance to teachers of te reo Māori as a second language in English-medium schools.</p>
<p>Goal 6 Strengthen Māori-language education research</p>	<p>Ensure that a Māori-language education focus is integral to developing a Ministry of Education research and development strategy</p>	<p>In 2009, the Ministry initiated new research projects to increase the knowledge base around Māori-language education. These focus on:</p> <ul style="list-style-type: none"> • Successful Kura • Transitions between education settings • Marautanga ā kura • Language learning progressions <p>In addition, a large number of research reports were published that provide evidence about effective teaching and learning for Māori students. The development of language proficiency progressions in Māori-medium education is a research project designed to make explicit the progress students could be expected to make at the different ages and stages of their reo Māori development and how this can be measured.</p>
	<p>Strengthen links with other research agencies and tertiary institutions to build knowledge of mātauranga Māori further</p>	<p>The <i>Tertiary Education Strategy 2010–2015</i> promotes the role of tertiary sector research, particularly by wānanga, in supporting the development of the knowledge base needed to manage cultural and economic assets and to maintain strong and prospering whānau, hapū and iwi. This provides a strong basis for tertiary education organisations to allocate funding to support research to build mātauranga Māori.</p>
	<p>Facilitate and support iwi to continue research and development of mātauranga Māori</p>	<p>All iwi/Ministry relationships, whether long-established or new, contain projects that enable iwi to revitalise and re-connect with their own tribal knowledge. The development of a local curriculum based on <i>Te Marautanga o Aotearoa</i> provides another opportunity to revitalise local knowledge.</p>

Discussion

Opportunities to learn in and through te reo Māori across the education sector began from the aspirations of iwi and Māori communities. Iwi and Māori communities maintain a critical role as guardians of language in all Māori Language in Education options.

Equally, the Government has a critical role to play in setting the policy conditions that will enable those involved in Māori Language in Education to build on the gains already made for Māori learners.

For each Goal from the Māori Language in Education focus area, this section discusses:

- Why is this goal important?
- What do the data say?
- What progress has been made?
- Conclusion

Definitions

Kaupapa Māori Education Māori education that incorporates a Māori world view and ways of teaching in a range of settings including bilingual and immersion settings.

Kōhanga Reo Māori language settings (early childhood education services) affiliated with Te Kōhanga Reo National Trust.

Kura-a-iwi Kura established under section 156 of the Education Act, as a special character school delivering Māori medium education and aligned to a particular iwi

Kura kaupapa Maori Kura established under section 155 of the Education Act, as a kura supported by Te Rūnanganui o Ngā Kura Kaupapa Māori o Aotearoa with the learning programmes based on Te Aho Matua -Māori philosophies.

Kura Māori Kura established under section 156 of the Education Act, as a special character school delivering Māori medium education

Kura Motuhake Generic term used when referring to all kura established under section 156 whether they are attached to an iwi or not

Kura teina Not fully an independent school established under section 155 of the Education Act, development/establishment stage, aligned to a kura Tuakana

Māori language education All education that teaches Māori language skills and delivers education in and through te reo Māori.

Māori-medium Teaching that includes use of te reo Māori. Learners are taught curriculum subjects in either both te reo Māori and English or in te reo Māori only.

Wharekura Māori medium secondary education provision.

Goal 1: Kura are established so that they are viable, sustainable and have quality teaching and learning environments, and the supply/network of kura and wharekura matches demand over the long term

Why is this goal important?

Kōhanga reo, kura kaupapa Māori, kura teina, kura motuhake, and wharekura involve much more than immersion in Māori language. These Māori-medium education providers operate within a specific cultural framework and, in some cases, culture and language specific to a particular iwi. They play a key role in realising community aspirations and supporting the understanding and development of Māori language, culture and knowledge.

All students must be able to access quality Māori-medium education options across the education sector if they so choose. This requires both quality provision and a strong network of providers.

Access to Māori-medium education options is only the beginning. Participation must be sustained and whānau engagement supported if students are to enjoy learning success.

Challenges facing Māori-medium education providers across the sector include the shortage of qualified teachers and relief teachers, limited availability of appropriate initial teacher education, the need for a greater range of relevant teaching and learning resources, and ensuring quality teaching practice across the sector.

Quality teaching in kura kaupapa Māori

In a 2007 report, the Education Review Office (ERO) found that good practice in kura kaupapa Māori means:

- kura whānau establishing a sound knowledge of *Te Aho Matua*, and developing a shared understanding of the importance of its practical implication in the kura
- high expectations of kura whānau for student success in learning, in both the Māori language and English, that guide the future direction of programmes, interactions, experiences and practice
- kura whānau remaining focused on delivering a high-quality, holistic education that reinforces and acknowledges the importance of establishing a strong sense of identity in each student
- kura whānau reviewing kura practice and programme effectiveness in light of information on achievement
- whānau working together and sharing strengths and expertise to enhance learning opportunities and experiences for students
- kaiako making effective use of assessment information to plan and adapt their teaching, thereby working to address the needs of individual students
- kaiako sharing assessment information with students so students gain greater understanding of their own learning
- reflective kaiako actively seeking information on how to improve their teaching, refine learning programmes, and monitor the practices in their kura to enhance student performance, achievement and outcomes.

(Education Review Office, 2007)

What do the data say?

There were 6267 students in kura kaupapa Māori and kura teina in 2009. This is an increase of 9.3% since 2002 when 5428 were enrolled. This compares with an 9.5% increase in the total Māori school student population over the same period.

If the increase in those enrolled in kura kaupapa continues, then there will be a further increase in the demand for teachers who are able to teach the entire curriculum in Māori – an area where there is already a shortage of teachers.

Since 1992 there has been a huge increase in the number of kura kaupapa Māori and kura teina, from 13 such schools in 1992 to 72 in 2009. The most dramatic increase in the number of kura kaupapa Māori and kura teina occurred during the 1990s. Since then the growth rate has slowed with a 2.9% increase in the number of kura kaupapa Māori and kura teina since 2002.

Figure 20: Students in Māori-medium and Māori-language learning 2001–2009

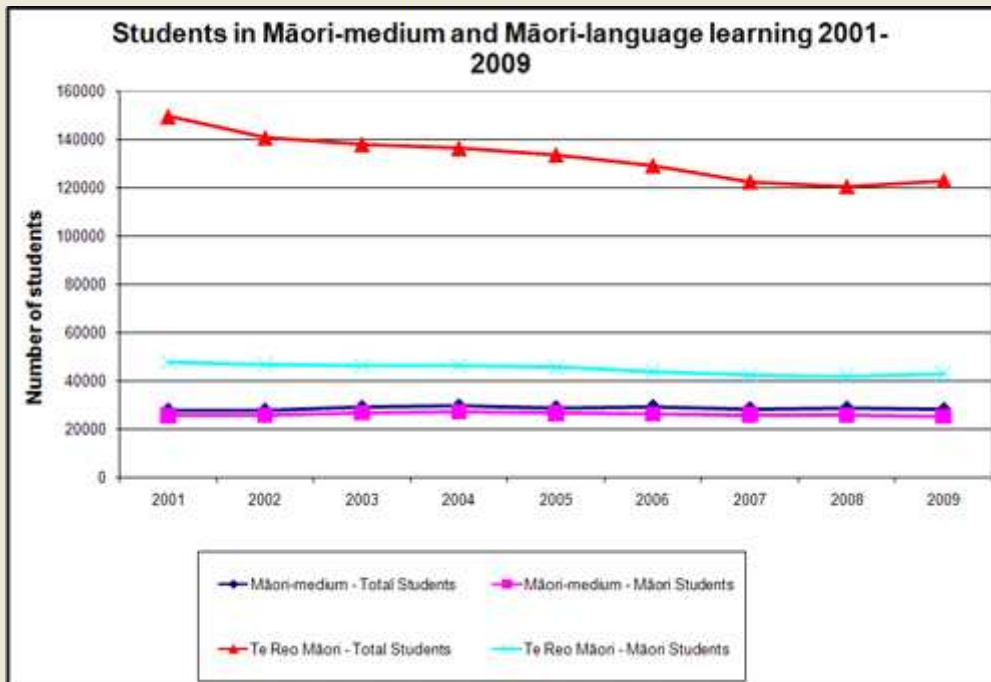
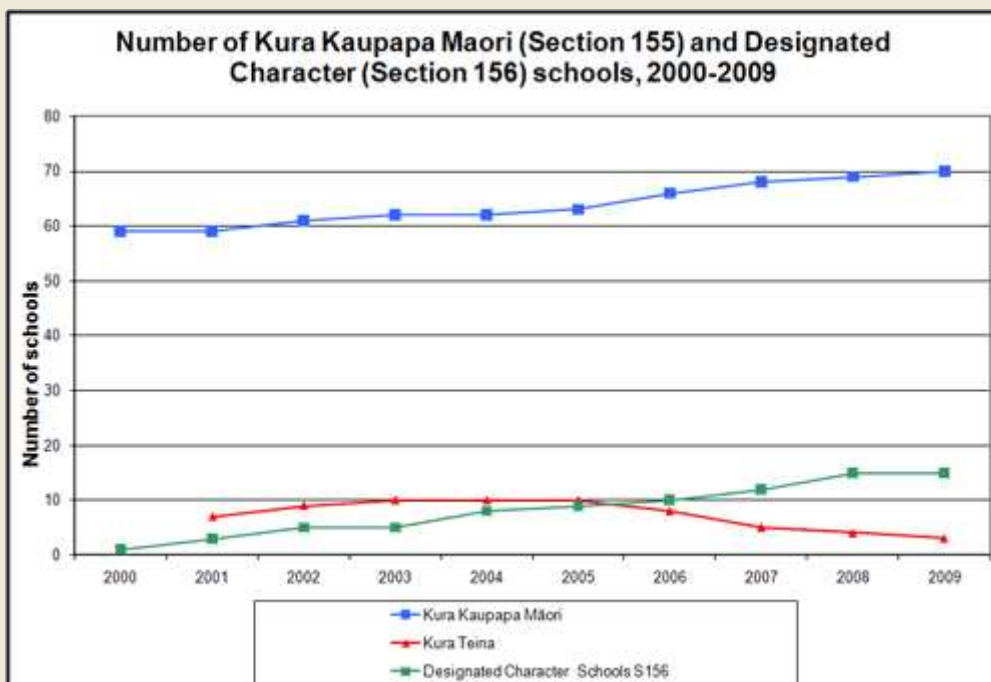
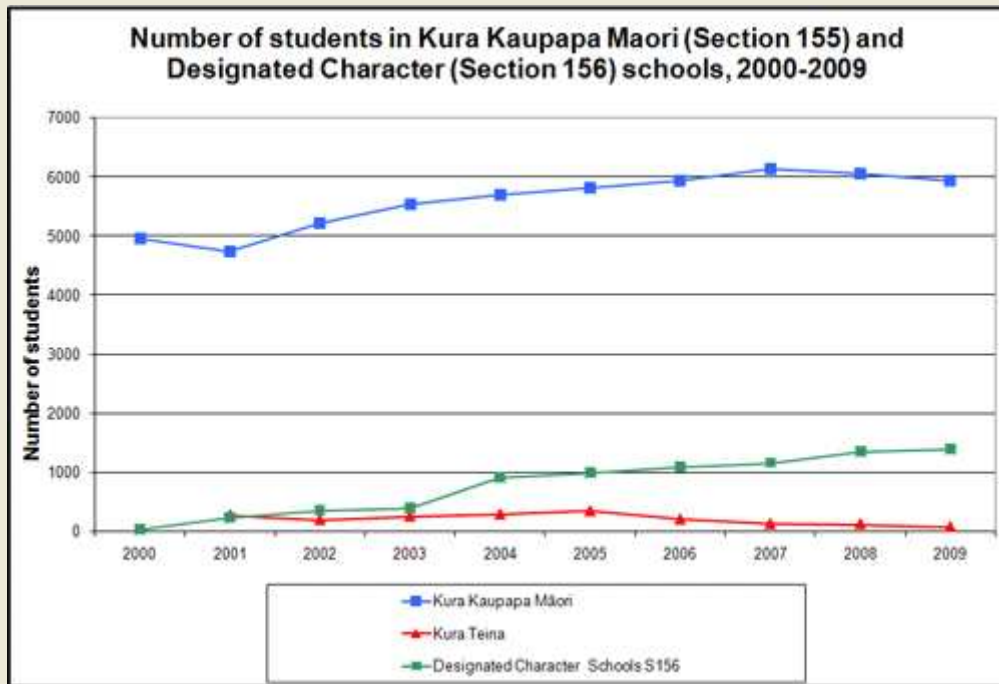


Figure 21: Number of kura kaupapa Māori and designated character schools, 2000-2009



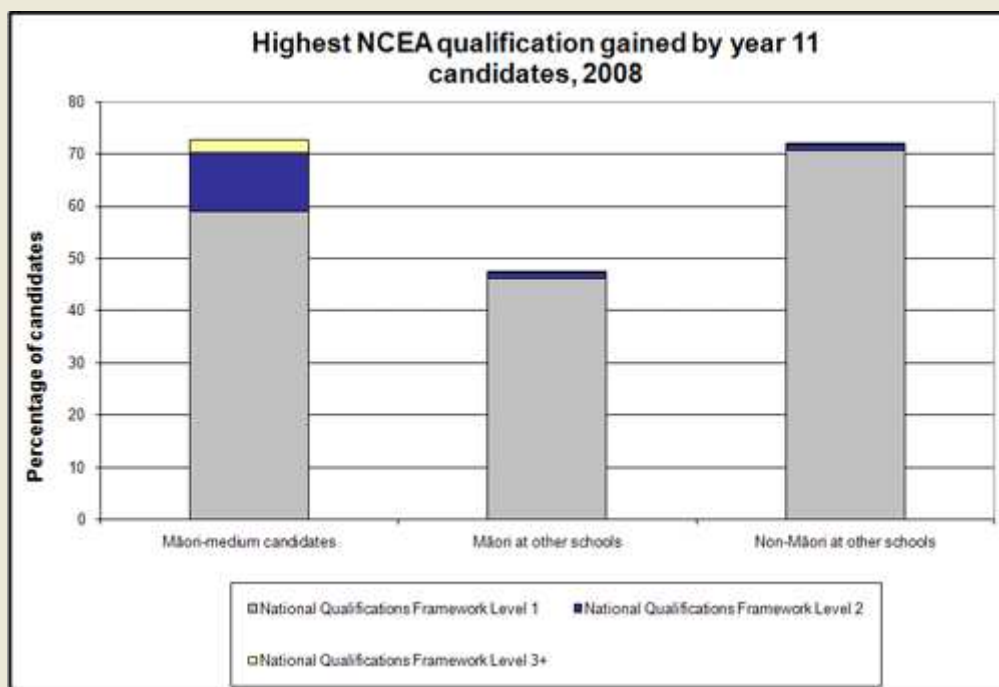
Source: Education Counts

Figure 22: Number of students in Kura Kaupapa Maori (Section 155) and Designated Character (Section 156) schools, 2000-2009



As in English-medium schooling, there are differences in the performance of Māori-medium schooling for their students. In addition, the relatively small numbers of students make it difficult to generalise about the outcomes. However, the data has consistently shown that year 11 students attending Māori-medium schools achieved higher National Certificate of Educational Achievement (NCEA) attainment rates than their peers attending English-medium schools

Figure 23: Highest NCEA qualification gained by year 11 candidates, 2008



2008 data from the Māori-medium education sector also shows promising pockets of success for years 11–13. Candidates at Māori-medium schools continue to be more likely to meet both the literacy and numeracy requirements (*in te reo Māori and/or English*) for NCEA Level 1 by the end of Year 11 than their Māori counterparts at English-medium schools (in English).

Years 11–13 candidates at Māori-medium schools were more likely to gain a typical level or higher NCEA qualification than their Māori peers at English-medium schools. The typical levels of NCEA qualifications are Level 1 for year 11 students, Level 2 for year 12 and Level 3 for year 13.

The proportion of students from Māori-medium schools who leave school qualified to attend university is much higher than the number of Māori students in English-medium schools, and comparable with the proportion of non-Māori in English-medium schools.

		Met both (%)	Met literacy only (%)	Met numeracy only (%)
2006	Candidates at Māori-medium schools	80.8	13.9	3.2
	Māori at other schools	64.9	5.6	15.3
	Non-Māori at other schools	80.8	2.7	9.5
2007	Candidates at Māori medium-schools	82.7	10.4	2.2
	Māori at other schools	64.8	5.5	15.9
	Non-Māori at other schools	82.1	2.2	9.0
2008	Candidates at Māori-medium schools	84.4	11.0	2.0
	Māori at other schools	64.8	5.5	15.9
	Non-Māori at other schools	82.1	2.2	9.0

In its 2008 report on the quality of teaching in 76 kura kaupapa Māori, the Education Review Office found that:

- 16 kura (21%) were providing consistently high-quality education (successful kura)
- 54 (71%) were providing satisfactory quality
- six (8%) had provided low-quality education over a prolonged period (struggling kura)

(Education Review Office, 2008e)

Year	Percentage of school leavers qualified to attend university	
	Māori-immersion and bilingual schools	Non-Māori from English-medium schools
2002	21.0	31.2
2003	24.5	33.1
2004	33.6	36.9
2005	26.6	37.8
2006	39.3	41.3
2007	42.8	43.8
2008	41.4	48.3

Quality teaching in kura kaupapa Māori

Features of a successful kura

The kura board has defined objectives for each of the *mātāpono* or principles of *Te Aho Matua* and has identified expected student outcomes. The *whānau* vision reflects a strong commitment to Māori language, and highlights key focus areas and clear expectations for all *whānau*, staff and students.

Whānau and teachers demonstrate their commitment to providing students with an education that acknowledges and respects their individual and *iwi* identity, and equips them for future learning and success. A range of traditional and contemporary teaching approaches is used effectively.

Whānau and teachers provide a nurturing and respectful learning environment where students are encouraged to engage with new ideas, take risks, explore concepts and participate actively in all learning. Students are physically, culturally and academically successful at the national level.

Teachers use a range of effective strategies to foster and enhance students' use of Māori language and integrate these across the curriculum. *Whānau* and teachers also recognise the importance of providing strong language models for students and attend *wānanga* to extend their own language abilities.

Teachers use assessment data to identify individual learning abilities and needs and guide teaching and learning. NCEA results in *te reo Māori* and *te reo Rangatira* confirm students' academic success in these areas.

What progress has been made?

Action: Review processes for establishment of kura to ensure funding, teaching, learning resources and support provide the best conditions for teaching and learning

The Ministry has revised the establishment process for kura kaupapa Māori to ensure that newly established kura are viable, capable and empowered to flourish.

The revised process provides for the establishment of new kura kaupapa Māori with expected rolls of 35 or more students on the same basis as English-medium schools. It is proposed that kura kaupapa Māori established on this basis will have the same provisions as English-medium schools, including:

- the appointment of an establishment board of trustees
- full establishment resourcing and necessary support in property development
- the capacity to appoint a principal and staff
- access to provisions for training in governance and management.

Where there are 18–34 students, the revised process provides for the setting up of satellite units fully operated by established high-performing kura as base schools. The aim is to ensure quality education provision to students by having a high-performing kura directly involved in the development and ongoing operation of the satellite unit.

Satellites will be able to operate indefinitely, or until such time as the number of students in the satellite reaches 35, at which point the satellite may seek to be established as a kura using the new process.

Action: Strengthen the processes to enable *whānau*, *hapū*, and *iwi* involvement in the establishment of kura and *wharekura*

Work is being done with clusters of kura to strengthen governance and management capability. The training provided to these clusters in 2008/09 has been aimed at meeting the needs of kura that are preparing for establishment or have recently been established. It is planned to extend this training to other established kura where there are risks to governance and/or management performance.

A research project examining successful kura is due for completion in mid 2010. The research will investigate what success means for kura and how they go about achieving success.

Commentary

The new **kura kaupapa Māori establishment** processes have the potential to strengthen the network of effective kura kaupapa Māori and wharekura and reduce some of the impediments to successful establishment and the sustainability of quality teaching and learning, and professional leadership. The effectiveness of this change in responding to community demand as well as ensuring quality teaching and learning will be monitored over the next few years.

Goal 2: Increase effective teaching and learning of, and through, te reo Māori

Why is this goal important?

As an official language of Aotearoa New Zealand, te reo Māori offers unique academic, cultural, educational, economic, social and linguistic benefits for all New Zealanders.

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

As with all education provision, the quality of teaching and professional leadership in kura Māori, wharekura and Māori language teaching is critical for the education success of Māori students.

To work effectively, teachers in Māori-medium settings require expertise in Māori language and culture, as well as in teaching and learning across the curriculum.

Education has a key role in achieving [Government's goal](#) that by 2028 most Māori will be able to speak te reo Māori to some extent and the proficiency of people speaking, listening, reading and writing in te reo Māori will have increased.

A 2006 survey of Māori showed that although older Māori were still most proficient, more young Māori are now able to speak, read and write te reo Māori fluently.

However, since 2006 there has been a small decline in the [overall numbers of students](#) involved in Māori-language education across all schools.

What do the data say?

Early childhood education

Children achieve best in Māori-language education when they have an early start and this is sustained for four to six years. (May et al., 2004)

The proportion of Māori bilingual and immersion early childhood education services throughout Aotearoa New Zealand is an indication of how responsive services are to the cultural and language aspirations of children, parents, whānau and communities, particularly those with Māori heritage.

While the proportion of Māori-immersion centre-based licensed services has fallen steadily over time (from 17.1% in 2002 to 12.5% in 2009), the proportion that are bilingual has increased (from 10.7% to 16.7%). As a combined total, Māori bilingual and immersion services have risen slightly (from 27.7% to 29.2%).

