



Te Puni Kōkiri
REALISING MĀORI POTENTIAL

MĀTAURANGA / KNOWLEDGE

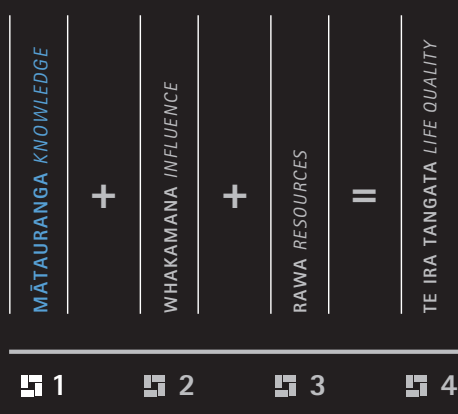
**Te Oranga o te Reo Māori
i te Rāngai Mātauranga 2006**
*The Health of the Māori Language
in the Education Sector 2006*



Ko tōku reo, tōku ohooho; tōku reo, tōku mapihi
maurea; tōku reo, tōku whakakai marihi.

*My language is my inspiration, my special gift,
my precious treasure.*

REALISING MĀORI POTENTIAL



The framework above identifies three key enablers that are fundamental to Māori achieving Te Ira Tangata (improved life quality) and realising their potential. All our written information has been organised within these three key enablers or Te Ira Tangata.

1	Mātauranga – Building of knowledge and skills. This area acknowledges the importance of knowledge to building confidence and identity, growing skills and talents and generating innovation and creativity. Knowledge and skills are considered as a key enabler of Māori potential as they underpin choice and the power to act to improve life quality.
2	Whakamana – Strengthening of leadership and decision-making.
3	Rawa – Development and use of resources.
4	Te Ira Tangata – The quality of life to realise potential.

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EXECUTIVE SUMMARY

This report provides an overview of Māori Language Education in 2006. It highlights key issues and activities in the Māori language education sector in recent years.

OPPORTUNITIES AND ENGAGEMENT

Early Childhood

- Although there are significantly less Māori medium early childhood services available now than in 2001, similar proportions (15%) of the Māori population aged zero to four are enrolled in these services.

Schools

- There has been a decrease in the number of schools providing Māori medium options between 2001 and 2006. Nevertheless, there was an increase in the number of students, (to 26,340 students), participating in some form of Māori medium education. An additional 13,512 students were learning 'Māori language as a subject'.

Tertiary

- There has been an increase in the number of adults participating in some form of Māori language tertiary education since 2001. The majority of these students are enrolled at wānanga.

Critical Awareness

- Parents are the key decision makers in determining the education pathways of their children. The choices made by these parents are influenced by their critical awareness about Māori language education. Services have been developed to support the decision-making of parents.

DEVELOPMENTS IN MĀORI LANGUAGE EDUCATION

Sector Coordination

- Key strategic documents have been developed to coordinate Māori education. These documents articulate the importance of Māori language and culture for Māori achievement and the need for organisational thinking to be transformed.

Development Activities

- A number of activities have been undertaken in early childhood, schooling and tertiary sectors to improve the availability and quality of pre-existing education opportunities, including: enhanced teacher scholarships; the development of Māori language curricula; and the production of targeted learning resources.
- New community focused activities have been undertaken since 2001 to increase engagement, support and leadership within Māori language education. In particular, the Community Based Language Initiative programme has supported the interface between education and Māori communities.

CONCLUSIONS

The education sector plays an important role in Māori language revitalisation as it offers an opportunity to acquire and use the language. Participation of Māori is likely compensating for the lack of Māori language acquisition opportunities in the home environment.

WHAKARĀPOPOTONGA

Mā tēnei pūrongo ka tuku he tirohanga whānui ki te Mātauranga Reo Māori i te tau 2006. Ka tīpakongia ngā tino take me ngā mātātoa matua i roto i tēnei rāngai i ngā tau kua hipa.

NGĀ MEA ANGITŪ ME TE WHAKAPĀNGA

Te Wā Kōhungahunga

- He iti iho ngā rātonga kōhungahunga kei te wātea i tēnei wā tērā i te tau 2001. Ka mutu, ehara tēnei i te hanga noa. Engari ahakoa tēnā, he āhua ōrite tonu te ōrau (15%) o te taupori Māori kei raro i te rima tau te pakeke kua kuhu atu ki ēnei rātonga.

Ngā Kura

- Kua heke iho te tatau o ngā kura e tuku ana i ngā kōwhiringa mātauranga reo Māori nei i waenga i te tau 2001 me 2006. Ahakoa tonu, i piki ake te tatau o ngā tauira e whai wāhi atu ana ki tētahi momo mātauranga reo Māori nei (ki te 26,340 tauira). Tāpiri atu ki tēnā, he 13,512 ngā tauira e ako ana i "te reo Māori hei kaupapa ako".

Te Wahanga Tuatoru

- Kua piki ake te tatau o ngā pakeke e whai atu ana i tētahi momo mātauranga reo Māori mai i te tau 2001. Ko te nuinga o ēnei tauira kei te haere ki ngā whare wānanga.