Education and care services have the highest proportion of Māori bilingual services (21.9% in 2009). A lower proportion of kindergartens (14.9%) and playcentres (10.8%) are bilingual. The proportion has risen over time for all three service types, except that playcentres dropped slightly in 2009. All kōhanga reo services are full Māori immersion.

Successful outcomes in immersion or bilingual education are supported by:

- *early language teaching (i.e., from early childhood education)*
- *participating in bilingual or immersion education for at least four years and ideally six to eight years*
- *more intensive immersion education and a different type of pedagogy (second language acquisition) for those coming late to language learning*
- *family use of the Māori language in the home environment*
- *productive partnerships between whānau, Māori communities, kura, schools and Government*
- *quality teaching and programmes involving at least 50% immersion in the target language (Māori), taught by teachers with a high level of competency in the Māori language and in teaching a second language.*

(May et al., 2004)

There has been a decreasing trend in the percentage of Māori enrolments in services that use te reo Māori for more than 50% of their time and a consequent increasing trend in services that use te reo less than 50% of their time.

Figure 24: Enrolments in Māori-language early childhood education services 2000–2009

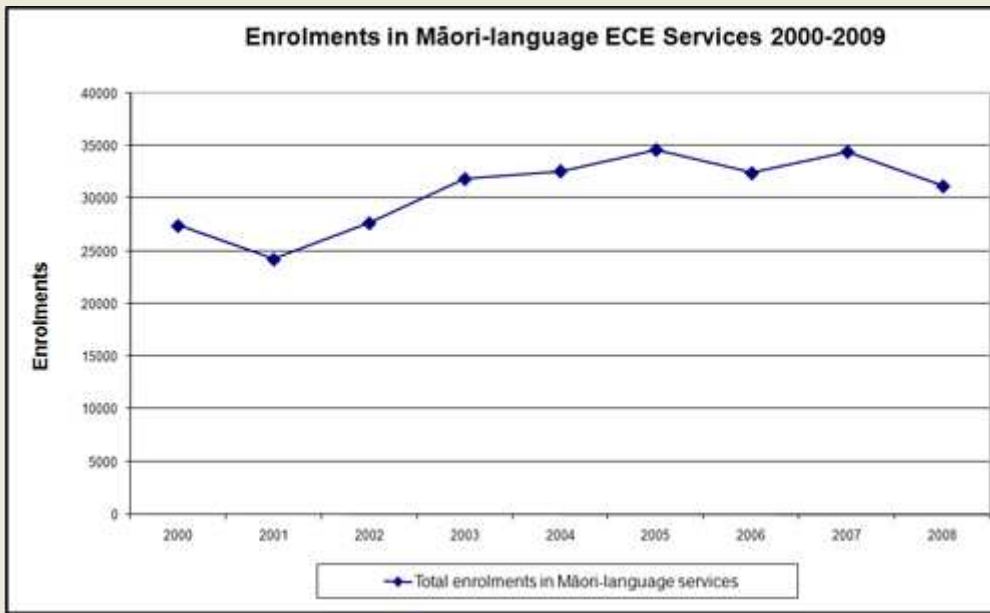


Figure 25: Number of Māori-language early childhood immersion education services by type of service 2002–2009

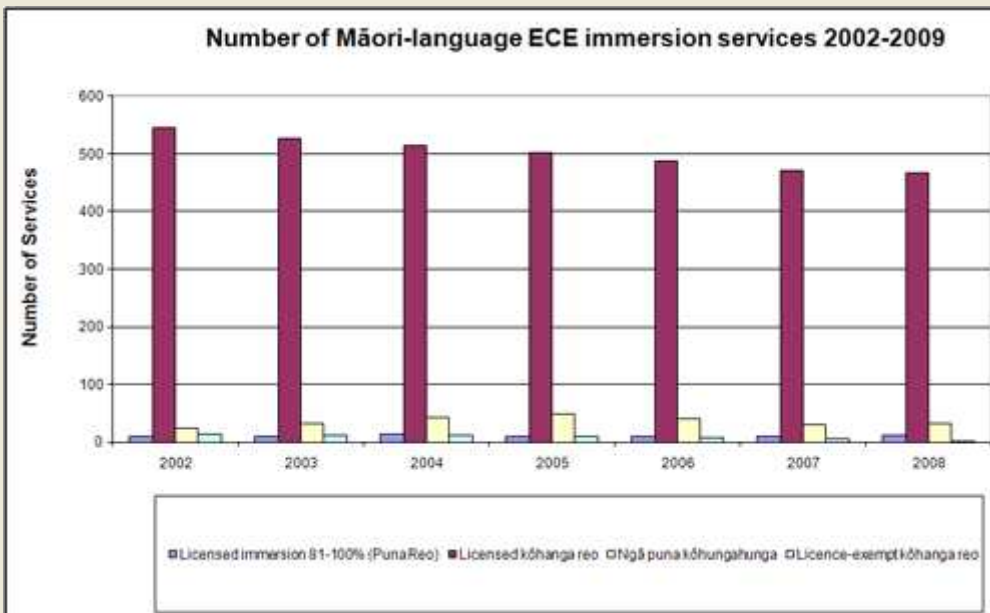
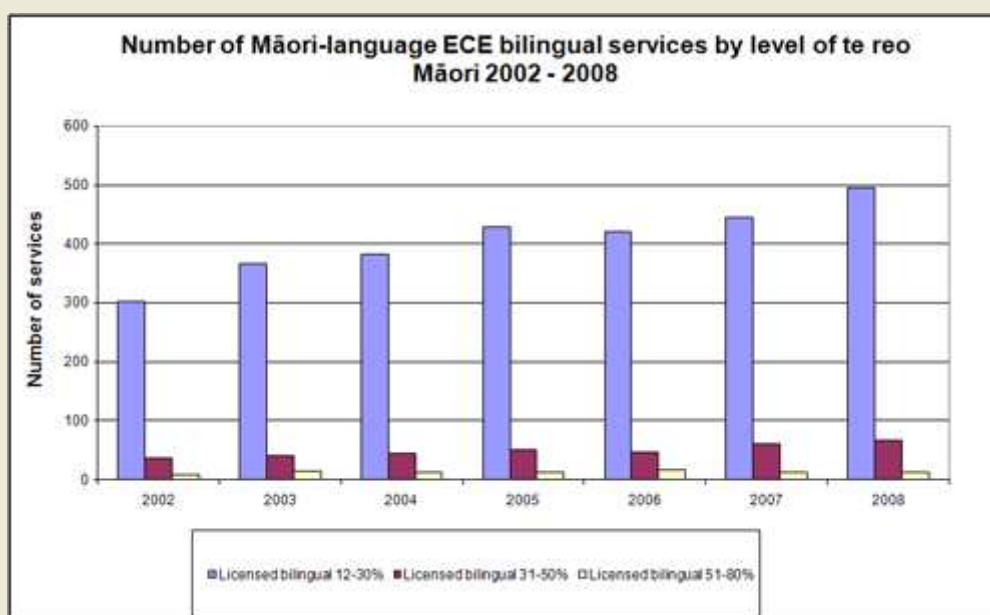


Figure 26: Number of Māori-language early childhood bilingual education services by type of service 2002–2008



Schools

Overall there has been a decrease in the number of students participating in some form of Māori Language in Education. In 2003, 21.9% of students were participating in Māori-language education, i.e. learning Māori language or being taught in Māori-medium settings. In 2008, only 19.7% of students were

in Māori-language education. This has now turned around a little with an increase to 19.9% in 2009.

At the primary level (years 1–8), enrolments have decreased by 11.7% (16,642 students), whereas at the secondary level (years 9–15), enrolments have increased by 3.4% (851 students).

Schools in which all students are taught in te reo Māori at Levels 1–4a (12% of class time and above) are called bilingual schools. Enrolments at bilingual schools grew by 38.9% (2909 students) between July 2007 and July 2008.

The total number of students involved in Māori-medium education decreased between July 2008 and July 2009 by 2.0% (562 students). This compares with an increase of 0.8% (238 students) between July 2007 and July 2008.

Table 29: Levels definitions	
Level	Time the curriculum is taught in te reo Māori
1	For more than 20 and up to 25 hours per week (81-100%)
2	For more than 12.5 and up to 20 hours per week (51-80%)
3	For more than 7.5 and up to 12.5 hours per week (31-50%)
4a	For more than 3 and up to 7.5 hours per week (12- 30%)
Level	Time participating in te reo Māori as a subject
4b	At least three hours per week
5	Less than three hours per week
These levels are hierarchical – students are only counted at the highest level they participate in.	

Table 30: Students engaged in Māori-language education 2003–2009

Year	Students in Māori-language education	Percentage of students in Māori-language education
2003	167,105	21.9
2004	166,041	21.7
2005	162,634	21.3
2006	158,602	20.8
2007	151,132	19.9
2008	149,404	19.7
2009	151,314	19.9

Table 31: Students in Māori-medium education by Level of Learning 2006-2009

Level of learning	2006	2007	2008	2009
Level 1: 81-100%	12235	11991	11774	11634
Level 2: 51-80%	5187	5424	5157	5161
Level 3: 31-50%	5450	5154	4795	4649
Level 4(a): up to 30%	6469	5926	7007	6727
Total Māori-medium	29341	28495	28733	28171

Table 32: Students in te reo Māori as a subject by Level of Learning 2006-2009

Level of learning	2006	2007	2008	2009
Level 4(b): At least 3hrs	19875	20192	19158	21128
Level 5: Less than 3 Hours	109386	102450	101513	102015
Total Te Reo Māori	129261	122642	120671	123143

Table 33: Number of schools with students in Māori-medium education by form of education 2006-2009

Form of education	2006	2007	2008	2009
Immersion school	83	85	89	84
Bilingual school	78	78	92	82
Immersion classes	45	43	40	41
Immersion and bilingual classes	50	48	40	49
Bilingual classes	165	154	137	138
Total schools with students in Māori Medium Education	421	408	398	394
ALL SCHOOLS	2597	2591	2580	2581

Table 34: Number of schools with students participating in te reo Māori as a subject 2006-2008

	2006	2007	2008
Level 4b: at least three hours per week	348	360	345
Level 5: less than three hours per week	665	672	670
Total Level 4b or Level 5	863	876	865

A key target for *Ka Hikitia – Managing for Success* is to increase the numbers of students studying **te reo Rangatira** and **te reo Māori** in secondary schools.

There was an increase in numbers in 2009, following on from decreases between 2003 and 2008.

In July 2009, excluding those being taught in Maori-medium settings, there were 21,128 school students learning te reo Māori as a separate subject for three or more hours per week. This is an increase of 1970 (10.3%) since July 2008. This compares to a decrease of 1034 students (5.1%) in the previous year.

In 2009, of those learning te reo Māori as a separate subject for three or more hours per week, 13,670 were Maori. This represents 8.2% of all Maori students, up from 7.8% in 2008

Figure 27: Number of Māori students at secondary level taking te reo Māori as a subject for at least three hours per week, 2001–2009

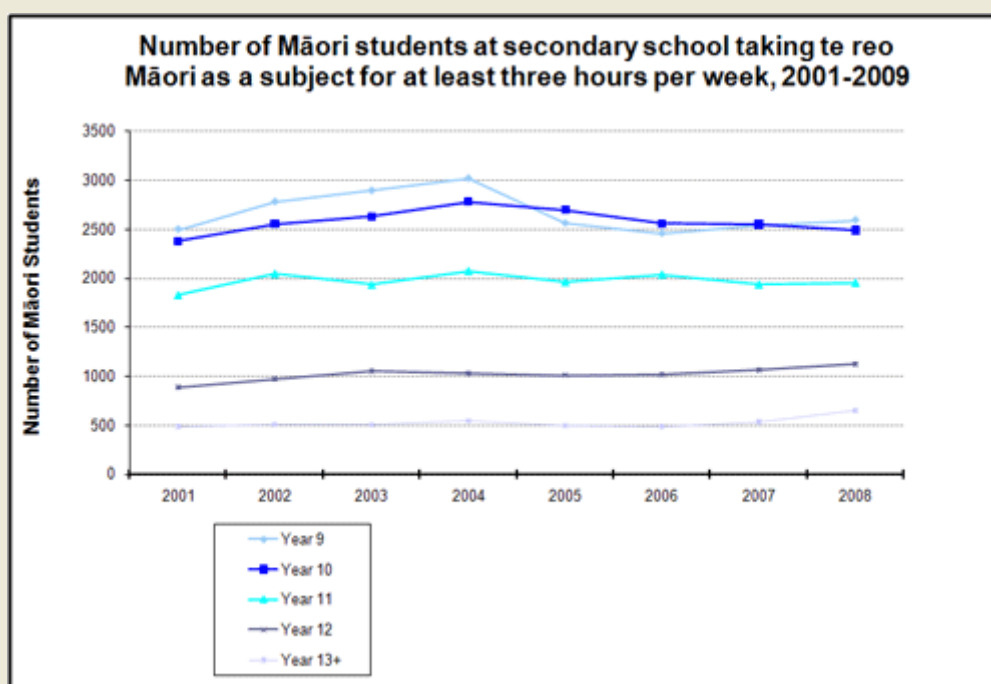


Table 35: Year 11 students studying te reo Rangatira and te reo Māori, 2003–2009

Year	Year 11 students studying te reo			% of year 11 te reo students studying te reo Rangatira
	Te reo Rangatira	Te reo Māori	Total	
2003	205	3,283	3,488	5.9
2004	131	3,509	3,640	3.6
2005	235	3,393	3,628	6.5
2006	277	3,461	3,738	7.4

What progress has been made?

Action: Develop and implement a strand within the Kiwi Leadership for Principals programme to support principals in Māori-medium education to lead the learning in their kura

Te Rūnanga Nui o Ngā Kura Kaupapa Māori is contracted by the Ministry to support kura kaupapa Māori. The organisation continued delivering leadership and governance support to kura throughout 2008/09.

The **Tū Rangatira – Māori-medium Educational Leadership** project began in 2009, supporting the growth, strength and sustainability of Māori leadership within the Māori-medium sector. The work has been supported by the participation of experienced principals, advisors, researchers and organisations encompassing the diversity of the Māori-medium sector.

Tū Rangatira reflects some of the key leadership roles and practices that contribute to high-quality educational outcomes for learners in kura. The guiding principles that underpin the model support the underpinning principles of **Ka Hikitia – Managing for Success: Māori potential** – all Māori learners have unlimited potential

- **cultural advantage** – all Māori learners have cultural advantage because they are Māori;
- **inherent capability** – all Māori learners are inherently capable of achieving success as Māori
- **mana motuhake** – all Māori learners have the right to live and learn as tangata whenua of Aotearoa.

Consultation on the draft *Tū Rangatira* document will occur in 2010. The final document will be used to inform future support for the establishment of appropriate professional development initiatives for leaders in Māori medium settings.

The Educational Leaders .

One of the case studies is from **Te-Kura-Māori-o-Ngā-Tapuwaē**

I think that for us it's about having an understanding in our school that learning doesn't happen in just six hours, and learning has to happen at home and flood back to the school and vice versa. What we've been doing is holding reading programmes with our parents to teach them how to read to their children, and that's been really fruitful for our kids.

I think that having a positive Māori learning environment generally within our school has actually empowered quite a few parents who are possibly in their early or mid thirties. Parents see their children are learning in a holistic environment where it's not just about the books and pens; it's about the wholeness of the student. We've found that more of our parents are actually going back into education, leaving their blue-collar jobs, and taking the plunge. That's been quite significant in the last two years.

It's been really neat seeing them come up and say, "Hey, I'm actually going back to university." That's huge for this community and it's neat to see, and we look forward to seeing a bit more of it, too.

Action: Support the implementation of *Te Marautanga o Aotearoa* and the development of relevant resources

Te Marautanga o Aotearoa was launched in October 2008 as the national curriculum for Māori-medium education. It outlines what students will learn through te reo Māori.

In 2008/09, **Resource Teachers: Māori** (RTM) focused on supporting schools to implement **Te Marautanga o Aotearoa**. Resource Teachers: Māori work alongside teachers to develop high-quality Māori-language teaching and learning programmes for students in years 1–8. Currently there are 53 Resource Teachers: Māori positions attached to 47 schools in 12 broad regional groupings throughout Aotearoa New Zealand.

In 2009, 10 regional coordinators worked with Resource Teachers: Māori and Māori-medium advisors to provide professional support to Māori-medium schools and settings to help them develop and trial their marautanga ā kura, their local school curriculum based on *Te Marautanga o Aotearoa*. This support will continue to 2010.

In 2008/09 the Ministry of Education developed supplementary professional support materials to assist teachers to understand and deepen their pedagogical content knowledge of the learning areas of *Te Marautanga o Aotearoa*. These materials were distributed with *Te Marautanga o Aotearoa* over 2008/09.

The Ministry has also focused on developing a range of other materials to align with and support *Te Marautanga o Aotearoa*. These will cover learning areas and levels where there are specific shortages. The range will include journals, readers, novels, plays, poetry anthologies, dictionaries, videos, CDs, picture packs, magazines and online materials on [Te Kete Ipurangi](#).

Four case studies of whānau and iwi involvement in the development of their marautanga ā kura (school-based curriculum) with Māori-medium schools are underway. The case studies are being conducted by Victoria University with whānau and iwi from the Kahungunu, Tairāwhiti and Waikato/Waiariki regions.

Aligning the National Certificate of Educational Achievement (NCEA) with the new curriculum

A review is underway to ensure that all curriculum-related standards for **NCEA** are aligned to The New Zealand Curriculum or *Te Marautanga o Aotearoa*.

This review is also looking at possible duplication between standards and ensuring that all standards are similar in level and requirements. The reviewed standards will be implemented over three years with Level 1 to be introduced in 2011, Level 2 in 2012, and Level 3 in 2013.

Level 1 standards were consulted on in June 2009. An example of a revised Level 1 te reo Māori standard is:

- *ka mārama te akonga ki ngā kōrero i te reo mai i tōna ao mōhio.*
- *the student understands spoken language from familiar contexts.*

Te Poutama Tau was a professional development project to improve teaching and learning of pāngarau (mathematics) within Māori-language schools. Approximately 81 schools took part in the project in 2008. Pāngarau facilitators worked with around 282 teachers. Wharekura teachers working in pāngarau reported student gains on the numeracy strategy framework as a result of the Numeracy Professional Development Project.

The programme concluded in 2009. Funding from Te Poutama Tau will be used to support the implementation of **Ngā Whanaketanga Rumaki Māori** pāngarau in 2010.

Te Reo Pūtaiao – A Māori Language Dictionary of Science

In 2008/09 the Ministry developed and distributed *Te Reo Pūtaiao*. This dictionary follows a similar format to *Te Reo Pāngarau – A Māori Language Dictionary of Mathematics* (published in 2004 – a second edition of this dictionary is currently underway and will be distributed to kura during 2010).

Te Reo Pūtaiao is designed to support teachers and learners working at Levels 1–5 of the pūtaiao Learning area of *Te Marautanga o Aotearoa* (the Māori-medium curriculum). It not only includes word lists – both English to Māori and Māori to English –, but also a glossary explaining the derivation of key words, scientific applications and examples of extended classroom discussions around key scientific topics. It was distributed to kura during September 2009 along with a set of related posters. It will also be available online through www.tki.govt.nz in 2010.

The New Zealand Curriculum continued to be implemented in 2008/09 with professional learning available to support schools to develop their own local curriculum. A DVD of key content from the national **Te Reo Curriculum Guidelines Workshops** will be distributed to all schools in term 1, 2010. This will support internal professional development for teaching te reo Māori in all English-medium schools.

Te Aho Arataki Marau mō te Ako i Te Reo Māori – Kura Auraki provides guidelines for teaching te reo Māori in English-medium schools in years 1–13. Work towards the guidelines began at a planning hui at Taurua Marae 25 years ago.

Resources to support *Te Aho Arataki Marau mō te Ako i Te Reo Māori – Kura Auraki* include:

- a new [Te Reo Māori in English-medium schools website](#) with the curriculum guidelines, information about professional development opportunities, resources and support materials
- [Hei Waiata, Hei Whakakoakoa](#), a waiata CD and accompanying songbook with lyrics, song sheets, curriculum achievement objectives, and suggestions for activities
- [He Reo Komanawa: Images to Inspire Teaching and Learning te Reo Māori](#), a CD resource, accompanied the curriculum guidelines
- a series of reprinted Māori-medium books with English-medium teacher notes, distributed to primary and secondary schools. Further books will be distributed by the end of term 2, 2010.

The **Te Reo Māori in English-medium Schools Advisory Group** was established in 2009 to provide feedback and advice on the Ministry's work to support the teaching and learning of Māori language in English-medium schools. Previous advisory and sector groups provided advice and guidance about the development of *Te Aho Arataki Marau mō te Ako i te Reo Māori – Kura Auraki*. This group is focused on implementation and professional support and resourcing for delivery. It consists of representatives from schools (teachers, principals), teacher unions, education agencies, principals' groups and the Ministry of Education.

The advisory group:

- provides feedback, critique and advice on the implementation progress, issues, and risks.
- contributes to the development of a professional development framework for te reo Māori.
- identifies success and risk factors for future professional development for te reo Māori with teachers in English medium schools.
- ensures appropriate links across the Ministry of Education, including relevance of other work programmes.
- ensures the advisory group's respective organisations are aware of and aligned to the Ministry of Education's vital outcomes for te reo Māori in English-medium schools.
- ensures the sector has the opportunity to provide advice and guidance to the Ministry.

Hon. Anne Tolley launches Te Aho Arataki Marau mō te Ako i te reo Māori – Kura Auraki

Education Minister Anne Tolley marked the fruition of 25 years' work when she launched the [Te Reo Curriculum Guidelines](#) on 19 March 2009 at Taurua [Marae](#) in Rotorua.

"Many teachers want to teach te reo Māori, and many families and [whānau](#) want their children to get high-quality te reo Māori teaching," Mrs Tolley said.

"Te reo Māori is one of our country's official languages. It is a [taonga](#)... schools and teachers can now be supported to achieve a greater fluency in te reo, a greater understanding of tikanga Māori, and a greater confidence in working with families, whānau and community", Mrs Tolley said.

The Ministry is looking at ways to include iwi and whānau representation within the advisory group in 2010.

Action: Support decision-making by whānau with information about quality provision in Māori-language education options

In 2009, the Ministry of Education began developing [Ngā Whanaketanga Rumaki Māori – the Māori-medium standards](#) in kōrero (oral language), pānui (writing), tuhituhi (reading) and pāngarau (mathematics) for all children from years 1–8 in Māori-medium schooling.

Ngā Whanaketanga Rumaki Māori will be consulted on in 2010. The standards will set out explicit expectations about what children in Māori-medium education need to learn, and by when, to support their teachers better identify the learning requirements of their students.

Ngā Whanaketanga Rumaki Māori will also provide information for parents, families and whānau to inform their discussions with teachers about their children's progress and their decisions about their schooling.

All schools are required to report to parents on how well their children are doing in relation to the standards twice each year. These written reports will show whether their child is above the standard, at the standard, below the standard or well below the standard expected for their age and year level. These reports will also include the next steps for the child, and how parents can help at home.

Community-based Language Initiatives (CBLI) focus on supporting children learning te reo Māori in a Māori-medium setting through enhancing parent and caregiver te reo Māori skills. CBLI also provide high-quality te reo Māori teaching and learning material.

A stocktake of the Community-based Language Initiatives published in 2008 looked at the broad range of initiatives by iwi. A review of CBLI has now been completed and CBLI revised to ensure that more iwi can access initiatives to support them to revitalise and sustain their language dialect, while also supporting whānau to increase their knowledge of the language, and increasing the material resources available to assist students learning the language.

Indepth **professional development** for teachers of te reo Māori in 2008 and 2009 was offered to primary teachers with a priority for those teaching in years 7 and 8. The focus of the programme was second-language learning pedagogy, improving te reo Māori fluency and confidence with te reo Māori teaching. 40 teachers participated in the programme over the two years.

Ongoing professional development is available through the School Support Services Reo Māori advisors who will be focusing on years 1–10 in 2010. There are eleven advisors (equivalent to 6.0 full-time staff) nationwide and one full-time National Coordinator for Māori language in English-medium Schools.

Community-based Language Initiatives (CBLI) started in 2000. They demonstrate how iwi and whānau can foster Māori language, culture and knowledge in partnership with, yet outside, the formal education system.

Its primary focus is to support children learning te reo Māori in a Māori-medium setting through enhancing parent and caregiver Māori-language skills at home. CBLI also provides for the development of high-quality te reo Māori teaching and learning material.

CBLI funding is available to iwi organisations that have an established relationship with the Ministry of Education. Over the last nine years there have been three phases of CBLI and 15 iwi organisation participants.

Online resources and a DVD are available for schools (years 1–13) to facilitate their own internal discussions about te reo Māori programme development and delivery. Secondary teachers who are Māori and te reo Māori teachers of years 9–13 receive support through the Ministry funded **Ako Panuku** programme. Ongoing support is available through [Te reo Māori in English-medium schools](#) website which includes resources, information and professional learning support.

Te Reo Matatini: The Māori-medium Literacy Strategy was released in 2007. The strategy aims to ensure students in Māori-medium education develop the literacy, knowledge and skills they need to succeed. The strategy provides the basis for literacy interventions, materials, research and professional development.

Action: Strengthen professional development approaches and the range of assessment tools to lift the quality of teaching and assessment in Māori-medium education

Ngā Taumatua is a professional development programme that aims to improve the assessment of junior literacy teaching in Māori-medium education. It provides training for Resource Teachers: Māori and teachers working in contexts where te reo Māori is spoken for more than half the time. Kia Ata Mai Educational Trust has continued to deliver Ngā Taumatua as a full-time 40-week Māori-medium literacy professional development programme throughout 2008 and 2009. Since 2002 Ngā Taumatua has provided places for up to 12 Māori-medium teachers and Resource Teachers: Māori every year.

Tatari, Tautoko, Tauawhi (TTT) is a phonological awareness programme to support the teaching of literacy in te reo Māori. In 2008/09 the Ministry of Education worked collaboratively to pilot the programme in three Rotorua kura. The Ministry is currently working with Waikato University to develop a model to deliver Tatari, Tautoko, Tauawhi (TTT) to schools in Manurewa as part of the **Manurewa Literacy Project**.

Ngā Whanaketanga Rumaki Māori – the Māori-medium standards supports effective teaching and learning in kōrero, pānui, tuhituhi and pāngarau for students in Years 1–8. Development of this teaching and learning tool began in early 2009. Throughout 2010 the Ministry will be consulting and gathering information to inform the finalisation of it by the end of the year. All Māori-medium schools and settings will implement the whanaketanga in 2011 with boards of trustees setting their annual targets against the National Curriculum using Ngā Whanaketanga Rumaki Māori by 2012.

There are approximately 40 **Resource Teachers Learning and Behaviour: Māori** (RTLBMāori) working across the country to assist teachers in providing appropriate support for children with special learning or behavioural requirements. There are approximately 780 RTLBM in total. Concerns have been raised regarding equity of access to RTLBM services for children in Māori-medium settings. During 2008/09 the Ministry of Education established a working group to look at how best to ensure that these children receive equitable and appropriate support to address learning and behaviour challenges. The group is expected to conclude its work during 2010.

Evaluation of Resource Teachers: Māori

In 2008, the Education Review Office (ERO) found that although many Resource Teachers: Māori (RTM) have a positive influence on student outcomes through the work they do with teachers, whānau and iwi, the quality and consistency of RTM practice varies.

ERO found four things that would improve the effectiveness of the service:

- clarifying what is expected of RTMs, particularly their role in supporting Māori-language teachers in immersion settings
- ensuring that RTMs receive personnel entitlements especially in the areas of performance management and induction
- improving the governance and management arrangements
- providing national coordination for the service

Action: Consolidate and build evidence around second-language teaching to enhance the effectiveness of professional development programmes and lift the quality of teaching te reo Māori as a second language

Te Whakapiki i te Reo is a programme that focuses on strengthening the language proficiency of teachers and teaching effectiveness for Māori-medium classrooms. Providers work in schools alongside teachers supporting them to use their new knowledge on an ongoing basis while increasing their language proficiency alongside their students. Te Whakapiki i te Reo is being provided in a range of Māori-medium schools throughout 2009–2012.

The **Te Reo Māori in English-medium Schools Advisory Group** was established in 2009 to provide feedback and advice on the Ministry's work to support the teaching and learning of Māori language in English-medium schools.

The Ministry of Education's Schooling Group is conducting a **review of the current literature** on effective teaching and assessment practices for linguistically-diverse learners in bilingual/immersion education settings. This review will inform further research in the future and will identify areas for professional development for teachers of te reo Māori in bilingual/immersion education settings.

Case study - He Waka Eke Noa: Sharing best practice

"Lessons learned at He Waka Eke Noa are benefiting teachers and pupils already," says Jan Tinetti, Merivale School Principal from Tauranga.

He Waka Eke Noa or 'HWEN' – a wānanga for Māori educators from early childhood to tertiary – was held in Rotorua in July 2008. Jan Tinetti, who has three Māori-medium classrooms in her school, spoke positively of the benefits for her and her staff. "He Waka Eke Noa is absolutely stunning. It is cutting-edge Māori-medium pedagogy, and looking at it through a Māori-medium lens. For my teachers that is great because they are not able to do that anywhere else."

Programme Organiser Hēmi Waerea said the national wānanga was a great opportunity to bring Māori educators together under the one roof for professional learning and support around *Te Marautanga o Aotearoa*, the new curriculum for Māori-medium schooling. "Māori educators and leaders were able to bounce ideas off each other, listen to great speakers, hear views from the Government and talk about how other schools are implementing *Te Marautanga o Aotearoa* and *The New Zealand Curriculum*."

Minister of Māori Affairs and Associate Minister of Education Pita Sharples – the keynote speaker – told Māori educators HWEN was a canoe everyone could embark on. Dr Sharples urged attendees to seize the opportunity to promote information and communications technology, or 'ICT', to Māori communities. "It is a time to celebrate all of the amazing initiatives that Māori-medium education is demonstrating in its mastery of ICT."

HWEN was attended by representatives from right across the Māori-medium education sector including principals, teachers and in-service teacher educators.

Photos to come

Action: Support Māori-medium providers to develop local resources for local needs.

Te Marautanga o Aotearoa was launched in October 2008 as the curriculum for Māori-medium education. In 2008/09 the Ministry developed supplementary professional support materials to assist teachers to understand and deepen their knowledge of the learning areas of *Te Marautanga o Aotearoa*.

As with *The New Zealand Curriculum*, *Te Marautanga o Aotearoa* provides schools with the scope, flexibility and authority they need to design their own curriculum in response to local requirements and contexts.

In 2009, 10 regional coordinators along with Resource Teachers: Māori and Māori-medium advisors have been providing professional support to Māori-medium schools and settings to help them develop and trial their **Marautanga ā kura**. This support will continue to 2010.

Action: Explore using ICT to support Māori-language teaching and learning.

The **Learning Activities Management System (LAMS)** is an information technology resource that enables teachers and school leaders in Māori-medium settings to share knowledge, resources and teaching ideas on a daily basis.

LAMS allows teachers of year 1–8 students to create lessons and monitor students' progress online. It has been implemented in five kura kaupapa Māori from the Whanganui, Ruapehu, Taranaki and Wellington regions.

Case study: LAMS – increasing learning opportunities in kura Māori

Professional isolation can be a problem for kura kaupapa Māori and other Māori-medium schools. Now schools from diverse regions can bridge that gap through a bilingual online tool.

[Learning Activities Management System \(LAMS\)](#) is a system operated internationally by the LAMS Foundation that enables teachers and school leaders to share knowledge, resources and teaching ideas on a daily basis.

In 2005 the Ministry of Education funded the launch of LAMS in Aotearoa New Zealand. Available 24/7, the [Aotearoa New Zealand LAMS](#) is aimed at years 1–8 and designed specifically for Māori-medium settings. It allows teachers to create lessons and monitor students' progress online, and students to learn individually and collectively.

Project Leader Robin Ohia says it's a great professional development tool for teachers learning to manage an online learning environment within their kura. "The project enhances outcomes by teachers becoming more aware of how to construct learning for their students. This is particularly efficient when systems are incorporated into the students' existing environments."

Robin notes the benefits of integrating an online environment into students' learning – one that mirrors the kind of online experiences they have in their personal lives. He cites a student with attention problems spending 35–40 minutes on a LAMS activity, and students accessing LAMS voluntarily from home. "The feedback from teachers pertaining to motivation can only be described, in their words, as 'unbelievable'."

For the future, Robin hopes to encourage a more coordinated effort among teachers, Resource Teachers: Māori and developers to create digital resources that support student learning outcomes within kura. "The scary part," he says, "is whether those responsible for Māori education, with their heavy workloads, can sustain the momentum the project needs."

LAMS currently involves five geographically distant kura kaupapa Māori from the Whanganui, Ruapehu, Taranaki and Wellington regions. Robin hopes LAMS will extend to another five kura within the next two years.

Other activities

In 2009 the Ministry reviewed its support for **Gifted and Talented** education in the context of a wider examination of the effectiveness of professional development. A more collaborative approach to supporting gifted and talented students' education is being developed through the Gifted and Talented Ministerial Advisory Group. In 2010, the Ministry will purchase a range of gifted and talented professional services for year 1–13 students within Māori-medium and English-medium schools. This will be provided through a range of activities from direct student support programmes to whole-school capability building.

Commentary

The range of professional support and resources for Māori-medium education has increased over 2008/09 to support the implementation of **Te Marautanga o Aotearoa**. However, the resources are still very limited compared with the English-medium part of the sector.

There have been pockets of innovation such as the **LAMS project**. However, many of these projects do not currently provide information on effectiveness in enhancing learner outcomes. This makes it hard to evaluate their effectiveness for and with Māori students.

Robust assessment tools to support the implementation of the new **Ngā Whanaketanga Rumaki Māori** – the Māori-medium national standards in literacy and numeracy, as well as support for teachers and professional leaders to use assessment tools to enhance teaching and learning are important to achieve further improvement.

Goal 3: Increase the number of quality Māori teachers proficient in te reo Māori

Why is this goal important?

The international research on bilingual and immersion education clearly indicates that a high level of immersion is beneficial for revitalising the Māori language. Māori-medium providers facilitate such intensive learning.

Complex ideas and critical thinking needed in higher-level school education require sophisticated and complex language. Similarly, the revitalisation of te reo Māori requires a high level of proficiency by its speakers. In addition, the new focus on local culture and language dialects places even greater pressure on the sector to ensure a supply of appropriate teachers.

The primary, if not sole, source of te reo Māori teachers is the Māori-language education system itself. Unlike the English-medium system, the Māori-language education workforce cannot be supplemented with overseas-trained teachers. Therefore the Māori-language education system needs to be able to produce high-quality graduates that meet current and future demand for teachers in Māori-language education.

These teachers must have te reo Māori proficiency and knowledge of effective second-language teaching, high expectations and knowledge of their learners, up-to-date knowledge of their subject, and the strategies and resources to teach and assess for optimum learning.

Discussion

What do the data say?

The numbers of Māori-language teachers has grown over recent years, but ensuring a sufficient supply of Māori teachers fluent in te reo Māori is an ongoing challenge.

In 2009, there were 1088 teachers receiving the Māori immersion teacher allowance, compared with 1035 in 2008 and 1026 in 2006. Of the teachers in 2009, 528 taught in kura kaupapa Māori.

Ethnic group	2005	2006	2007	2008	2009
NZ European	50	66	53	51	49
NZ Māori	981	1024	905	917	973
Pasifika	18	22	19	16	17
Other	4	6	8	6	8
Unknown/No response	57	52	41	45	41
Total	1110	1170	1026	1035	1088

A [2006 survey](#) of Māori showed that although older Māori were still most proficient, more young Māori are now able to speak, read and write the Māori language fluently. This provides a stronger base for future teacher supply in Māori language in education.

Groups	Speaking		Listening		Reading		Writing	
	2001	2006	2001	2006	2001	2006	2001	2006
15–24	6.1	12.8	10.5	NA	10.3	20.5	9.9	16.4
25–34	3.4	11.1	6.8	NA	6.5	25.6	4.6	14.9
35–44	5.3	10.2	11.1	NA	8.4	15.8	8	13
45–54	12.2	10.3	22	NA	14.7	18.4	13.2	12.6
55+	29.8	29.3	41.2	NA	33.3	36.8	27.8	29.7
Total 15+	9.2	14.1	15.3	NA	12.6	21.6	11	16.9
Total 15+ (age - standardised)	9.8	14	16.2	NA	13.2	22.8	11.6	16.8

NA = the listening question was not asked in the 2006 survey
Source: Te Puni Kōkiri, 2006

What progress has been made?

Action: Work with the New Zealand Teachers Council to set standards to improve the quality of initial Māori-medium teacher education

The [New Zealand Teachers Council](#) has initiated a series of projects focused on three key entry points to the teaching profession that support the goals of *Ka Hikitia – Managing for Success*. The aim is to influence and enhance the quality of pouako/teachers throughout their careers and, through that, enhance the learning outcomes of students.

Council projects around the first entry point, selection for Initial Teacher Education (ITE), include:

- the revision of ITE programme approval processes and programme requirements
- research into the issues of developing and assessing te reo Māori proficiency of graduates from Māori-medium ITE programmes
- alignment of ITE programmes to the *Graduating Teacher Standards*, which include the requirement for graduating teachers to demonstrate knowledge, values and practice appropriate to the bicultural context of New Zealand.

The second entry point is on graduation, when graduates are provisionally registered and entitled to be employed as a teacher. Council action here focuses on supporting quality teaching in Māori-medium settings. This involves:

- a series of workshops throughout the country on *Ngā Tikanga Matatika mō Ngā Pouako kua Rēhitatia, the Code of Ethics for Registered Teachers* specifically tailored for pouako Māori
- developing and implementing a [kaupapa Māori - based induction and mentoring programme](#) for all provisionally registered teachers, and training and support for mentor teachers in Māori-medium settings.

Upon successfully completing the required induction process, teachers can be endorsed to move from provisional to full registration, the third entry point in the career path. Council work around this involves:

- the revision of standards and assurance processes for granting full registration and renewal of practising certificates. The new standards (*Registered Teacher Criteria*) include the requirement that all teachers are able to demonstrate knowledge, values and practice appropriate to the bicultural context of Aotearoa New Zealand.

These criteria also apply to teachers when they renew their practising certificate every three years.

Action: Work with the Tertiary Education Commission to increase access and options available for teacher training in immersion education

This is part of the ongoing work of the Tertiary Education Commission

Action: Revise incentives and scholarships to attract and retain quality teachers in Māori-medium settings

[TeachNZ scholarships](#) seek to attract people into teaching. Some are designed specifically to support teacher supply in Māori-medium schooling, including the Māori-medium Teacher Recruitment Scholarship of \$30,000 and the Māori-medium School Leaver/Undergraduate Scholarship of \$10,000 for fluent Māori speakers. In 2008, 815 TeachNZ scholarships were awarded for early childhood education, 125 of which were allocated to Māori.

TeachNZ scholarships are designed to encourage New Zealander's to study for a teaching qualification. A range of scholarships are available annually to students at different stages of tertiary study:

- school leavers and undergraduates
- graduate students
- mature students who study to achieve a change in career.

Each category of scholarship includes a number offered specifically for Māori-medium education (years 1–8) and for te reo Māori (fluent Māori speakers teaching years 9–13). In addition to student scholarships, TeachNZ also offers scholarships for teachers who are currently working in early childhood education. All TeachNZ scholarships include the payment of study fees together with an annual allowance.

In 2008/09, 115 Māori-medium scholarships were awarded, 51 were career changers and 64 to school leavers/undergraduates.

In 2009/2010 the number of Māori-medium and te reo Māori scholarships available was lifted to 165, an increase of 20 places overall. 117 Māori-medium scholarships were awarded, 51 to career changers and 66 to undergraduates or school leavers. 35 te reo Māori scholarships were awarded, 15 to career change students, 10 to graduate students and 13 to undergraduate students.

In 2009, 699 scholarships were awarded to early childhood education teachers, 97 of which were allocated to Māori recipients.

Māori-medium Bilingual Study Awards

Māori-medium Bilingual Study Awards are designed for teachers and principals who work in designated Level 1 and Level 2 te reo Māori settings in state or state-integrated schools and early childhood education centres. The awards aim to increase the supply of quality teachers, and encourage teachers to increase their proficiency and skills in te reo Māori me ona tikanga Māori as bilingual and immersion teachers.

The award provides paid leave to study, a contribution of up to \$2000 towards course fees and a contribution towards accommodation and travel or removal expenses of up to \$3500. In 2009, 37 Māori-medium Bilingual Study Awards were allocated for study in the 2010 academic year, one of those recipients was an early childhood education teacher.

Teacher Study Awards

Study Awards are one of the professional learning opportunities available to teachers through the respective collective agreements. The awards provide a teacher or principal with paid leave at full salary for the duration of their study. These awards enable teachers and principals to:

- complete a qualification or improve an existing qualification
- undertake study to obtain qualifications in a new or different curriculum or subject area
- undertake research or other study of relevance and value to secondary education
- obtain practical knowledge and skill-related experience in their subject area.

Each year there are 75 full-time-equivalent study leave positions available to principals and teachers at primary and secondary levels, and seven available to area teachers or principals. In 2009, four primary, four secondary and two area teachers received study awards to complete qualifications in te reo Māori in the 2010 academic year.

Māori-medium study awards for early childhood education teaching courses are being reviewed.

The **Māori Immersion Teacher Allowance** is for teachers employed under the Collective Employment Contract who use te reo Māori as the language of communication and instruction. To qualify, teachers must be employed full time and teach using te reo Māori for more than 50% of the time.

As at April 2009, there were 1088 teachers receiving the allowance, compared with 1035 in 2008 and 1026 in 2007. This is 82 (7.0%) less than 2006 when the number of teachers receiving this allowance was at its highest level. In April 2006 there were 1170 teachers receiving this allowance.

Bilingual study awards are available for registered early childhood education teachers and school teachers who are te reo Māori speakers and who want to study Māori-language learning. In 2009 there were 45 applications for study in 2010, however there were only 31 scholarships available. The Ministry of Education is currently investigating how to enable more applicants to get the scholarship.

Selection criteria for all **specialist study awards** administered by Special Education have been changed to include criteria weighting for people with fluency in te reo Māori and Māori sign language.

Action: Support schools to develop a five-year plan for teachers, linked to Te Taura Whiri i te Reo Māori proficiency levels, to meet the graduating standards for te reo Māori set by the New Zealand Teachers Council

Yet to be actioned.

Action: Strengthen the range of programmes and incentives for schools so teachers can engage in high-quality professional development to improve their proficiency in te reo Māori

Te Whakapiki i te Reo is a programme that focuses on strengthening the language proficiency of teachers and teaching effectiveness for Māori medium classrooms. Providers work in schools alongside teachers supporting them to use their new knowledge on an ongoing basis while increasing their language proficiency alongside their students. Te Whakapiki i te Reo is being provided in a range of Māori-medium schools throughout 2009–2012.

The **Te Reo Māori in English-medium Schools Advisory Group** also supports the teaching and learning of Māori language in English-medium schools and contributing to the development of a professional development framework for te reo Māori. In 2010, six primary teachers/principals, six secondary teachers and two area teachers were awarded **TeachNZ study awards** to complete te reo Māori and other qualifications related to te reo me ona tikanga Māori.

Other activities

In response to concerns about the future of kōhanga reo, an **interagency working group** was established in September 2008 with members from Te Kōhanga Reo National Trust, the Ministry of Education and Te Puni Kōkiri. The working group is focused on how to support the future sustainability, quality and funding of kōhanga reo. The working group is expected to deliver a report for further consideration in 2010.

In the school sector, a **Ministerial advisory group** was established in 2008 due to concerns about the general shortage of Māori-medium teachers, and that current supply is not keeping up with demand. This working group was made up of Māori educationalists. The proposals of the group are currently under consideration.

Commentary

It is encouraging to see that the number of **Māori language teachers** has grown again from 2007 to 2009, after a significant drop in 2006.

In addition, although older Māori are still the most proficient speakers of te reo Māori, more younger Māori are now able to speak, read and write the Māori language fluently. This provides a stronger base for future teacher supply in Māori language in education.

Despite the increase in younger speakers, increasing the **supply of teachers** proficient in te reo Māori will continue to be a challenge due to the failure of the education system to enable many Māori learners to achieve their potential in school.

Initial teacher training is now degree-level study. A relatively small proportion of Māori students achieve the requirements to enter university from their NCEA study at school.

Goal 4: Develop a strategic Māori-language Education Outcomes Framework that supports a strategic investment approach

Why is this goal important?

While the number of students in Maori medium schooling fluctuated slightly over the previous few years, there is still a strong demand for Māori-medium schooling. This places significant pressure on the Māori-medium part of the education sector, and on resourcing.

The limited resources in the Māori-medium education sector mean that Government's investment decisions must be made carefully to achieve the best outcomes for Māori. Until now, however, there have been no overarching policy principles to guide investment in Māori-medium education.

Wānanga performance for students

In 2008, Government priorities for the wānanga were to increase participation and achievement in programmes at Level 4 [diploma level] and above, particularly for younger adults and with a continued focus on educational achievement for Māori.

In their plans wānanga collectively anticipated modest improvement in participation and completion rates for students under the age of 25 studying at Level 4 and above. In their plans they also committed to decreased attrition rates and improved course and qualification completions for students over the age of 25 – the majority of students studying at wānanga.

In the first year of the 2008–2010 investment plans, the wānanga overall had approximately 10% lower successful course completion rates on average than universities. However, many individual programmes had similar or better rates than the average for universities and overall there was a noticeable improvement in successful course completion rates.

During 2008 the largest wānanga reduced its Level 4 and above provision as part of refocusing its mix of provision. This coupled with the two smaller wānanga under-delivering against their original plans resulted in a drop in the proportion of students studying at Level 4 and above in 2008.

(Tertiary Education Commission, 2009)

What progress has been made?

Action: Develop and implement a policy framework to inform investment priorities for Māori-language education over the next 10 years

The *Māori-language Education Framework* was finalised in 2009 and sets out areas for investment that are based on what research and experience show make the greatest difference to raising learner achievement.

It incorporates the key goals and actions for Māori-language education from *Ka Hikitia – Managing for Success* and draws on an internal Ministry of Education stocktake of Māori-language programmes and initiatives in 2006.

In 2009, a review of the framework was undertaken to ascertain the level of congruence that would exist between the framework and the wider work of the Ministry.

The Ministry has identified the need to ensure a more deliberate and planned approach is applied across the system for Māori-language policy design, development and implementation. Work has therefore begun on developing a draft set of strategic policy principles to guide the Ministry's design, investment and implementation of all Māori Language in Education policy.

The initial phase of this work is currently underway and focuses on the establishment of strategic policy principles to provide a framework for policy decision-making.

Commentary

The finalisation of the *Māori-language Education Framework* along with the development of strategic policy principles will provide a useful basis for making decisions about Government investment in Māori-language education. The inclusion of a monitoring framework should provide information over the next few years about the effectiveness of investments.

Goal 5: Increase visibility of te reo Māori in nationwide media and schools to promote the currency and relevance of te reo Māori

Why is this goal important?

Using Māori language within all education settings affirms its value for children and young people from all cultural backgrounds. Both *Te Whāriki: He Whāriki Mātauranga mō ngā Mokopuna o Aotearoa – Early Childhood Curriculum* and *The New Zealand Curriculum* emphasise the importance of the Māori language and culture for all learners. In early childhood education, a new curriculum framework is now compulsory for all government-funded services. This framework is drawn directly from *Te Whāriki* as a bicultural curriculum.

The New Zealand Curriculum states that learning te reo Māori enables learners to participate with understanding and confidence in situations where te reo Māori and tikanga are predominant and to integrate language and cultural understandings into their lives. It also strengthens Aotearoa New Zealand's identity in the world. *The New Zealand Curriculum* acknowledges the principles of the *Treaty of Waitangi* and the bicultural foundations of Aotearoa New Zealand. It states that all students have the opportunity to acquire knowledge of te reo Māori me ōna tikanga.

What progress has been made?

Action: Increase the visibility of te reo Māori across children's television programmes on week nights by partnering with Te Taura Whiri I te reo Māori and working with Television New Zealand through its State Charter

In 2008/09, the Ministry scoped work to increase the visibility of te reo Māori across children's television programmes. This work is now on hold due to the removal of the State Charter. This work will be further progressed as part of the Māori Language in Education strategic policy principles.

Action: Support state schools to look for more opportunities for te reo Māori to be visible.

The 2009 publication of *Te Aho Arataki Marau mō te Ako I Te Reo Māori – Kura Auraki/Curriculum Guidelines for Teaching and Learning Te Reo Māori in English-medium Schools* was particularly significant in highlighting to all schools the status of te reo Māori as an official language of Aotearoa New Zealand.

Similarly, the publication of *Te Marautanga o Aotearoa* demonstrated the important position of Māori language and culture within the Aotearoa New Zealand education system.

Te Aho Arataki Marau mō te Ako I Te Reo Māori – Kura Auraki/Curriculum Guidelines for Teaching and Learning Te Reo Māori in English-medium Schools: were launched in 2009. These are the first ever curriculum guidelines for te reo Māori in English-medium schools and provide eight levels of progress for schools to consider when planning te reo Māori programmes and assessment.

Following the launch, national workshops were held throughout Aotearoa New Zealand to support schools and whānau to become familiar with the curriculum guidelines. Ongoing professional support is available from te reo Māori School Support Services advisors and a national te reo Māori professional development coordinator.

In 2009 an additional 18 teachers participated in the second year of the **Year 7 and 8 Reo Māori Professional Development Programme** facilitated by Haemata Ltd. Teachers in this intake were from Waikato, Auckland and Northland.

A number of resources are being distributed to English-medium schools in 2009 and 2010 to support implementation of the curriculum guidelines.

Commentary

With the removal of the State Charter for Television New Zealand, ensuring the **visibility of te reo Māori** has not been a high priority and has largely been given effect indirectly through the implementation of other initiatives.

Goal 6: Strengthen Māori language education research

Why is this goal important?

To teach effectively in any context, teachers and school leaders need to know what works. They therefore need strong evidence on which to base their teaching and leadership practices.

This is a particular challenge in Māori-medium education, and one that is only slowly being filled as Aotearoa New Zealand teachers, researchers and government agencies explore the opportunities to build the knowledge base.

It is therefore important that people in education recognise opportunities to use current evidence and research projects as a way to enhance outcomes in Māori-medium education.

Research on Virtual Learning Environments and e-Learning

A draft Literature Review on Virtual Learning Environments and e-Learning has found that the following factors are important in Māori-language and Māori-medium education:

The importance of the learning environment

- *access to good-quality resources, professional development and support as well as a positive and appropriate physical learning environment, which includes support in pedagogical understanding of e-learning in kaupapa Māori settings*

Quality relationships

- *quality relationships between teachers and their students is as important as the creation of an appropriate physical environment*

Cultural understandings

- *the ability for new technologies to appropriately incorporate Māori language and Māori ways of knowing and doing are important for engaging Māori students in their learning – this includes, for example, incorporating cultural practices of face-to-face learning or whakawhānaungatanga into e-learning practice*

Challenges to pedagogical practices

- *teachers in kaupapa Māori settings use e-learning more in their teaching as they become more confident and familiar with how to use the tools and resources. It is important that teachers reflect or evaluate the effectiveness of their e-teaching practice*

(Tiakiwai & Tiakiwai, 2009)

What progress has been made?

Action: Ensure that a Māori-language education focus is integral to developing a Ministry of Education research and development strategy

In 2009, new research projects were initiated designed to increase the knowledge base around Māori-language education.

Successful Kura, a case-study-based research project that examines the practices the kura are undertaking to make them successful, how they are doing it and why it is that the practices are working. Initial results are expected in 2010.

Transition from ECE to primary to secondary and from Māori-medium settings to secondary school for Māori students: Indicators of good practice

The purpose of this project is to deepen the Ministry of Education's understanding of characteristics of successful Māori learners who transition between different educational settings and to identify good practice and develop exemplars of this practice as it relates to Māori learners.

Marautanga ā kura, a research project looking at case studies of good practice regarding how whānau and schools work together to develop school-based curricula that will meet the needs of their students. Initial results will be available from 2010.

The development of **language-proficiency progressions** in Māori-medium education is a research project designed to make explicit the progress students could be expected to make at the different ages and stages of their reo Māori development and how this can be measured.

The Ministry of Education's Schooling Group is conducting a **literature review** of effective teaching and assessment practices for linguistically-diverse learners in bilingual/immersion education settings. This review will inform further research in the future and will identify areas for professional development for teachers of te reo Māori in bilingual/immersion education settings.

Key research reports from 2008 and 2009 that build evidence about Māori education include:

Learning from the Quality Teaching Research and Development Programme (QTR&D) – Findings of the External Evaluation (Earl et al., 2009)

Motivation and Achievement at Secondary School- The relationship between NCEA design and student motivation and achievement: A Three-Year Follow-Up (Meyer et al., 2009)

Students' Achievement as they Transition from Primary to Secondary Schooling (Cox & Kennedy, 2008)

Te piko o te māhuri, tērā te tupu o te rākau: language and literacy in marae-based programmes (Mlcek et al., 2009)

Hangaia te mātāpuna o te mōhio: learning foundations for Māori adults (May, 2009)

Mā te huruhuru ka rere te manu: how can language and literacy be optimised for Māori learner success? (White et al., 2009)

Te pakeke hei ākongā: Māori adult learners (McMurchy-Pilkington, 2009)

Some areas of research are small scale and designed to better understand a local issue. In 2008/09, Special Education undertook a literature review and small research project to provide more information about Māori-language learning in younger children. The project found that those kura students who had attended kōhanga reo had relatively good listening skills and language knowledge in Māori language. This was primarily due to them having more exposure to Māori language at kōhanga reo at an early age and the benefit of having more practice in speaking the Māori language. Those students with no previous kōhanga reo experience performed less well in the areas of listening, concepts, vocabulary, sentences and phrases and had difficulty with repeating sentences. This suggests that children benefit from early structured experience in the Māori language provided by kōhanga reo.

Another small-scale project was the modification by local Special Education staff of the Speech and Language Therapy Te Reo assessment from 2003. This was in response to a request to undertake a relevant speech/language assessment of a child in the Māori-immersion unit at a local school.

Action: Strengthen links with other research agencies and tertiary institutions to build knowledge of mātauranga Māori further

The **Tertiary Education Strategy 2010–2015** was developed in 2009 to set out Government's priorities for tertiary education organisations. One of the four key components of Government's vision for tertiary education is:

'Enable Māori to enjoy education success as Māori.'

The Strategy states that tertiary education has a particular responsibility to maintain and develop Māori language and culture to support Māori living as Māori in both te Ao Māori and in wider society.

The strategy promotes the role of tertiary sector research, particularly by wānanga, in supporting the development of the knowledge base needed to manage cultural and economic assets and to maintain strong and prospering whānau, hapū and iwi. This endorsement provides a strong basis for tertiary education organisations to allocate funding to support research to build mātauranga Māori.

Action: Facilitate and support iwi to continue research and development of mātauranga Māori

All the Ministry–iwi relationships, whether long-established or new, contain elements that enable iwi to revitalise and reconnect with their own tribal knowledge. For new relationships this takes the form of ‘environmental scans’ that assist iwi to take stock of their own identity language, strengths and weaknesses, as well as the education system in their tribal rohe.

In established relationships where iwi are undertaking educational projects, iwi knowledge, identity, language and culture are always at the heart of efforts to improve outcomes for Māori learners. The projects create a formal process for iwi to research and revitalise tribal knowledge.

Commentary

Research about and with Māori-language education provision has increased during 2008/09.

The new research projects underway will provide valuable information to support the ongoing enhancement of quality in Māori language in education.

Looking ahead

The **Te Reo Māori in English-medium Schools Advisory Group** will continue in 2010 to provide feedback and advice on the Ministry's work to support the teaching and learning of Māori language in English-medium schools. The ministry is looking at ways to include iwi and whānau representation within the advisory group in 2010.

A critical piece of work in 2010 is the development of an implementation plan for the **Māori Language in Education Outcomes Framework**, which will include refining the outcomes framework and ten-year investment plan. This work is important for helping the Ministry of Education to allocate resources to achieve the best results for students, whānau and schools. In 2010, the **Community-based Language Initiatives (CBLI)** will provide funding for the Ministry's iwi partners to develop ways to revitalise te reo Māori through parents and for students. In the future, funding will be made available to iwi when it is mutually agreed that they are ready to enter into CBLI rather than waiting until the next intake of groups is due to occur. In addition, the Ministry is identifying exemplars of good practice that will be transferable to other iwi.

Iwi relationships will also be spread into the rest of the Ministry from their current focus in Group Māori. This will require internal capability building to ensure staff are able to work effectively in partnership with iwi.

Māori-medium schools

A key focus for Māori-medium schools in 2010 will be the development, trialling and implementation of **Ngā Whanaketanga Rumaki Māori**, the Māori-medium standards, to support the teaching and learning of literacy and numeracy within *Te Marautanga o Aotearoa*. In 2010 all Māori-medium schools will work with **Ngā Whanaketanga Rumaki Māori** with full implementation beginning from 2011.

During 2010–12 the Ministry of Education will refocus its investments on the implementation of **Ngā Whanaketanga Rumaki Māori**, the Māori-medium standards. This will include:

- programmes that support engagement with parents and whānau
- professional development programmes.

To further support professional leaders, the **Kaupapa Māori Leadership** project will develop a *Professional Leaders Plan* that aligns to the finalised ***Tū Rangatira, Māori-medium Educational Leadership***.

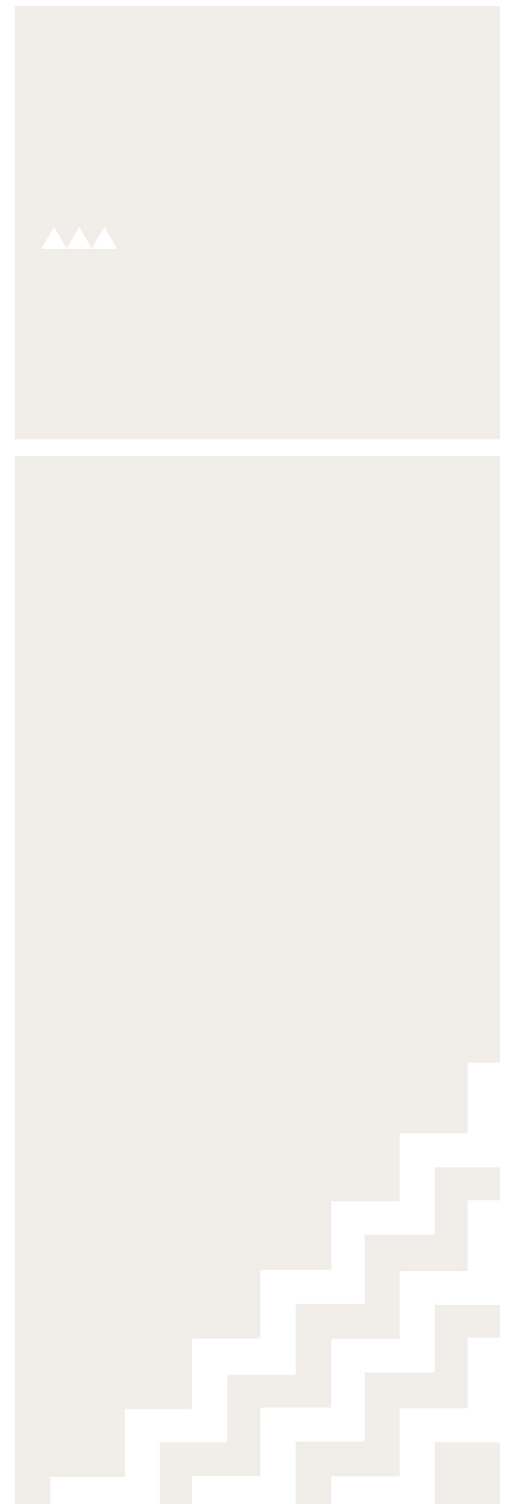
In 2010, a pilot professional development programme for teachers of te reo Māori is being offered to two clusters (one in the North Island and one in the South Island) utilising the ***Virtual Learning Network***.

Key challenges ahead

The key challenges ahead for the Ministry of Education in Māori Language in Education will include:

- the successful development and implementation of **Ngā Whanaketanga Rumaki Māori**, the Māori-medium standards – this work has the potential to greatly increase the assessment resources and knowledge of teachers in Māori-medium settings
- increasing the supply of capable teachers and professional leaders, and supporting them to remain in education
- putting into place the new kura establishment processes and supporting the evolution of kura motuhake in ways that ensure the quality of education as well as iwi aspirations
- bringing responsibility for engaging with iwi and working together to achieve shared goals into the wider Ministry (rather than just Group Māori).

Organisational Success



Ngā Haeata Mātauranga - Annual Report on Maori Education 2008/09

Organisational Success

Ngā Haeata Mātauranga 2008/09 focuses on monitoring progress in achieving the goals of *Ka Hikitia – Managing for Success: The Māori Education Strategy 2008–2012* from July 2008 to December 2009.

This section reports on progress in the **Organisational Success** focus area of *Ka Hikitia – Managing for Success*.

Success for Māori students is the responsibility of everyone in the Ministry of Education. The effectiveness of *Ka Hikitia – Managing for Success* depends on how all staff within the Ministry and other agencies incorporate it in their daily work – not just Māori staff or staff working in the Ministry's Group Māori.

There are two key aspects to increasing the effectiveness of the Ministry in ensuring 'Māori enjoying education success as Māori':

Transformation of thinking, which begins with the [Māori Potential Approach](#). This approach, developed by Te Puni Kōkiri, requires a move away from focusing on problems and failure to focusing on **making the most of opportunities for success**.

Transformation of action, which begins with a commitment that all work and all decision-making in the education sector will focus on what will **make the most difference for Māori education success**.

Contents

This section includes:

Summary of progress against the *Ka Hikitia – Managing for Success* targets and actions.

Discussion about each goal including:

- Why is this goal important?
- What progress has been made?

Ministry of Education Statement of Intent 2009–2014

The Chief Executives of all six government education agencies are committed to collective strategic leadership to ensure that Government's priority outcomes for education are achieved. The priority outcomes inform the operating intentions of each agency.

The key priority for the Ministry of Education as an organisation is that it is capable, efficient and responsive to achieve education priorities. The success of this priority will be ensured by:

- Concentrating the Ministry's efforts on effective targeting of interventions and levers in order to bring about system change
- ongoing efficiencies in Ministry expenditure and greater assurance of cost benefits on significant expenditure
- effective use of evidence in policy development
- a better integration of policy advice, operational policy and implementation
- Ministers and central agencies expressing confidence in the Ministry's advice.

Key Ministry actions will therefore focus on

- improving value for money
- increasing internal efficiencies
- improving responsiveness
- reducing compliance costs.

Overarching strategic intent

Ka Hikitia – Managing for Success: The Māori Education Strategy 2008–2012 sets out the Ministry of Education's approach to achieving educational success for and with Māori through to 2012. The overarching strategic intent of *Ka Hikitia – Managing for Success* is:

'Māori enjoying education success as Māori'

The six goals of the Organisational Success focus area are for the Ministry to:

- Goal 1** Provide strong leadership among government agencies for Māori education
- Goal 2** Be better informed and communicate better with the education sector and within the Ministry itself
- Goal 3** Build its capacity and confidence to lift performance for, and with, Māori
- Goal 4** Embed *Ka Hikitia – Managing for Success* in all Ministry business planning processes and documents
- Goal 5** Use evidence deliberately to focus decisions and investments on what works for, and with, Māori students
- Goal 6** Continue to invest in relationships with iwi, and national Māori education groups

Summary

This section [summarises progress](#) in achieving the goals of ***Ka Hikitia – Managing for Success*** in the Organisational Success focus area.

It reports on achievement of:

- targets
- actions.

Targets

Achieving *Organisational Success* requires supporting people in the Ministry to increase their confidence and ability to connect with Māori, so they know why, where, and how to focus work to get the best outcomes for and with Māori.

Ka Hikitia – Managing for Success sets out targets to monitor the Ministry's achievement of its goals for Organisational Success:

- include, as a priority, reference to improving Māori student outcomes in Ministry letters of agreement with other agencies
- all staff have learning and development opportunities on using evidence of what works for, and with, Māori
- make research evidence on what works for and with Māori students easily accessible by staff
- include a commitment to use evidence to focus decisions and investments on what works for and with Māori in all staff performance agreements
- include a commitment to increase the use, knowledge and understanding of te reo and tikanga Māori in all staff performance agreements
- implement the Iwi Relationships Framework
- use *Ka Hikitia – Managing for Success* to identify priorities in all business plans
 - targets and measures yet to be developed are to build the Ministry's capacity and confidence to lift performance for Māori students
- measures of Organisational Success will be finalised to enable the Ministry to be better informed and to communicate better with the education sector and within the Ministry itself
- targets and measures will be informed by the outcomes of an annual staff survey.

Actions

Table 38: Outlining the goals of the Organisational Success focus area.		
Goal	Action	Progress July 2008–December 2009
Goal 1 Provide strong leadership among government agencies for Māori education	Incorporate <i>Ka Hikitia – Managing for Success</i> priorities into Ministry of Education priorities and all agreements with other agencies for their activities and services	Māori enjoying education success as Māori is one of the Ministry's key priorities as set out in its Statement of Intent 2009–13 In 2009, all letters of agreement with other agencies included reference to implementing the goals of <i>Ka Hikitia – Managing for Success</i> . All agencies undertook activities to support Māori enjoying education success as Māori in their Statements of Intent.
Goal 2 Be better informed and communicate better with the education sector and within the Ministry itself	Develop and implement communications strategies to increase effective sharing of information that will lead to a step up in the performance of the education system for Māori students	The Ministry has used the <i>Education Gazette</i> to promote Māori enjoying education success as Māori. The Ministry began to summarise the key findings of the Best Evidence Syntheses to publish on the Ministry website from 2010 for educators, parents, families and whānau and wider communities. In 2008/09 the Ministry improved its website to make important educational information more accessible. Developing <i>Ngā Haeata Mātauranga</i> as a web document with a printed summary also makes information more accessible to the sector. The Measurable Gains Framework is being developed to identify progress against the goals and targets of <i>Ka Hikitia – Managing for Success</i> . Key messages about progress will be published online in 2010 for internal and later, external audiences.
	Strengthen Ministry leadership and relationships across government and across the education sector, emphasising the importance of making substantial educational gains for Māori students a priority	The Ministry developed an Organisational Potential Group to focus on implementing and monitoring <i>Ka Hikitia – Managing for Success</i> . This group includes representatives from the education agencies as well as from the Ministry of Education.
Goal 3 Build the Ministry's capacity and confidence to lift performance for, and with, Māori	Develop and implement a Māori human resources strategy to build the Ministry's capacity, confidence and capability	Ministry of Education senior managers will be appraised on how they implement <i>Ka Hikitia – Managing for Success</i> . A professional development programme to strengthen cultural cognition will enhance staff knowledge of the Treaty of Waitangi, the Māori Potential Approach, and key evidence of what works for and with Māori in education success. An Organisational Potential Framework has been developed to support teams in identifying their current capability and seeing the progressions required to strengthen their contribution to 'Māori enjoying education success as Māori'. The Organisational Potential Group members have developed an action plan for 2010–2012 for all business groups. The action plan has clear goals and activities for how they plan to build capability and capacity.
	Create more opportunities for Ministry staff to work with Māori teams within the Ministry and stakeholders, and build the capability of managers to be effective in bringing about	A ' Cultural Cognition ' professional development programme is being developed to strengthen each individual's understanding of why the Ministry (and Government) has a focus on 'Māori enjoying education success as Māori', and what that means personally and professionally and to connect and

	change for and with Māori	<p>apply it to all their work.</p> <p>Special Education has introduced and trained staff on <i>Te Hikoitanga: Pathway to Success</i>, its bicultural responsiveness strategy to improve service delivery. Schooling Group has developed a Treaty of Waitangi Workshop exploring the Treaty's application in 2010 as a State servant. People and Business Capability have developed the cultural cognition skills and knowledge framework to be rolled out throughout 2010, along with a pilot of an online Treaty of Waitangi module with links to korero Māori language sites. Early Childhood and Regional Education has been developing the skills and knowledge of their frontline staff who work with parents, families, whānau and local iwi.</p>
Goal 4 Embed <i>Ka Hikitia – Managing for Success</i> in all Ministry business planning processes and documents	Develop tools and processes to support business planning which leads to improved outcomes for Māori students	All groups included how they contributed to <i>Ka Hikitia – Managing for Success</i> goals and how to measure this in their 2009/10 business plan. All groups have an action plan for 2010-2012.
	Strengthen monitoring and reporting processes on improvements in the education system for Māori students	The Ministry's Education Counts website reports progress against nine of the targets of <i>Ka Hikitia – Managing for Success</i> . The Measurable Gains Framework is being developed as a way to coordinate data and evidence that demonstrate progress against the goals and targets of <i>Ka Hikitia – Managing for Success</i> .
Goal 5 Use evidence deliberately to focus decisions and investments on what works for, and with, Māori students	Focus research and evaluation on student achievement rather than the implementation of programmes, and improve the use of evidence for developing policy	Commitments to use and build evidence have now been incorporated into the performance agreements of group managers, and many new initiatives are using this evidence. In 2009, the Ministry began and completed a number of research projects designed to increase the evidence about effective teaching and learning for Māori students.
	Strengthen <i>Ngā Haeata Mātauranga</i> to report on improvements in the education system for and with Māori and develop additional approaches to share evidence and progress	Ngā Haeata Mātauranga 2008/09 has shifted its emphasis from a stocktake of activities to monitoring the effectiveness of the Ministry of Education and others in education in achieving the goals, actions and targets of <i>Ka Hikitia – Managing for Success</i> . <i>Ngā Haeata Mātauranga 2008/09</i> has been developed as a web-based document to enable links to be made to up-to-date information about progress. Over the next year, the introduction of the Measurable Gains Framework will enable the 2010 report to provide a more substantive picture of progress.
Goal 6 Continue to invest in relationships with iwi and national Māori education groups	Support developing and implementing iwi and Māori organisation partnership education plans that align with the priorities of <i>Ka Hikitia – Managing for Success</i>	In 2008/09, Whakapumautia, Papakowhaitia, Tau Ana was introduced as framework for conducting excellent relationships between the Ministry of Education and iwi. It will be implemented in 2010. There has been an increase of 13 new iwi relationships to a total of 32, with 10 more potential iwi relationships under discussion. The Ministry also progressed relationships with national Māori education organisations including Te Matatini, Ngā Kura ā Iwi and Te Ataarangi .

Discussion

The goals and actions for the focus areas of *Ka Hikitia – Managing for Success* have been based on what evidence tells us makes the most difference for student achievement and in particular, outcomes for Māori students, families and whānau.

For each Goal from the Organisational Success focus area, this section discusses:

- Why is this goal important?
- What progress has been made?
- Conclusion

Goal 1: Provide strong leadership among government agencies for Māori education

Why is this goal important?

Solutions to complex problems, and seizing opportunities to improve outcomes, are more likely to happen where organisations share their expertise, operational capabilities and relationships. The Ministry has an acknowledged leadership role in the sector, which includes coordination with other sector and government agencies and forums to achieve shared goals through agencies' work programmes.

The effectiveness of *Ka Hikitia – Managing for Success* depends on how all staff within all education agencies incorporate it in their daily work. The Ministry therefore needs to provide strong leadership through its relationships with other education agencies:

- Tertiary Education Commission
- NZQA
- NZTC
- ERO
- Career Services

One of the key areas of leadership for the Ministry is in the collection and analysis of data and education research, on which the rest of the sector can draw for decision-making.

Deputy Secretary for Education, Rob McIntosh, has responsibility for the development and implementation of strategies in the Ministry. He considers that 'Māori enjoying education success as Māori' is an integral dimension of all Ministry activities.

"It comes at the start of everything – not as an add-on or a tick at the end of a process or developing a piece of work. First focus on success for our students and then on our own approach – that's the order to apply. We must consciously and consistently ask ourselves and others: How is this going to work for and with Māori?"

October 2009

Developing the 28th Māori Battalion website – An example of collaboration amongst agencies

The Ministry has played a key role in the development of the new [28th Māori Battalion website](#) in collaboration with Te Puni Kōkiri, the Ministry for Culture and Heritage, the National Library of New Zealand and the Battalion Association.

The 28th Māori Battalion was part of the second New Zealand Expeditionary Force during World War II. The Ministry has had a significant role in ensuring that the deeds and the memory of the 28th Māori Battalion are preserved.

The new website is a place to record, remember, honour and maintain information and knowledge about the Māori Battalion and its outstanding contribution to Aotearoa New Zealand.

The Ministry contribution included developing resources for students, aligned to key areas of *The New Zealand Curriculum*.

What progress has been made?

Action: Incorporate *Ka Hikitia – Managing for Success* priorities into Ministry of Education priorities and all agreements with other agencies for their activities and services

'Māori enjoying education success as Māori' is one of the Ministry of Education's key priorities as set out in its *Statement of Intent 2009-2014*.

In 2009, all letters of agreement between the Ministry and other agencies included reference to improving Māori education success in the context of the goals of *Ka Hikitia – Managing for Success*.

The commitment to *Ka Hikitia – Managing for Success* by all education agencies is evident in the number of actions of the key agencies included in other sections of *Ngā Haeata Mātauranga 2008/09*. In addition to those activities, agencies have undertaken internal work to build capability and accountability.

Tertiary Education Commission

In 2008, the Tertiary Education Commission adopted a **specific performance measure** against its strategic objective to “ensure effective investment decisions achieve quality outcomes for students and value for money”. This measure was:

- Investment Plans reflect priorities outlined in *The Tertiary Education Strategy and Investment Guidance for Māori*.

The completion of the first annual tertiary-education-organisation-level and sector-level monitoring reports showed participation for Māori had been maintained and there had been some improvement in successful course completion rates.

The Tertiary Education Strategy and *Ka Hikitia – Managing for Success* both aim for success for and with Māori. The Tertiary Education Commission aims to achieve this through the following programmes:

- **Industry Training** – where Māori participation was around 18% for 2008
- **Modern apprenticeships** – where Māori participation was around 15% for 2008
- **Youth Training** – where Māori participation was around 45% in the period March 2008 to February 2009.

Further information on TEC site

The Tertiary Education Commission’s annual report demonstrates the participation of Māori in Tertiary Education. These results are tracked over a period of years to allow for progress to be monitored.

The New Zealand Qualifications Authority (NZQA)

In 2008/09 the New Zealand Qualifications Authority (NZQA) established **Ngā Kaitūhono**, an advisory group made up of recognised experts in Māori culture, language and knowledge. The purpose of the group is to ensure the NZQA’s approach to Māori knowledge is compatible with Māori values, consistent with Māori expectations, and complementary to its validation processes.

In 2009, Ngā Kaitūhono in association with the NZQA Board hosted **Hui Mana Tohu Mātauranga**. The hui focused on how quality mātauranga Māori leads to higher educational achievement for Māori learners. The hui included the NZQA, wānanga, universities, institutes of technology, polytechnics, Māori private education providers, kura kaupapa Māori, kōhanga reo, industry training organisations, and government sector agencies.

As a result of the hui, implementation of the 16 key actions in *The Māori Strategic and Implementation Plan for the New Zealand Qualifications Authority 2007-12 (Te Rautaki Māori)* is being streamlined into four focus areas:

- Wāhanga Pūnaha (quality systems)
- Wāhanga Mana Tohu (qualifications)
- Wāhanga Whakapakari (capability)
- Wāhanga Whānau (relationships and engagement).

Te Rautaki Māori – The Māori Strategic and Implementation Plan is the New Zealand Qualifications Authority’s key strategy on how it will contribute to key Māori outcomes through its core business. Consistent with the direction of *Ka Hikitia – Managing for Success*, the nature of those contributions includes:

- quality-assured qualifications that will contribute to:
 - *Māori succeeding as Māori
 - * Māori learners being able to engage successfully in professional, vocational and industrial activities, nationally and internationally
- enabling access by Māori communities, iwi, hapū, and whānau to old and new knowledge necessary for their advancement as Māori
- an increase in Māori capacity and capability through quality educational and training qualifications.

NZQA also continued to host the **Māori Economic Development Forum** which provides advice to NZQA about its contribution to accelerating Māori economic growth and capability. The forum includes representatives from industry, tertiary education institutions, Māori businesses, rūnanga, iwi, Māori community agencies, Māori enterprises and Māori service provider organisations.

The Education Review Office (ERO).

The Education Review Office's strategic approach to advance Māori achievement is to strengthen its partnerships with iwi and the community, build its evaluation capacity, participate in cross-sector initiatives, and develop its internal capability. Four key strands have been identified to advance this approach:

- **strengthening identity** – building ERO's own skills and knowledge to deliver its evaluation objectives in the sector
- **strengthening understanding** – building ERO's understanding and application of the principles of The Treaty of Waitangi
- **strengthening evaluation capacity** – using ERO's partnerships to build evaluation capacity within the sector
- **strengthening relationships** – building the ERO's partnerships with Māori, iwi, whānau, government agencies, schools and early childhood services.

To develop a more strategic approach for improving education outcomes for Māori, the Chief Review Officer, ERO kaumātua and an internal reference group developed *He Toa Takitini – Outcomes for Māori: Strategy and Implementation Plan*.

There are three key components to this strategy:

- it recognises ERO's key partners in the education sector and identifies an overarching objective that ERO will strive to achieve in tandem with them
- it outlines a planned approach to making this objective a reality by outlining a framework of key focus areas for ERO at which to target its resources
- it documents the success criteria by which ERO can assess whether the approach adds value to delivery.

The strategy will be supported by internal professional development and a working plan, which details short- to medium-term business initiatives

Maintaining and strengthening relationships

In 2008/09 the Education Review Office (ERO) has continued to maintain and strengthen relationships with key organisations such as Te Kōhanga Reo National Trust and Te Rūnanganui o Ngā Kura Kaupapa Māori through regular meetings and discussions.

The Chief Review Officer, ERO kaumātua and senior managers have developed, strengthened or maintained relationships with iwi representatives from the Waipareira Trust, Te Atiawa, Tūhoe and Ngai Tahu. The meetings enable both parties to discuss matters of common interest and share information about respective roles.

He Toa Takitini – Outcomes for Māori: Strategy and Implementation Plan

He Toa Takitini enables the Education Review Office to align itself to the objectives of *Ka Hikitia – Managing for Success*. Consistent with *Ka Hikitia – Managing for Success*, incorporating the strategies and practices that uphold the rights of Māori and support the exercise of tino rangatiratanga will help Māori learners to:

- work with others to determine successful learning and education pathways
- excel and successfully realise their cultural distinctiveness and potential
- successfully participate in and contribute to te Ao Māori
- gain the universal skills and knowledge needed to successfully participate in and contribute to Aotearoa New Zealand and the world.

Career Services Rapuara

Underpinning their services to Māori is Career Services Rapuara Services' internal Māori strategy. This provides key priorities which shape its direction and level of engagement.

The key themes of Career Services' Māori strategy are to:

- establish and maintain meaningful relationships and effect partnerships to increase understanding of how Career Services can support the career aspirations of Māori and provide career guidance to achieve their potential
- ensure the development and nature of its services and resources are underpinned by professional career practice that is culturally appropriate and delivered by staff who engage with Māori to meet their career management aspirations and needs
- ensure that policy, service and resource development is informed by research, evaluation and experience that ensures Māori career planning needs are effectively and appropriately met.

Career Services has also worked closely with the Ministry of Education and Te Puni Kōkiri to pilot and evaluate a programme to support and understand the decision-making processes of whānau Māori. The **Whānau Decision-making Pilot Programme** consisted of three whānau cohorts, starting in March 2009 and finishing in November 2009. Some key initial findings are the importance of:

- building networks and relationships with whānau and rangatahi (whakawhānaungatanga)
- the importance of kura Māori and schools for education in career guidance
- building education sector capabilities to better meet the needs of whānau.

New Zealand Teachers Council, Te Pouherenga Kaiako o Aotearoa

The [New Zealand Teachers Council](#) provides professional leadership in teaching, enhances the professional status of teachers in schools and early childhood education and contributes to a safe and high-quality teaching and learning environment for children and other learners.

There is a strong correlation between the *Ka Hikitia – Managing for Success* goal of 'Māori enjoying education success as Māori' and the Council's goal:

'to support provision of quality teaching in Māori-medium settings'.

The **Māori-medium Advisory Group** provides strategic advice to Council around that goal.

In addition to the leadership and guidance offered by its Māori-medium Advisory Group, the Council maintains close liaison with the other key educational agencies in order to realise the goals of *Ka Hikitia – Managing for Success* that are complementary to the Council's own goals and are encapsulated in its whakatauki:

Ū ki te ako, tū tangata ai apōpō.

Excel in teaching so our learners will excel in the future

The Council has initiated a series of projects focused on **three key entry points** to the teaching profession that support the goals of *Ka Hikitia – Managing for Success*:

- selection for Initial Teacher Education (ITE)
- graduation
- moving from provisional to full registration

The aim is to influence and enhance the quality of pouako/teachers throughout their careers and, through that, enhance the learning outcomes of students.

Council projects around the first entry point, selection for Initial Teacher Education (ITE), include:

- the revision of initial teacher education programme approval processes and programme requirements for all teachers
- research into the issues of developing and assessing te reo Māori proficiency of graduates from Māori-medium ITE programmes
- the requirement that ITE programmes are aligned to the *Graduating Teacher Standards*, which include the requirement for all graduating teachers to demonstrate knowledge, values and practice appropriate to the bicultural context of Aotearoa New Zealand.

The second entry point is on graduation, when graduates are provisionally registered and entitled to be employed as a teacher. Council action here focuses on supporting quality teaching in Māori-medium settings. This involves:

- a series of workshops throughout the country on *Ngā Tikanga Matatika mō Ngā Pouako kua Rēhitatia, the Code of Ethics for Registered Teachers* specifically tailored for pouako Māori
- developing and implementing a kaupapa-Māori-based induction and mentoring programme for all provisionally registered teachers, and training and support for mentor teachers in Māori-medium settings.

Upon successfully completing the required induction process, teachers can be endorsed to move from provisional to full registration, the third entry point in the career path. Council work around this involves:

- the revision of standards and assurance processes for granting full registration and renewal of practising certificates. The new standards (*Registered Teacher Criteria*) include the requirement that all teachers are able to demonstrate knowledge, values and practice appropriate to the bicultural context of Aotearoa New Zealand.

These criteria also apply to teachers when they renew their practicing certificate every three years.

Commentary

The Ministry has been focusing on its **leadership** for ensuring 'Māori enjoy education success as Māori' since Ka Hikitia – Managing for Success was introduced in 2008.

Other **agencies** are also taking their responsibilities seriously, both in terms of building internal capability and taking direct actions that impact on the sector.

Goal 2: Be better informed and communicate better with the education sector and within the Ministry itself

Why is this goal important?

Realising the goals of *Ka Hikitia – Managing for Success* primarily depends on using and acting on evidence of what works for and with Māori in all of the Ministry's work.

This means making research evidence on what works for and with Māori easily accessible by staff. It also means using feedback from iwi and Māori education groups to inform the Ministry's work on Māori student achievement.

The Ministry is focusing on facilitating greater understanding of *Ka Hikitia – Managing for Success* and aligning all iwi and Māori organisation partners' education plans with the strategy.

To implement *Ka Hikitia – Managing for Success*, the Ministry must communicate better with iwi and Māori education groups, including developing new ways of working together.

Tailoring responses to local requirements

Responsiveness to the need for culturally-appropriate practices led a Group Special Education staff member to initiate a whole new way of assessing the speech and language requirements of Māori students in the Māori-immersion unit of a local school. A request by the deputy principal for a child to have a speech and language assessment in te reo Māori began an investigation about how best to assess the learning requirements of children in Māori-medium settings.

This process included:

- obtaining a cultural profile of the student
- liaison with whānau and Māori staff at the school
- sourcing culturally-appropriate assessment tools and resources.

After indepth research and discussions with some Special Education staff, a **Speech and Language Therapy Te Reo** assessment that had been developed in 2003 was modified to ensure it was relevant to the child and the Māori-immersion unit at the school

The new tool was tested with 20 children, and the team concluded that it is most appropriate for students who go through the existing programme and are continuing to experience difficulty with speech and language.

What progress has been made?

Action: Develop and implement communications strategies to increase effective sharing of information that will lead to a step up in the performance of the education system for Māori students

In 2008/09 the Ministry of Education has been promoting 'Māori enjoying education success as Māori' through a series of features in the *Education Gazette*. It also developed relationships with Māori families and iwi through regional and national office staff.

The **Best Evidence Syntheses** provide a rich source of evidence to inform decision-making and education practice. In 2008/09 the Ministry began to summarise the key findings. These summaries will be published on the Ministry website from 2010, making the evidence accessible for educators, parents, families and whānau and wider communities.

In 2008/09 the Ministry has been improving the **Ministry website** to provide more seamless connections and better access to information for both staff and the public. Key changes have include moving the *Ka Hikitia - Managing for Success* and **Education in New Zealand** websites back to the main Ministry site. Information for parents and families has been moved from the **Team-Up** and **Te Mana** sites back to the Ministry site.

In addition, the development of this report *Ngā Haeata Mātauranga 2008/09* as a web document with a printed summary is designed to make information more accessible for the sector.

National Standards: better reporting to parents

Between May and July 2009, the Ministry undertook consultation with parents and families on the *National Standards*, focusing on what parents and families wanted from school reporting on their children's learning.

[Feedback from parents, families and whānau](#) said they:

- think it's very important to help their children to learn and are involved in helping them learn
- found the reports in the consultation materials were easy to understand, generally liked the sample learning plan, and particularly liked the concept of Next Steps and the ongoing partnership between home and school
- want clear, honest, specific and regular feedback on their children's progress, achievement, and strength and weaknesses in language they understand
- want regular feedback on their children in a variety of ways, so learning problems are identified early – although there was comment that this might mean more work for teachers
- want good communication and strong relationships with teachers as part of working together to support their children's learning
- want good information about the *National Standards*, school assessment systems and teaching approaches so they can support their children's learning
- need suggestions and help from schools so they know how to support school-based learning in everyday life.

This feedback, along with that given by teachers and others working in the education sector, will help to advise schools about how best to report to parents, families and whānau on student's progress and achievement in relation to the *National Standards*. It will also help schools with their reporting to the community on the school's overall progress in relation to the standards.

Action: Strengthen Ministry leadership and relationships across government and across the education sector, emphasising the importance of making substantial educational gains for Māori students a priority

In 2009 the Ministry created an **Organisational Potential Group** to focus on implementing and monitoring *Ka Hikitia—Managing for Success*. This group include other education agencies

In 2009 the Ministry developed the **Organisational Potential Framework** to strengthen organisational and sector ownership, leadership and accountability for the success of *Ka Hikitia – Managing for Success*.

The purpose of this framework is to:

- support groups and teams to identify their current state, and to see the progressions to strengthen their individual and collective contribution to 'Māori enjoying education success as Māori'
- provide a guiding, evidence-based approach to how they can strengthen their contributions.

Commentary

The Ministry of Education has invested considerable effort during 2008/09 in increasing understanding within the Ministry of the reasons behind and purpose of *Ka Hikitia – Managing for Success*, as well as in increasing responsibility and accountability of staff for giving effect to its principles and actions.

Work to provide better information for the sector has progressed more slowly. The **summaries of the Best Evidence Syntheses** will help to make research findings more accessible to public audiences.

Once finalised, the **Measurable Gains Framework** will provide a vehicle for conveying information about progress and evidence to Ministry staff as well as the wider sector.

Goal 3: Build the Ministry's capacity and confidence to lift performance for and with Māori

Why is this goal important?

Success for Māori students is the responsibility of everyone in the Ministry of Education. *Ka Hikitia – Managing for Success* proscribes supporting people in the Ministry to increase their confidence and ability to connect with Māori, so they know why, where, and how to focus work to get the best outcomes for and with Māori. It is not about special treatment but rather professional treatment.

The ability of all staff in the Ministry to work confidently and capably for and with Māori to improve education outcomes is critical to the success of *Ka Hikitia – Managing for Success*. The responsibility for the strategy sits with everyone in the Ministry.

Implementing Ka Hikitia – Managing for Success

In 2008, Paul Goren, an Axford fellow from Chicago, spent six months studying how *Ka Hikitia – Managing for Success* has moved from policy into practice. His findings (Goren, 2009) provide a strong platform for future work implementing *Ka Hikitia – Managing for Success*.

Goren concluded that implementation needs as much attention as policy development: "Creating opportunities for implementers to make sense of new directives and requirements is more conducive to improvement than merely requiring school professionals to meet compliance requirements."

Goren set out key actions for Ministry staff if *Ka Hikitia – Managing for Success* is to meet its intended goals by 2012. These actions include:

- **designate five to seven high-priority actions to work on**, with specific tasks, both in the Ministry and in the field in each of the next three years
- **engage outstanding teachers and principals** across the country with school-based expertise and a track record of progress on Māori student achievement, to lead professional development opportunities and learning conversations on Māori achievement for teachers, principals, and Boards of Trustees, as well as for Ministry staff
- **convene focus groups of Māori students**, along with non-Māori students, to understand the issues both groups face in school and to examine what leads to successful school experiences for Māori students
- **provide ongoing support for programmes that have excellent outcomes for Māori students in schools**
- **maintain a relentless focus on Māori student achievement**, especially through the gathering and analysis of formative and summative data
- **ensure that the Measurable Gains Framework initiative stays on target** to produce data aligned to *Ka Hikitia – Managing for Success* intended outcomes
- **conduct more formative implementation reviews**, similar to this report, on an annual basis to examine what is working, what is stalling, and what might need to be recalibrated to achieve the goals of *Ka Hikitia – Managing for Success*

What progress has been made?

Action: Develop and implement a Māori human resources strategy to build the Ministry's capacity, confidence and capability

The Ministry of Education's **Human Resources team** focused on this goal for the last quarter of 2009 and the first quarter of 2010. Building upon the analysis already undertaken by the *Ka Hikitia – Managing for Success* Programme Office, Human Resources undertook a Ministry-wide skills and knowledge training analysis in December 2009 to gauge managers' knowledge of *Ka Hikitia – Managing*

for Success, and the support they needed to embed the *Ka Hikitia – Managing for Success* thinking, research and evidence base into their day-to-day work.

The evidence provided by the *Ka Hikitia – Managing for Success* Programme Office and Human Resources' own analysis showed that the majority of managers and staff in the Ministry are aware of *Ka Hikitia – Managing for Success* and are seeking support to ensure that they appropriately embed the goals into their day-to-day work.

As a result a draft **Skills and Knowledge Framework** will be developed in the first quarter of 2010 to guide managers and staff on how to start building their capability and capacity. The framework will be rolled out in 2010.

The Human Resources team has also developed a revised **Group Manager Performance Appraisal Tool** that includes a critical area of 'leadership, direction and delivery'.

Within this critical area is the measure 'execution of programmes and effect on outcomes'. Senior managers will be measured on their results, deliverables, and changes they have effected to implement *Ka Hikitia – Managing for Success*, and ultimately on how the work they do influences 'Māori enjoying education success as Māori'.

A professional development programme is also being introduced by the Ministry's Human Resources team for managers and staff across the Ministry to strengthen their cultural cognition – by enhancing their knowledge of the Treaty of Waitangi, the Māori Potential Approach, te reo Māori, Māori contexts and key evidence of what works for and with Māori in education success.

Managers will be supported to assist their staff to give effect to *Ka Hikitia – Managing for Success*.

In 2009 the Ministry developed the **Organisational Potential Framework** to strengthen organisational and sector ownership, leadership and accountability for the success of *Ka Hikitia – Managing for Success*.

The purpose of this framework is to:

- support groups and teams to identify their current state, and to see the progressions required to strengthen their individual and collective contribution to 'Māori enjoying education success as Māori'
- provide a guiding, evidence-based approach to how they can strengthen their contributions.

Action: Create more opportunities for Ministry staff to work with Māori teams within the Ministry and stakeholders, and build the capability of managers to be effective in bringing about change for and with Māori.

The rollout of training on **Te Hikoitanga**, Special Education's bicultural responsiveness strategy, was begun for all staff during 2009. This strategy was developed to give effect to *Ka Hikitia – Managing for Success*. In 2009, a total of 106 Te Hikoitanga workshops were run for all Special Education staff. All staff were supported to improve their knowledge of the Māori language, as well as made aware of:

- the need to be culturally responsive
- the tools and resources to help responsiveness
- the principles of the Treaty of Waitangi
- how to confront difficult questions and issues related to working in Māori contexts with a solutions focus.

In response to the challenge posed by *Ka Hikitia – Managing for Success* to transform the performance of the education system for Māori, Special Education has developed principles that will be embedded in its practice. These principles are that its work will be:

- coordinated and collaborative
- evidence-based
- engaging with families/whānau

- culturally affirming.

Special Education is using these principles to strengthen its support of Māori learners and make Māori services accessible to Māori clients.

By consulting with the local Māori community, Group Special Education specialists can provide special education support that is culturally-responsive and getting to the students that need it.

Special Education is also developing systems and gathering information to build its understanding of the needs of Māori students. For example, Special Education regional offices seek out iwi expertise by networking with local iwi agencies to provide a greater knowledge of Māori services for Māori available to support whānau.

Case study: 'Step up – reaching the summit'

A new school's responsiveness to its community is reflected in a close partnership between the board of trustees and local Māori, initiated by the Ministry of Education.

'Step up – reaching the summit' is the key theme for the design of Queenstown's Remarkables Primary School which opened on 4 February 2009. The theme is drawn from *Ka Hikitia - Managing for Success* and reflected in a prominent tukutuku panel on the front of the school building.

"The environment, community, educational aspirations and spirit of the school are evident in every aspect of its development," reports Murray Aitken from the Ministry of Education, who has strongly supported the school in being responsive to the needs of its community.

During the very first board meeting, Ministry representative Michael D'Ath suggested the school had a wonderful opportunity to engage with iwi. The board immediately selected an iwi representative, Darren Rewi, to liaise with local runaka (rūnanga) and iwi, inviting input at every level from the design of the buildings to the design of the curriculum.

Relationship-building with whānau, runaka and iwi has ensured the curriculum incorporates the aspirations of *Ka Hikitia – Managing for Success*. Te reo Māori and Māori content are fundamental not only to the learning programme but to the students' physical environment. Māori imagery and icons, developed with runaka and Kai Tahu (Ngai Tahu), are placed throughout the school. Māori as well as non-Māori cultural design elements are reflected in building structures, internal spaces and play areas.

From the start the Ministry was proactive in building relationships with whānau, runaka and iwi. Having an iwi representative and a Ministry representative on the board both with Ngai Tahu whakapapa has helped raise the board's understanding of Māori needs.

Special Education has also introduced **Effective Interventions for Behaviour Challenges (EIBC)** as a professional learning course for Group Special Education staff working with children with severe and challenging behaviour. The programme has a bicultural focus that ensures all practitioners work in a way that is informed by tikanga Māori. Participants spoke very positively about the Māori content of this programme.

Analyses by the *Ka Hikitia – Managing for Success* Programme Office have found that many Ministry staff are struggling to understand why the Ministry is focusing on Māori learners, and how to improve outcomes for and with Māori.

A professional development programme has been introduced to develop each individual's skills, knowledge and ability to articulate why the Ministry (and Government) has a focus on 'Māori enjoying education success as Māori', to understand Māori contexts and what that means personally and professionally and to connect and apply it to all their work.

These concepts are framed as 'Cultural Cognition', developing a better understanding of the Ministry's focus on Māori learners, and includes two main aspects:

- an understanding of Māori contexts and experiences (cultural)
- using that understanding to reflect critically on thinking, behaviour and practice (cognition).

Strengthening understanding of Māori contexts includes increasing understanding and knowledge of:

- the *Treaty of Waitangi*
- Māori potential
- *Ka Hikitia – Managing for Success*
- te reo Māori
- Māori contexts
- the key evidence underpinning *Ka Hikitia – Managing for Success*.

The partnership between Ministry, school and iwi has provided a positive leadership model to the community. "The interaction the school has with whānau, runaka and iwi is not only the envy of other schools but also a lot of organisations. The support that has been shown to the school will be hugely beneficial to all parties but especially to all the students at the school", said the new school principal, Deborah Dickson.

Read more about [Remarkables Primary School](#)

Applying that understanding includes:

- making the connection of all work to the Government's priority of 'Māori enjoying education success as Māori', and seeing a bigger picture of how distinct pieces of work fit together
- building and strengthening mutually beneficial relationships that support a culture of sharing, testing and exploration focused on 'Māori enjoying education success as Māori'
- building personal and collective capability to know what is known and to investigate and seek new ideas, evidence and information and to do so in an effective manner
- being accountable for outcomes for and with Māori, and for the collective contribution to Government's Māori education priority.

Ka Hikitia – Managing for Success Programme Office

At the beginning of 2009 the Ministry established the Ka Hikitia – Managing for Success Programme Office to support the Ministry in strengthening its ownership, leadership and accountability for improving system performance for and with Māori. The Programme Office was established until April 2010.

During 2009, the Office worked with key groups across the Ministry to ensure that the priority of 'Māori enjoying education success as Māori' is embedded across all work of the Ministry. Its work included:

- conducting internal analysis, speaking to over 100 managers from across the organisation
- developing the **Organisational Potential Framework** and draft indicators, based on what the organisation identified during the analysis, including the need for a focus on **wellbeing** in addition to **ownership, leadership and accountability**
- developing the **evaluation approach** for 'Māori enjoying education success as Māori'
- leading the establishment of the **Organisational Potential Group** and supporting its growth and action since it first met in August 2009.

Commentary

Significant action has been taken to provide support and encouragement for Ministry staff to identify areas where they need to build their capability, and to address those with new professional learning opportunities.

Goal 4: Embed Ka Hikitia – Managing for Success in all Ministry business planning processes and documents

Why is this goal important?

To transform the education system to enhance Māori education success, *Ka Hikitia – Managing for Success* needs to be an intrinsic part of every piece of work of every team in the Ministry.

The **annual business planning process** determines the priorities for each team, as well as specifying expected outcomes. Integrating *Ka Hikitia – Managing for Success* into all business plans will highlight its importance for every piece of work for every team within the Ministry.

Case study: Planning for Māori Achievement in the Schooling Group

“Māori achievement in education is a priority for 2010,” says Lisa-Jane Rogers of the Ministry of Education’s Schooling Group, which is responsible for effective teaching and learning in schools.

The Schooling Group’s **Māori achievement work programme** will sharpen the focus on Māori potential in all activities in order to achieve system change for Māori, with Māori. The programme is part of the implementation of *Ka Hikitia – Managing for Success*. It aims to develop new ways of thinking and doing, based on the evidence about what works, to ensure ‘Māori enjoy education success as Māori’.

According to Lisa-Jane, it is a shift away from the focus on failure and blame often used to explain Māori outcomes in education, to a focus on opportunities for success that is deeply embedded in every school. It is also a move away from a ‘one-size-fits-all’ approach, towards better meeting the various cultural requirements of different communities.

“The change process will take time, planning and critical self-review,” Lisa-Jane says. “Crucial to success will be productive partnerships with parents, whānau, hapū and iwi – beginning with a look at the most effective ways of working for and with Māori in the Schooling Group itself.”

A key focus for the coming year is to develop leaders and teachers who are responsive to the inherent capability and cultural advantage of Māori students. The programme will also implement *National Standards* for both English- and Māori- medium systems.

What progress has been made?

Action: Develop tools and processes to support business planning which leads to improved outcomes for Māori students

Information and support were provided to all Ministry teams between March and July 2009 to ensure that each group’s business plan was developed with ‘Māori enjoying education success as Māori’ at the forefront, and that they understood what ***Ka Hikitia – Managing for Success*** is and how they can use it to lift system performance. All groups considered how they contributed to *Ka Hikitia – Managing for Success* goals and how to measure this.

For example, the People and Business Capability Group business plan for 2009/2010 includes the key achievement goal:

to implement training that equips Ministry staff with the knowledge to successfully implement strategies that will raise achievement results for Maori.

All job descriptions in the Ministry now have a *Ka Hikitia – Managing for Success* mandatory key achievement area for staff and managers and the manager core job description also has a leadership component relating to *Ka Hikitia – Managing for Success*.

The induction process is currently being revamped with a core component of induction into the Ministry being *Ka Hikitia – Managing for Success*.

A skills and knowledge framework has been developed to be rolled out in 2010. The framework involves learning in the context of seven core components:

- Māori learning
- Māori contexts
- te reo Māori
- Māori potential
- *Ka Hikitia– Managing for Success*
- the key evidence about what contributes to Māori education success
- the *Treaty of Waitangi*.

A component of the skills and knowledge framework is a review of all Human Resources policies in 2010 to ensure they reflect our dual heritage.

Human Resources team commitment

The Human Resources team has taken up the challenge of facilitating organisational change across the Ministry.

The team has identified 'Change Champions' to further the thinking, goals and actions of *Ka Hikitia – Managing for Success*.

The Human Resources' mission statement, vision, and values will be developed in 2010 to build Human Resources capacity, confidence and capability around *Ka Hikitia – Managing for Success*.

The Human Resources' Organisational Success action plan 2009–10 is being developed with the following key deliverables:

- a roll out of **cultural cognition training** for all Ministry managers in 2010
- a cultural audit of all Human Resources' policies
- all Ministry managers' and staff members' performance agreements will include a key achievement area measuring deliverables, results and outcomes for 'Māori enjoying education success as Māori'
- induction training reviewed to ensure *Ka Hikitia – Managing for Success* and the **Organisational Potential Framework** are core documents for the induction of new managers and staff.

Action: Strengthen monitoring and reporting processes on improvements in the education system for Māori students

The **Measurable Gains Framework** is being developed as a way to coordinate data and evidence that demonstrate progress against the goals and targets of *Ka Hikitia – Managing for Success*.

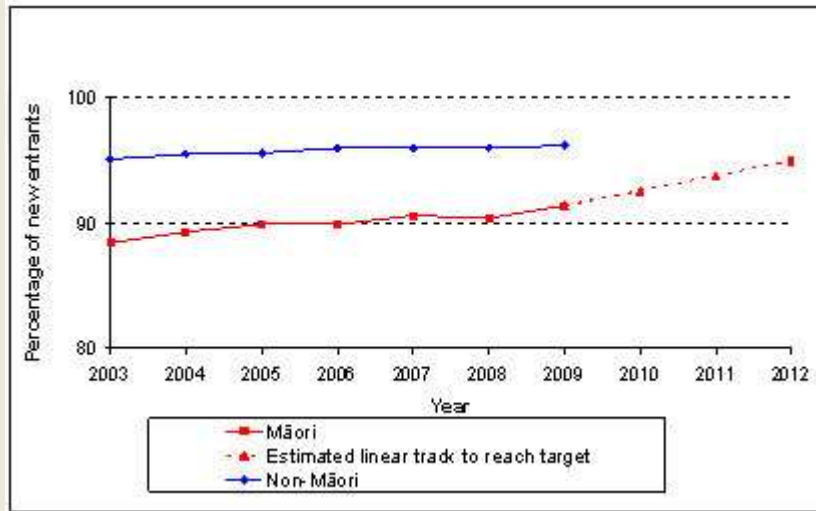
This information will be analysed in order to make judgements about progress. Key messages about the successes of Māori learners will be published on the Ministry website with links to the data, evidence and programmes reported on.

In May 2009 a cross-Ministry group was established to lead the work on the Measurable Gains Framework, including representatives from the other education agencies. The Measurable Gains Framework is expected to be trialled by mid-2010.

The Ministry's [Education Counts](#) website now contains a section that reports progress against nine of the targets of *Ka Hikitia – Managing for Success*.

For example, the graph below tracks progress against the target to increase the percentage of new entrants who have participated in early childhood education to 95% by 2012.

Figure 1: Percentage of new-entrant school children who have participated in early childhood education prior to starting school



Commentary

While *Ka Hikitia – Managing for Success* has been incorporated into Ministry business plans, the effectiveness of this in practice is yet to be seen. A strong monitoring and reporting system is necessary to provide information on the effectiveness of Ministry actions in achieving the goals of *Ka Hikitia – Managing for Success*.

The next *Ngā Haeata Matauranga* will report on progress more fully, providing a basis for Ministry self-review of its effectiveness and for input into the business planning rounds.

Goal 5: Use evidence deliberately to focus decisions and investments on what works for and with Māori students

Why is this goal important?

Ka Hikitia – Managing for Success has a focus on supporting the Ministry to better understand both the range of evidence that supports informed decision-making, and also how to use that evidence to focus policy, activities and investments where they will have the most impact.

The growing evidence base from an ever increasing amount of research is providing a more complete picture of what works for and with Māori in education.

What progress has been made?

Action: Focus research and evaluation on student achievement rather than the implementation of programmes, and improve the use of evidence for developing policy

Commitments to use and build evidence have now been incorporated into the performance agreements of group managers.

For example, evidence about Māori student participation in tertiary education has informed the development of the new **Tertiary Education Strategy 2010–2015**.

Evidence gained from the 2008 Rotorua pilot of **Reading Together** has now informed the design of the **Manurewa Literacy Project**, as have the results from the evaluation of phase 3 of **Poutama Pounamu**.

Evidence from the evaluations of **Te Kauhua** and **Te Mana** has informed the approach taken to reporting to parents on the *National Standards*.

Group managers must also ensure that all staff performance agreements include:

- a commitment to use evidence to focus decisions and investments on what works for and with Māori
- a commitment to increase the use, knowledge and understanding of te reo and tikanga Māori.

The new **He Kākano** professional leadership programme has been based on evidence from the Leadership Best Evidence Synthesis (Robinson et al., 2009).

In addition, phase 5 of **Te Kotahitanga** has been informed by the emerging findings of the Victoria University of Wellington evaluation of the project (due to be released in 2010).

A key focus for the **Human Resources team's skills and development framework** is building the capability and capacity of our policy teams, to give them the skills, techniques and knowledge to build an evidence base of Māori research and consultation. The goal is for all policy development within the Ministry to have an outcome that relates to 'Māori enjoying education success as Māori', from the initial development of policy through to its implementation

Tertiary Education Strategy 2010–2015

Dr Andrea Schollmann, Tertiary Group Manager, Ministry of Education has responsibility for tertiary education policy.

"The **Tertiary Education Strategy** recognises that strengthening identity, culture and te reo Māori are critical ingredients for the success of Māori as Māori in tertiary education."
October, 2009.

Māori have the highest tertiary participation rate of any ethnic group, however they are more likely to be engaged in non-degree courses than other ethnic groups. Māori participate in Level 1–3 qualifications at nearly double the rate of other ethnic groups and yet the rate of participation of 18- and 19-year-old Māori students in degree-level study remains at less than half the rate of all students.

Ka Hikitia – Managing for Success has several targets directly related to this priority.

Key priorities of the new **Tertiary Education Strategy 2010–2015** are therefore to:

- increase the number of young people (aged under 25) achieving at higher levels, particularly degrees.
- assist Māori to achieve at higher levels.

In 2009, the Ministry began a number of **research projects** designed to increase the evidence about effective teaching and learning for Māori students. These projects include:

- **Successful Kura** – a case-study-based research project that examines the practices kura are undertaking to make them successful, how they are doing it and why it is that the practices are working. Initial results are expected in 2010.
- **Transition from ECE to primary to secondary and from Māori-medium settings to secondary school for Māori students: Indicators of good practice** – this research project is looking at indicators of good transition practices in the different settings. Its purpose is to provide good information to whānau and to schools about helping with transition. Results should become available from 2010.
- **Marautanga a kura** – a research project looking at case studies of good practice regarding how whānau and schools work together to develop school-based curricula that will meet the needs of their students. Initial results will be available from 2010.

A series of four research projects has examined effective literacy teaching for Māori adults. These will contribute to the evidence base for adult literacy tutors.

Te piko o te māhuri, tērā te tupu o te rākau: language and literacy in marae-based programmes explores the effectiveness of marae-based learning in providing language and literacy for Māori adults. It examines two marae-based programmes at Te Whare Wānanga o Awanuiārangi.

Hangaia te mātāpuna o te mōhio: learning foundations for Māori adults summarises three research projects that explore how success for Māori adults in literacy, language and numeracy can be built on the foundations of Māori culture and identity.

Mā te huruhuru, ka rere te manu: how can language and literacy be optimised for Māori learner success focuses on how language and literacy can be optimised for potential and existing Māori students at Waikato Institute of Technology (Wintec). The focus groups for this project were chosen to fulfil one of Wintec's strategic objectives, which is to meet Māori and Pasifika educational outcomes and aspirations within the boundaries of Tainui, and to work collaboratively with community stakeholders.

Te pakeke hei ākongā: Māori adult learners explores success in literacy and language learning for Māori adults. It captures the perspectives and voices of learners, tutors and providers in foundation learning programmes. It describes how Māori tutors reinforce and strengthen their Māori learners' identities through ensuring that Māori tikanga and values pervade the teaching and learning environment.

Key research reports from 2008 and 2009 that build evidence about Māori education include:

Learning from the Quality Teaching Research and Development Programme (QTR&D) – findings of the external evaluation (Earl et al., 2009)

High level executive summary: Quality Teaching, Research and Development Māori Medium (Earl et al., 2009)

How effective is the current Resource Teacher Learning and Behaviour cluster model? (Education Review Office, 2009)

Background of students in Alternative Education: Interviews with a selected 2008 cohort (Brooking and Gardiner, 2009)

Motivation and Achievement at Secondary School- The relationship between NCEA design and student motivation and achievement: A three-year follow-up (Meyer et al., 2009)

Students' Achievement as they Transition from Primary to Secondary Schooling (Cox and Kennedy, 2009),

Te piko o te māhuri, tērā te tupu o te rākau: language and literacy in marae-based programmes (Mlcek et al., 2009)

Hangaia te mātāpuna o te mōhio: learning foundations for Māori adults (May, 2009)

Mā te huruhuru ka rere te manu: how can language and literacy be optimised for Māori learner success? (White et al., 2009)

Te pakeke hei ākongā: Māori adult learners (McMurchy-Pilkington, 2009)

Go to the [Education Counts website](#) for more for publications.

Five things that make a difference to children's learning from the Best Evidence Syntheses reports:

Active parental support for children's learning and well-being

The range of major family and community influences on student outcomes (including the effect of socio-economic status) is documented on page 175 of *The Complexity of Community and Family Influences on Children's Achievement in New Zealand: Best Evidence Synthesis Iteration* (available on-line on the [BES website](#))

Effective teaching for diverse students

The most important direct education system influence on student learning is the effectiveness of teaching. See the 10 findings of the cross-curricular [Quality Teaching for Diverse Students in Schooling BES](#) in the Executive Summary on-line. See also online the Executive Summaries of the findings of the following curriculum-specific BESs:

Anthony, G., & Walshaw, M. (2007). *Effective pedagogy in mathematics/pāngarau: Best evidence synthesis iteration*. Wellington, New Zealand: Ministry of Education.

Aitken, G., and Sinnema, C. (2008). *Effective Pedagogy in the Social Sciences/Tikanga-a-iwi: Best evidence synthesis iteration*. Wellington, New Zealand: Ministry of Education.

A succinct summary of 10 findings about what is most critical in effective teaching in mathematics is available in the International Academy of Education's summary of the New Zealand best evidence synthesis: Anthony, G., & Walshaw, M. (2009). [Effective pedagogy in mathematics](#). Educational Practice Series – 19. International Academy of Education & International Bureau of Education Paris. UNESCO.

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Effective professional learning and development for teachers

New evidence is showing the importance of effective professional learning and development for teachers. The Ministry of Education's best evidence synthesis about effective professional development has also been judged to be the definitive research in this area by the International Academy of Education. A summary of the 10 major findings is available on the UNESCO website: Timperley, H. (2008). [Teacher professional learning and development](#). Educational Practice Series – 18. International Academy of Education & International Bureau of Education Paris. UNESCO.

Implementation of high-impact R & D that creates educationally powerful connections between schools and families through helping parents/whānau to support their children's learning and teachers to be more responsive to the diversity of their students.

Chapter 7 of the *School Leadership and Student Outcomes: What Works and Why Best Evidence Synthesis* explains the importance of educationally powerful connections between schools and families. That BES shows some of the largest differences to be made to learning when high impact R & D is used to inform interventions with parents and whānau and teacher professional learning.

Effective school leadership

[School Leadership and Student Outcomes: What Works and Why Best Evidence Synthesis](#). There are 12 findings about what makes a difference in the activities of school leaders.

While school leadership can have more impact across a whole school than any one teacher, the school leadership practices that achieve that impact have to do with promoting and participating in effective teacher professional learning. School leaders achieve their impact primarily through strengthening the quality of teaching.

Action: Strengthen *Ngā Haeata Mātauranga* to report on improvements in the education system for and with Māori and develop additional approaches to share evidence and progress

Ngā Haeata Mātauranga has reported on the current state of education for Māori since the 1990s. In 2008/09 it has moved away from being a stocktake of activities to monitoring the effectiveness of the Ministry of Education and others in education in achieving the goals, actions and targets of *Ka Hikitia – Managing for Success*. *Ngā Haeata Mātauranga 2008/09* sets out the beginning of system change from July 2008 to December 2009.

Ngā Haeata Mātauranga 2008/09 has been developed as a web-based document to enable links to be made to up-to-date information about progress. This will be enhanced in 2009/10 as the **Measurable Gains Framework** is implemented.

Over 2009/10, new monitoring and reporting processes through the Measurable Gains Framework will enable the 2010 report to provide a more substantive picture of progress being made to achieve the outcomes sought through *Ka Hikitia – Managing for Success*.

Commentary

The Ministry is increasingly basing its policies and investment decisions on **evidence of what works** for and with Māori learners.

The summaries of the **Best Evidence Syntheses** will help Ministry staff by making research findings more accessible.

The refocusing of **Ngā Haeata Mātauranga** on the effectiveness of government actions will also help provide information about what works, and what does not, to inform further Ministry decisions.

Goal 6: Continue to invest in relationships with iwi and national Māori education groups

Why is this goal important?

Ministry–iwi relationships facilitate opportunities for iwi to be full participants in the education system alongside learners, parents, schools and the Ministry. When all these parties work together, much more can be achieved for and with Māori.

The Ministry now has active partnerships and relationships with 32 iwi. These relationships are focused on engaging effectively with iwi to enable them to support their whānau in ways that promote, enhance and advance Māori learner achievement. In addition, the Ministry has a further four relationships with national Māori education organisations.

What progress has been made?

Action: Support developing and implementing iwi and Māori organisation partnership education plans that align with the priorities of *Ka Hikitia – Managing for Success*

In 2008/09, a new approach to iwi–Ministry relationships began to be implemented. This resulted in an increase of 13 new iwi relationships to a total of 32.

The contracting process with iwi was redeveloped to enable the outcomes to be developed jointly. This better ensures mutual benefits and shared understandings. These changes have resulted in more effective and more positive relationships, and are a clear indicator of system change.

The Ministry also has four other relationships with Māori organisations as well as ten more potential iwi relationships under discussion.

The Ministry also progressed relationships with national Māori education organisations including Te Matatini, Ngā Kura ā Iwi and Te Ataarangi .

This increase in iwi relationships is partly due to the engagement of iwi with ***Ka Hikitia – Managing for Success*** during its development, and the basis this strategy provides for conversations about shared education outcomes.

An example of a new way of working is the three-year project recently launched by the Tūwharetoa Māori Trust Board. This project is to assist schools and early childhood centres in the Tūwharetoa tribal rohe to accurately and authentically reflect Tūwharetoa cultural knowledge, language and identity.

Case Study: Moko-Puna Te Ao Kapurangi – *Ka Hikitia – Managing for Success* in action

A new Rotorua early childhood education centre with a distinctive iwi identity is already having positive effects on children’s learning and development.

Open since April 2009, Moko-Puna Te Ao Kapurangi is run by Ngāti Whakaue, a joint project with the Ministry of Education. Ngāti Whakaue has developed a special curriculum for the puna that expresses tribal knowledge and practices.

“Moko-Puna Te Ao Kapurangi is *Ka Hikitia – Managing for Success* in action. That is to say, an educational project that has at its heart the expression of identity, language and culture as essential for Māori learner success,” says Peter Broughton, Senior Advisor, Group Māori, Ministry of Education.

As a ‘supported playgroup’, the puna represents a new model of early childhood education.

Whānau attend puna sessions alongside their tamariki. The Ministry and Ngāti Whakaue are working together to research the outcomes for children and whānau. Feedback so far suggests the puna is achieving positive effects for iwi identity, Māori language, and engagement of whānau in children’s education.

“Working with iwi in education is exciting and rewarding,” says Peter. “The iwi relationships enable innovative education projects that meet the precise needs of the whānau, hapū and educational settings that they are intended to serve.”

A future step for Ngāti Whakaue is to establish a licensed education and care centre in addition to the puna. By having both, Ngāti Whakaue will be able to better meet the early childhood education needs of different groups of parents and children in an environment that is distinctively iwi-based.

This project re-establishes the relationship with the Ministry on a more sustainable basis than in the past.

In the next year or so, iwi relationships will be spread into the rest of the Ministry from their current focus in Group Māori. This will require internal capability building to ensure staff members are able to work effectively in partnership with iwi.

Another example of new Ministry–iwi relationships is the work with Te Taumata Mātauranga o Ngāti Whakaue on a longitudinal (10-year) evaluation into the impact of the early childhood education centre set up by Ngāti Whakaue on tamariki and whānau.

This is innovative not only because of its length (which is intended to follow individual children and their whānau until the children reach early secondary school) but also because it is the only current research that specifically sets out to evaluate the impact on children of being nurtured in an environment that is distinctively iwi-based.

Two teaching and learning resources for eight schools in the Ngāti Whānaunga area have also been developed with Ministry support. These resources will ensure Ngāti Whānaungatanga is delivered in an authentic way by and with the schools in the rohe.

Commentary

Developing stronger relationships with iwi is an area in which the Ministry has demonstrated considerable success in 2008/09. The increasing number of relationships and constructive nature of engagements will contribute strongly to Māori enjoying education success as Māori.

A key challenge will be to ensure these relationships work as well with other groups in the Ministry, not just Group Māori.

Looking Ahead

In the next year the Ministry will continue to focus on actions to enhance education success for Māori. The key focus will be giving effect to 'Māori enjoying education success as Māori' as one of the [Ministry's six priorities](#) for 2009/10. The priority aims to ensure that Māori students are supported to reach their full potential and are informed and guided to make effective transitions from school to tertiary education and work.

Work programmes to achieve this are in action across Ministry groups in 2009/10 with progress monitored through regular reports on outcomes.

The **Measurable Gains Framework** is central to monitoring outcomes for Māori and the overall success of *Ka Hikitia – Managing for Success*.

In 2010, the Ministry will continue to develop the Measurable Gains Framework, engage with cross-sector groups to gather information and improve alignment with other cross-Ministry initiatives to implement *Ka Hikitia – Managing for Success* and existing reporting mechanisms.

The Ministry will also develop key messages from the information from the Measurable Gains Framework that enables progress to be identified.

This is one of the continuing actions for the Ministry around developing and communicating evidence, data and information to enable the effective targeting of investments to bring about system change and improve outcomes for and with Māori.

The Human Resources team will build on its skills and knowledge training analysis from December 2009 to develop a draft **Skills and Knowledge Framework** in 2010 to guide managers and staff on how to start building their capability and capacity. The framework will be rolled out in 2010.

All business groups have an action plan known as the 'organisational vision and pathway'. The pathway sets out clear goals and targets for each year from 2009 to 2012.

Each pathway is individual, based on the business drivers of the group and on *Ka Hikitia – Managing for Success*. For example, some business groups will focus on Goal 5 *Use evidence deliberately to focus decisions and investments on what works for, and with, Māori students*, and Goal 6 *Continue to invest in relationships with iwi, and national Māori education groups for 2010/11* whilst others (such as People and Business Capability) will have a focus on Goal 3, *Build Ministry capacity and confidence to lift performance for, and with, Māori*.

All have the recurring theme of lifting capability and capacity, along with continuing to embed and review goals in business plans relating to *Ka Hikitia – Managing for Success*.

In early 2010, the work of the **Ka Hikitia – Managing for Success Programme Office** will continue to ensure that the priority of 'Māori enjoying education success as Māori' is embedded in all of the Ministry's work through implementation of *Ka Hikitia – Managing for Success*.

The Office will end its work in April 2010, by which time everyone within the Ministry should be proactively reflecting the priority of 'Māori enjoying education success as Māori' in all their work and the most appropriate teams within the Ministry should be taking responsibility for specific actions and activities related to *Ka Hikitia – Managing for Success*.

In 2010, the Ministry's Human Resources team will finalise work on a framework for the development of skills and knowledge of te reo Māori and tikanga in the Ministry and then roll this out across the Ministry through the members of the Organisational Potential Group.

Work will continue on 'cultural cognition' skills development and evaluated after implementation to ensure that it has a positive outcome for Māori learners.

Ka Hikitia – Managing for Success has three key targets which require the development of further targets and measures:

- targets and measures yet to be developed are to build the Ministry's capacity and confidence to lift performance for Māori students
- measures of Organisational Success will be finalised to enable the Ministry to be better informed and to communicate better with the education sector and within the Ministry itself
- targets and measures will be informed by the outcomes of an annual staff survey.

Key projects for the **New Zealand Qualifications Authority** in 2010 will include the development of criteria to:

- register and approve qualifications and courses based on mātauranga Māori
- assess the capacity and capability of providers to deliver an approved course and/or National Qualifications Framework qualifications based on mātauranga Māori.

The New Zealand Qualifications Authority will implement a **Strategic Māori Capability Plan** including operational initiatives to increase Māori capacity within the Authority. It will also investigate taking up formal NCEA and National Qualifications Framework assessment opportunities at events such as the Ngā Manu Kōrero – Māori Speech and the National Secondary Schools Kapahaka competitions.

In 2010, **Career Services Rapuara** will develop new and revised career planning group programmes for Māori in light of findings from the **Whānau Decision-Making Pilot Programme**.

The **Education Review Office (ERO)** is in the final stages of editing a national report on 'Success for Māori', due for release in 2010. This report includes information from education reviews undertaken in terms 3 and 4, 2009, about what was happening for Māori students in their learning, progress and achievement in mainstream schools.

The Education Review Office also has a national report due for release on 'Success for Māori students in early childhood education'. This report follows on from the [pilot](#) published in 2009. The report is based on information from 576 early childhood services, reviewed by ERO during term 4, 2008 and terms 1 and 2, 2009. It contains information on how services identify and respond to the aspirations and expectations of parents and whānau of Māori children, and on how services respond to Māori children's potential to become competent and capable learners.

In all its reviews, ERO has an ongoing focus on what is happening for Māori children and students, and it will continue to ask questions and gather and analyse information about this focus.

For 2009/10, the **New Zealand Teachers Council** has commissioned or is continuing the following projects to support quality teaching in all settings and in initial teacher education:

- stage two of the **Whakamanahia te Reo Māori** research programme. A literature review has been commissioned with the aim to enhance Māori-language proficiency of graduates of **Initial Teacher Education** programmes
- the development and inauguration of a kaupapa-Māori-based Induction and Mentoring programme through Te Whare Wānanga o Awanuiārangī
- the development and implementation of a bilingual set of **Registered Teacher Criteria** that includes the requirement for all teachers to demonstrate the knowledge, values and practice appropriate to the bicultural context of Aotearoa New Zealand.

Key Challenges Ahead

Key challenges ahead for the Ministry of Education will include:

- ensuring that all its activities and investments take into consideration what works for Māori students
- enabling all staff to understand the imperatives behind the strategic objective 'Māori enjoying education success as Māori', and understand their roles and responsibility for Māori education success.

A major challenge will be maintaining the focus on 'Māori enjoying education success as Māori' as a priority for all work. By 2010, everyone within the Ministry should be reflecting the priority of 'Māori enjoying education success as Māori' in their work, and the specific actions and activities of implementation, monitoring and reporting related to *Ka Hikitia – Managing for Success* should be fully embedded in Ministry processes and priority-setting.

Critical to this is the development of more robust ways of monitoring the success of initiatives, both in terms of the original project design and brief, its implementation and the collation of outcome information. This is essential to enable the Ministry to draw some conclusions about its effectiveness for and with Māori.

The **Measurable Gains Framework** needs to become a key mechanism for reporting of, and accountability for, outcomes for Māori students. Ensuring it operates effectively and smoothly will be a significant challenge.

Likewise, the role of **Ngā Haeata Mātauranga** needs to be stepped up as a reporting mechanism on Organisational Success and a basis for Ministry self-review, evaluation and reflection.

Once effective monitoring mechanisms are fully in place the Ministry will really understand what is working, where best to invest, and whether it is effective in ensuring 'Māori enjoy education success as Māori'.

FOUNDATION YEARS

Ngā Haeata Mātauranga is a series of annual reports prepared by the Ministry of Education about progress in education for and with Māori.

Ngā Haeata Mātauranga 2008/09 reports on the beginning of system change from the 2008 implementation of *Ka Hikitia – Managing for Success: The Māori Education Strategy 2008–2012*.

What is Important in the Foundation Years?

Attending high-quality early childhood education has positive effects that can last a lifetime. It benefits children's literacy, numeracy and problem-solving skills to at least age 16, as well as their attitudes and approaches to learning (*Mitchell et al., 2008; Wylie et al., 2009b; Chamberlain, 2008*).

Gaining reading, writing and mathematics foundations in the first years at school is essential for future success in education (*Wylie and Hipkins, 2006*). However, research on literacy and numeracy teaching in years 1 and 2 shows that the transition to school is not always managed well, and teaching is not always effective (eg, *Education Review Office, 2009; Davies, 2009; Irwin and Woodward, 2005* cited in *Higgins et al., 2005*).

Experiencing effective teaching and learning where teachers and professional leaders are culturally responsive and have high expectations for their students and of themselves is critical. Culturally-responsive

practice makes a real difference for and with diverse students, as do expectations (*Bicknell and Hunter 2009; Alton-Lee, 2003; Robinson et al., 2009*).

Engaging in effective learning partnerships where parents, families and whānau, and teachers are involved together in children's learning is key. These partnerships can improve the wellbeing, behaviour and achievement of children right into adulthood (*Biddulph et al., 2003; Education Review Office, 2008a&b; Robinson et al., 2009*).¹

Highlights

Increase in early childhood education participation – The Ministry of Education has refocused its early childhood education resources on **increasing participation** by groups with currently low levels of participation, including Māori.

- » In **2009, 91.4%** of Māori new entrants had participated in early childhood education. This is an increase from 90.4% in 2008 after a slight decline from 2007 (90.6%).
- » In **2009, just under a quarter of Māori enrolments in early childhood education were in kōhanga reo**. Enrolments in kōhanga reo have now stopped their decline since 2002, with 8683 in 2008 rising to 8829 in 2009.
- » The **proportion (52.8%) of Māori early childhood education teachers who are registered (ie, have the required qualifications) has more than doubled since 2004 (23.2%)**.

For more information visit:

www.minedu.govt.nz
www.minedu.govt.nz/kahikitia
www.educationcounts.govt.nz

Successful learning in the early years is the first step to ensuring children remain engaged and achieving well as they progress through to tertiary education.

To achieve 'Māori enjoying education success as Māori', learners must have access to high-quality early childhood education and effective teaching in their first years at school. The introduction of the National Standards will help increase the focus on enhancing children's progress in the critical areas of reading, writing and mathematics. ■

1. Full reference details can be found at www.educationcounts.govt.nz

The 2009 increase in the proportion of Māori new entrants who had participated in early childhood education suggests that activities such as the **Counties Manukau Participation Project** and **Promoting Participation Project** are working. In addition, the Government has allocated funding for more than 400 new places in early childhood education centres and for new capital works in Counties Manukau for 2010.

The focus on early literacy increased in 2009 with **Reading Recovery** funding targeted to support teachers and schools with high numbers of Māori learners, and additional literacy-focused professional development for teachers of years 1–3 in schools with high percentages of Māori and Pasifika learners. The **Manurewa Literacy Project** has been established as a large-scale campaign to raise literacy and education achievement in the area. This project includes **Reading Together**. The implementation of the **National Standards in reading and writing** will also increase this focus from 2010.

Participation by parents and whānau in education decision-making increased with the consultation on the National Standards and the implementation of the new curriculum documents. **The New Zealand Curriculum** and **Te Marautanga o Aotearoa** expect schools to develop their own school curricula that are responsive to their communities. There has been a specific focus on helping English-medium schools develop culturally-responsive contexts for learning.

Challenges

While there has been some progress, there are also some key challenges ahead:

- » **Early childhood education participation** – Recent early childhood education enrolment increases for Māori need to be accelerated by expanding and building on successful participation initiatives such as the **Counties Manukau Participation Project** and the **Promoting Participation** project.
- » **National Standards** and **Ngā Whanaketanga Rūmaki Māori – the Māori-medium National Standards** – To improve teaching and learning it is essential that the National Standards are implemented in ways that increase the effectiveness of teaching and learning for Māori students, especially in relation to cultural responsiveness.
- » **Teachers proficient in te reo Māori** – The supply of teachers proficient in te reo Māori in early childhood education and school settings is still insufficient to ensure that Māori-medium options are available for parents and whānau.
- » **Literacy and numeracy** – The education success of children is dependent on gaining the necessary literacy and numeracy skills in their first two years at school. There is a need to focus resources more urgently and specifically on this in the first two years of school.

Case study: Reading Together

Reading Together is a research-based programme which enables parents and whānau to help their children with reading at home. While families learn how to support their children's reading more effectively, teachers build deeper understanding of the child and whānau and what is important for them.

The result is learning partnerships that build on the strengths of both family and school. Twelve more schools in Manurewa are introducing Reading Together in 2010.

Read more about Reading Together in the Foundation Years section of the report at www.educationcounts.govt.nz

More information about Reading Together can be found at <http://www.readingtogether.net.nz/> ■

Looking Ahead

The key priorities for the next year will be:

- » increasing participation in early childhood education.
- » improving literacy and numeracy achievement.
- » better engagement with parents and whānau.

Some of these actions will include:

- » evaluating the **Counties Manukau Participation Project**, which is due to end by December 2010, and using the evaluation to inform the replication of the project in another area.
- » extending **20 Hours ECE** to all kōhanga reo from 1 July 2010.
- » creating more than **400 new places in early childhood education centres**, including more than \$5 million for new capital works in Counties Manukau.
- » establishing 30 new places at a kōhanga reo in South Taranaki, and providing five other kōhanga reo with grants to plan new buildings or refurbishments for over 120 children. Planning grants have also been given to projects that include supporting the development of Māori immersion centres.
- » implementing the **National Standards** for years 1–8 in 2010, with the first reports to parents expected by mid-year. Boards must include **National Standards** targets in their 2011 charters and report against these targets in their annual reports.
- » in 2010, consulting on and trialling **Ngā Whanaketanga Rūmaki Māori – the Māori-medium National Standards**.
- » evaluating the **Reading Together** component of the Manurewa Literacy Project, which began in March 2010, and will continue in Manurewa until the end of 2011. ■

YOUNG PEOPLE ENGAGED IN LEARNING

Ngā Haeata Mātauranga is a series of annual reports prepared by the Ministry of Education about progress in education for and with Māori.

Ngā Haeata Mātauranga 2008/09 reports on the beginning of system change from the 2008 implementation of *Ka Hikitia – Managing for Success: The Māori Education Strategy 2008–2012*.

What is Important for Young People Engaged in Learning?

Achieving worthwhile qualifications begins with staying engaged and achieving at school in years 9 and 10. The costs of leaving school early are obvious. Strong literacy and numeracy skills are particularly important so that students can learn effectively in all their subjects, and achieve the literacy and numeracy requirements for the National Certificate of Educational Achievement (NCEA).

Effective teachers and leaders who take responsibility for each student's achievement and use 'culturally-responsive' practices to affirm and build on what students bring to their learning are crucial (*Bicknell and Hunter, 2009; Alton-Lee, 2003; Robinson et al., 2009*).

Choosing subjects from years 9 and 10 that open up or close off future opportunities has significant impact on student engagement and achievement. For example, to enter university from school,

students need to choose specific 'approved' subjects for NCEA. Māori students often choose or are directed into less academic subjects early on, so they cannot enter university even when they achieve NCEA Level 3 (*Madjar et al., 2009*).

Students going straight into tertiary education from school achieve better and are more likely to go on to higher levels of study than other students (*Ministry of Education, 2006*). Achieving a diploma or degree-level qualification early in adult life provides better opportunities and benefits than doing so later in life (*Earle, 2009*).¹

Highlights

The achievement of Māori students in secondary school and progression to tertiary education are improving.

- » In **2009, 45.8% of Māori** students stayed at school until **at least 17½ years**, up from 40.3% in 2008. This compares with 72.2% for non-Māori students in 2009.
- » In **2009, 53.4% of Māori students gained NCEA Level 3 by year 13**, up from 49.9% in 2002.
- » More Māori are now entering tertiary education at diploma and degree level.

Alternative pathways to worthwhile qualifications have been established.

- » **Trades Academies** are being established to provide students with a pathway into a trade while still at school. This will provide alternative

For more information visit:

www.minedu.govt.nz
www.minedu.govt.nz/kahikitia
www.educationcounts.govt.nz

Ensuring Māori youth are present, engaged and achieving in their first years at secondary school (years 9 and 10) is a vital factor to ensure they remain engaged and achieving through secondary school.

This is important if young Māori are to gain essential qualifications and move on to tertiary education or training that will enable them to contribute to New Zealand's economy, society, and the communities of which they are a part. ■

1. Full reference details can be found at www.educationcounts.govt.nz

pathways that might better engage some young people in learning.

- » The **Youth Guarantee** will provide 2000 fee-free places annually in tertiary education providers for 16- and 17-year-olds who have left school before achieving the essential learning required for further education and work.

Work to improve the effectiveness of teaching for Māori students has progressed.

- » **Professional development providers** have been actively using *Ka Hikitia – Managing for Success* to inform their planning and training. A number of professional development programmes have directly incorporated evidence about what works from the successful professional development programmes **Te Kauhua** and **Te Kotahitanga**.
- » The **New Zealand Teachers Council** has focused on ensuring teachers can use culturally-responsive practice through new requirements for entry to initial teacher training, followed by support at provisional registration and again at full registration.
- » **Kiwi Leadership for Principals** was launched in August 2008 and contains a number of resources to support a focus on Māori student engagement and achievement. **He Kākano** is a new professional development programme for up to 100 area and secondary school leaders and focuses on improving their performance and raising achievement for and with Māori students.

Support is increasing for Māori students and their families to make decisions about future education options.

- » The Ministry of Education, Career Services and Te Puni Kōkiri have developed, piloted and evaluated the **Whānau Career Decision-making Pilot Programme**. **Pouwhakataki** from South Auckland have been holding presentations, workshops and forums with students, parents, families and whānau about NCEA in most secondary schools in the Auckland region. The **New Zealand Qualifications Authority (NZQA)** has also held hui with schools and whānau about the opportunities available for Māori students from the National Qualifications Framework and NCEA.

The Tertiary Education Strategy 2010–2015 was launched.

- » The strategy has 'Māori enjoying education success as Māori' as a key principle. It has a focus on increasing success for Māori students in tertiary education and promotes the role of tertiary sector research, particularly by wānanga, in supporting the development of the knowledge needed to manage cultural and economic assets and to maintain strong and prospering whānau, hapū and iwi.

Challenges

While there has been some progress, there are also some key challenges ahead:

Secondary schools are not enabling enough Māori students to gain the foundations for worthwhile qualifications.

- » In 2008, 43% of all boys and 34% of all girls who left school in year 10 (aged 14) were Māori.

Case study: With a little help from your MATES

MATES, the Mentoring and Tutoring Education Scheme run by Great Potentials and the University of Auckland, targets promising school students who are at risk of falling short of their potential and provides them with a mentor currently studying at university. In 2006, over 90% of students in MATES had improved academic achievement and higher NCEA results than other students from the same schools. Around three-quarters of MATES students go on to university.^{2,3} ■

- » In 2008, 60% of Māori students achieved the literacy and numeracy requirements necessary to achieve NCEA Level 1 by the end of year 11 (compared with 73% of all students).
- » In 2008, only 53.2% of year 11 Māori students achieved NCEA Level 1.

Māori students are still not taking subjects that open up opportunities for higher-level tertiary education.

- » Of the students who studied for NCEA in year 13, Māori students were less likely than Pākehā and Asian students to achieve the requirements to enter university.

Achieving successful completions in tertiary education is still a major challenge.

- » Of those Māori students who did go on to tertiary education from school in 2008, most enrolled in Level 1–3 certificates. They had the lowest rates of progression from Levels 1 to 3, and the lowest first-year retention and five-year completion rates.

Looking Ahead

Key priorities will be to ensure Māori students attain worthwhile qualifications, with a strong focus on literacy and numeracy. Actions will include:

- » a further 17 schools joining **Te Kotahitanga** from 2010, involving around 7000 more students and 900 more teachers. The programme will include a stronger emphasis on leadership and evidence-based practice. A review, due in mid-2010, will inform Ministry decisions about the direction of **Te Kotahitanga** and possible improvements.
- » developing a revised model for the professional development programme **Te Kauhua** based on the knowledge about partnerships with whānau and communities gained from the **Te Kauhua** schools.
- » providing support for Māori-medium secondary wharekura teachers in 2010 through **Ako Panuku**, based on a 'visiting teacher – host school' model, and supporting schools to work in partnership with iwi.
- » adding information to the **Education Leaders** website on leadership practices that support 'Māori enjoying education success as Māori'. ■

2. Read more about MATES in the Young People Engaged in Learning section of the report at www.educationcounts.govt.nz

3. For more information about MATES, see <http://www.greatpotentials.org.nz>

MĀORI LANGUAGE IN EDUCATION

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What is Important for Māori Language in Education?

High-quality Māori-language providers are essential to meet local demand, contribute to realising community aspirations, and support the understanding and development of tikanga, mātauranga and te reo Māori.

Quality of teaching and leadership in kura Māori, wharekura and wider Māori-language settings is critical to ensuring education success, as in all education settings.

Māori-language teachers with a high level of capability in te reo Māori are important to ensure effective learning in and of the language, including the development of complex ideas and critical thinking. Revitalising te reo Māori also requires the use of fluent and complex language.

Using Māori language within all education settings affirms its value for children and young people from all cultural backgrounds. Both **Te Whāriki – Early Childhood Curriculum** and **The New Zealand Curriculum** emphasise the importance of the Māori language and culture for all learners.

Teachers need to know what works to teach effectively in any context. They therefore need strong evidence on which to base their teaching practice. This is a particular challenge in Māori-language education, and one that is slowly being addressed as New Zealand teachers and researchers take up opportunities to build the knowledge base.¹

Highlights

The size of the Māori-language education sector is increasing.

- » Since 1992, the **number of kura kaupapa Māori, designated character schools** (established under s156 of the Education Act) and **kura teina** has increased from 13 to **88** in **2009**: 70 kura kaupapa Māori, three kura teina and 15 designated character schools (s156).
- » In 2008, **kura establishment processes** were reviewed and a new process developed at the end of 2009 to ensure that new kura are more effective and more viable in the long term.

For more information visit:

www.minedu.govt.nz
www.minedu.govt.nz/kahikitia
www.educationcounts.govt.nz

Language is the essence of culture. Through te reo Māori, Māori learners can affirm their identities and access te Ao Māori and Māori world views.

Language provides the vehicle for the development of new knowledge and different perspectives which can add a rich dimension to educational activities and outcomes.

To achieve ‘Māori enjoying education success as Māori’, learners must have access to high-quality Māori language in education. ■

1. Full reference details can be found at www.educationcounts.govt.nz

Achievement in Māori-medium schools is higher than in other schools.

- » In 2008, **84.4% of Māori-medium school candidates met both the literacy and numeracy requirements for the National Certificate of Educational Achievement (NCEA) Level 1** compared with 68.4% of Māori students at English-medium schools. This is up from 82.7% in 2007.
- » Years 11–13 Māori-medium school students were more likely to gain a typical level or higher NCEA qualification than Māori students at English-medium schools.
- » The number of school leavers from Māori-medium schools qualified to attend university is much higher than that of Māori students in English-medium schools.
- » A number of **research reports** have been started or published in 2008/09 to provide information about effective teaching and learning for Māori students.

Resources to support the sector are increasing.

- » **Te Marautanga o Aotearoa** was launched in October 2008 as the new curriculum for Māori-medium schools and settings. Professional support was provided in 2008/09 to help teachers develop and trial their marautanga ā kura based on **Te Marautanga o Aotearoa**. This support will continue in 2010.
- » Training was provided to clusters of kura in 2008/09 to strengthen governance and management capability, primarily for kura that are preparing for establishment or have recently been established.
- » **Te Aho Arataki Marau mō te Ako i Te Reo Māori – Kura Auraki/Curriculum Guidelines for Teaching and Learning Te Reo Māori in English-medium Schools** was launched in March 2009 to support teachers in English-medium classrooms in teaching te reo Māori as an official language of Aotearoa New Zealand.
- » Throughout **2009–2012 Te Whakapiki i te Reo** is being provided to strengthen the language proficiency of teachers and teaching effectiveness in Māori-medium classrooms.
- » In **2009**, the **Tū Rangatira Māori Leadership** project was introduced to support the growth, strength and sustainability of Māori leadership within the Māori-medium sector.

Challenges

While there has been some progress, there are also some key challenges ahead:

The proportion of Māori students studying te reo Māori as a separate subject has decreased.

- » In 2008, there were 12,969 Māori students learning te reo Māori as a separate subject for three or more hours per week. This is 7.8% of all Māori students compared with 8.1% in 2007.

The demand for Māori-language education outstrips the supply of schooling options and effective Māori-language teachers.

Case study: Increasing learning opportunities in kura kaupapa Māori

Professional isolation can be a problem for kura kaupapa and other Māori-immersion schools. LAMS,² the 'Learning Activities Management System', enables teachers and school leaders to share knowledge, resources and teaching ideas on a daily basis. Available 24/7, the New Zealand LAMS³ is aimed at years 1–8 and designed specifically for Māori-immersion settings. It allows teachers to create lessons and monitor students' progress online, and students to learn individually and collectively.

LAMS currently involves five geographically distant kura from the Whanganui, Ruapehu, Taranaki and Wellington regions. ■

- » In 2008, there were 28,733 students in Māori-medium schooling.
- » The number of Māori language teachers has grown over the years, but ensuring a sufficient supply of Māori teachers fluent in the Māori language is an ongoing challenge. In 2008, there were 528 Māori teachers teaching in kura kaupapa Māori.

The resources and support available for teachers in Māori-immersion settings are still limited.

- » The introduction of **Ngā Whanaketanga Rūmaki Māori – the Māori-medium National Standards** will require additional assessment resources and professional support.

Looking Ahead

Key priorities for 2010 will be to enhance teaching and learning through and of te reo Māori, with a focus on literacy and numeracy, and partnerships with whānau and iwi. Actions will include:

- » developing, trialling and implementing **Ngā Whanaketanga Rūmaki Māori – the Māori-medium National Standards** to support the teaching and learning of literacy and numeracy within **Te Marautanga o Aotearoa**. In 2010, all Māori-medium schools will trial the standards with full implementation beginning from 2011.
- » refocusing the Ministry's investments during 2010–2012 on the implementation of **Ngā Whanaketanga Rūmaki Māori**. This will include:
 - programmes that support engagement with parents and whānau.
 - professional development programmes.
- » developing a set of policy principles to guide the direction for the provision and delivery of **Māori Language in Education**.
- » developing a Professional Leaders Plan as part of the **Kaupapa Māori Leadership** project. ■

2. For more information about LAMS, see <http://lamsfoundation.org/>

3. Read more about LAMS in the Māori Language in Education section of the report at www.educationcounts.govt.nz or <http://moodle.minedu.govt.nz/tepataka>

ORGANISATIONAL SUCCESS

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What is Important for Organisational Success?

Leadership by the Ministry in implementing *Ka Hikitia – Managing for Success* that creates better opportunities to improve outcomes by encouraging better coordination with other sector and government agencies and sharing of expertise, operational capabilities and relationships is a key focus.

Better communication by the Ministry with iwi and Māori education groups that includes jointly developing new ways of working together is critical. In its communications, the Ministry is focusing on facilitating greater understanding of *Ka Hikitia – Managing for Success* and aligning all iwi and Māori organisation partners' education plans with the strategy.

Staff in the Ministry are needed who can work confidently and capably for and with Māori and who know why, where and how to focus work to get the best outcomes for and with Māori. This includes better using and acting on evidence of what works for and with Māori for all of the Ministry's work.

Relationships between the Ministry and iwi, and with other Māori education partners facilitate opportunities for these partners to be full participants in the education system alongside learners, parents, schools and the Ministry.¹

Highlights

'**Māori enjoying education success as Māori**' is one of the Ministry's key priorities in its *Statement of Intent 2009–2014*.

All letters of agreement with other agencies in 2009 included *Ka Hikitia – Managing for Success*.

» All agencies undertook activities to support 'Māori enjoying education success as Māori'.

Tertiary Education Commission (TEC)

TEC's new **specific performance measure** now requires Investment Plans to reflect priorities outlined in the **Tertiary Education Strategy** and **Investment Guidance for Māori**.

Work with Te Wānanga o Aotearoa was initiated in 2008 on a forward-looking multi-component rangahau project that looks at the contribution of the Wānanga to Aotearoa New Zealand communities and society.

New Zealand Qualifications Authority (NZQA)

Ngā Kaitūhono has been established as an advisory group to NZQA. It is made up of recognised experts in te reo Māori, tikanga Māori, and Māori education. Ngā Kaitūhono



For more information visit:

www.minedu.govt.nz
www.minedu.govt.nz/kahikitia
www.educationcounts.govt.nz

Success for Māori students is the responsibility of everyone in the Ministry of Education. The effectiveness of *Ka Hikitia – Managing for Success* depends on how all staff within the Ministry and other agencies incorporate it in their daily work.

Achieving Organisational Success requires supporting people in the Ministry to increase their confidence and ability to connect with Māori, so they know why, where and how to focus work to get the best outcomes for and with Māori. ■

1. More information about the Organisational Success focus area can be found at www.minedu.govt.nz/kahikitia or www.educationcounts.govt.nz

hosted **Hui Mana Tohu Mātauranga**, which focused on how quality mātauranga Māori leads to higher educational achievement for Māori learners.

NZQA hosts the **Māori Economic Development Forum**, which provides advice to NZQA about its contribution to accelerating Māori economic growth and capability.

Education Review Office (ERO)

The Education Review Office developed **He Toa Takitini – Outcomes for Māori: Strategy and Implementation Plan** to establish a more strategic approach to improving education outcomes for Māori through its partnerships with iwi and the community. A number of reports have been published that focus on the performance of early childhood education and schools in enhancing Māori education success.

Career Services Rapuara

Career Services developed an **internal Māori strategy** that seeks to increase its understanding of and responsiveness to the requirements of Māori students.

New Zealand Teachers Council

The Council has focused on ensuring that teachers can use culturally-responsive practice through a range of initiatives throughout their careers. New requirements for entry to initial teacher training are followed by support at provisional registration and again at full registration. All teachers must meet the new criteria when they renew their practising certificates every three years.

Ministry of Education

All 2009/10 business plans for every group within the Ministry include *Ka Hikitia—Managing for Success*.

- » These specify how groups contribute to *Ka Hikitia – Managing for Success* goals and how to measure this contribution.

There is a strong focus on the development of organisational potential for and with Māori in the Ministry.

- » The Ministry has developed a '***Ka Hikitia – Managing for Success* skills and development framework**' for Ministry staff.

Opportunities have been used for sharing information about 'Māori enjoying education success as Māori'.

- » These included features in the *Education Gazette*; an improved Ministry **website**; the development of *Ngā Haeata Mātauranga 2008/09* as a web document; and a range of new research reports and projects on Māori education issues.

Ministry–iwi and Māori organisation relationships have been enhanced.

- » A new approach to **Ministry–iwi relationships** resulted in an increase of 13 new iwi relationships, making a total of 32. A further 10 potential iwi relationships are under discussion.

Monitoring and reporting processes for and with Māori students have been strengthened through the Ministry's **Education Counts website**, which reports progress against nine of the targets of *Ka Hikitia – Managing for Success*.

Case Study: Moko-Puna Te Ao Kapurangi – *Ka Hikitia* in action

A new Rotorua early childhood education centre with a distinctive iwi identity is already having positive effects on children's learning and development. Open since April 2009, Moko-Puna Te Ao Kapurangi is run by Ngāti Whakaue, who has developed a special curriculum for the puna that expresses tribal knowledge and practices.

The Ministry and Ngāti Whakaue are working together to research the outcomes for children and whānau. Feedback so far suggests the puna is achieving positive effects for iwi identity, Māori language, and engagement of whānau in children's education. A future step for Ngāti Whakaue is to establish a licensed education and care centre in addition to the puna, to better meet the early childhood education needs of different groups of parents and children.² ■

- » The **Measurable Gains Framework** has been developed to coordinate data and evidence that demonstrate progress against the goals and targets of *Ka Hikitia – Managing for Success*.
- » **Ngā Haeata Mātauranga 2008/09** has been made a monitor of the effectiveness of the Ministry of Education and others in education in achieving the goals, actions and targets of *Ka Hikitia – Managing for Success*.

Looking Ahead

As one of the Ministry's six priorities for 2009/10, the key focus for 2010 will be giving effect to 'Māori enjoying education success as Māori'. Actions will include:

- » continuing to develop the **Measurable Gains Framework**, engage with cross-sector groups to gather information, and improve alignment with other cross-Ministry initiatives to implement *Ka Hikitia – Managing for Success*.

Key projects for other agencies will include:

- » **NZQA** implementing a **Strategic Māori Capability Plan**, developing criteria around qualifications and courses based on mātauranga Māori, and associated provider capability.
- » **Career Services** developing new and revised **career planning group programmes** for Māori in light of findings from the **Whānau Career Decision-making Pilot Programme**.
- » **ERO** releasing national reports in 2010 on '**Success for Māori**' and '**Success for Māori students in early childhood education**'.
- » the **New Zealand Teachers Council** commissioning or continuing projects to support quality teaching in all settings and in initial teacher education, including a **kaupapa-Māori-based Induction and Mentoring programme**. ■

2. Read more about Moko-Puna in the Organisational Success section of the report at www.educationcounts.govt.nz