Te Matatau Tino Whai Tikanga

- Ko ngā mātua ngā kaiwhiriwhiri whakatau matua mō te ara mātauranga o ā rātou tamariki. Ko ngā kōwhiringa o ēnei mātua ka mahia i runga anō i te matatau tino whai tikanga e pā ana ki te mātauranga reo Māori. Kua whanakehia ētahi rātonga hei tautoko i ngā whiriwhiringa whakatau a ngā mātua.

NGĀ WHANAKETANGA I ROTO I TE MĀTAURANGA REO MĀORI

Te Whakarite Rāngai

- Kua whanakehia ētahi tuhinga rautaki hei whakariterite i te mātauranga reo Māori. Ko ēnei tuhinga ka whakamārama i te hira o te reo Māori me te tikanga Māori mō te whakatutukinga Māori me te hiahia kia tino whakarerekēngia ngā whakaaro o ngā rōpū whakahaere.

Mātātoa Whanaketanga

- Kua whakahaerehia ētahi mātātoa i roto i ngā rāngai kōhungahunga, kura me te wahanga tuatoru hoki hei hiki i te kounga, me te āheinga kia kuhu atu ki ngā mea angitū mātauranga e wātea ana i tēnei wā, tae noa ki ngā: karahipi kaiako pai ake; te whanake marau reo Māori, me te hanga rauemi ako kua āta meatia tētahi momo akonga tonu.
- Kua whakahaerehia ētahi mātātoa hāpori hou mai i te tau 2001 hei hiki i te whakapānga, te tautoko me te rangatiratanga ki roto i te mātauranga Māori. Hei tauira, ko te Kauapa Whakaaturanga Hāpori mō te Reo kua tuku tautoko ki te hononga tahi i waenga i te mātauranga me ngā hāpori Māori.

WHAKATAU MUTUNGA

He wāhanga hira tō te rāngai mātauranga mō te whakahou i te reo Māori nā te mea māna ka tuku mea angitū kia whiwhi i te reo, kia kōrero hoki i te reo. E whakapaetia ana ko te taumata urunga kei te whakaea i te kore whai mea angitū kia whiwhi i te reo i roto i te kāinga mā te tuku iho mai i te whakatipuranga o runga ake ki tērā o raro iho.



INTRODUCTION

PURPOSE

This report provides an overview of Māori Language Education in 2006. It highlights key issues and activities in the Māori language education sector in recent years. This information can then be used as a platform to consider the future direction of this work in terms of language revitalisation goals.

INFORMATION SOURCES

This report draws on data and information from a variety of sources, including:

- Census 2001 and 2006;
- The Survey on the Health of the Māori Language in 2001 and 2006 (HML Survey);
- education statistics from the Ministry of Education;
- literature, in the area of Māori language education; and
- other research undertaken by Te Puni Kōkiri.

REPORT STRUCTURE

The report is divided into five main sections:

- a brief history of Māori language in the education sector;
- an overview of the Māori Language Strategy (MLS) and the government function of Māori Language Education;
- opportunities and engagement in Māori language education;
- recent developments in Māori language education; and
- conclusions.

HISTORICAL OVERVIEW

During the 19th century and the first decades of the 20th century, the vast majority of Māori lived in rural communities where Māori was the principal language, used almost exclusively in Māori communities.

Although schools were partially funded and supported by those communities, the majority of the teachers were non-Māori, whose first language was English¹.

In 1880, with the introduction of the Native Schools Code, English was prescribed as the primary language of instruction within the classroom. The Native Schools had a "persistent belief that English had perforce to become the first language of the Māori"². By the early 20th century, many Māori became bilingual, speaking Māori in the home and English at school.

From the 1940s, there was a widespread language shift from Māori to English in the home, precipitated by the urbanisation of Māori. To the detriment of the language, Māori adults almost completely stopped speaking Māori to their children, which negatively affected intergenerational transmission (family usage) of the language³. The housing policy of 'pepper-potting' assisted in the shift away from the use of Māori language in social settings because Māori speakers were generally isolated from each other. Schools continued teaching in English only.

By the 1950s, 'Māori as a subject' slowly began infiltrating secondary schools and tertiary institutions.



By the 1970s, concern about the survival of the Māori language emerged. Research by Benton confirmed the Māori language was a dying language that, without intervention, would shortly have no native speakers. With the concerted efforts of Māori leaders and communities, and support from the Department of Māori Affairs, the revitalisation of Māori language began.

By 1979, Māori language was being taught in nearly half of all secondary schools⁴. The establishment of the first Kōhanga Reo, at Pukeatua Marae in 1982, saw the provision of immersion education for Māori infants. At about the same time, Te Ātaarangi was established as a community Māori language provider to support adults (in many cases, the parents of children in Te Kōhanga Reo). This was followed by the establishment of the first Kura Kaupapa Māori at Hoani Waititi Marae in 1985, to provide immersion education at the compulsory schooling level.

Wānanga, established by iwi, later became eligible for state funding with the educational reforms of the late 1980s and early 1990s. All three wānanga, and Te Wānanga o Aotearoa in particular, experienced significant growth. By 2005, they were the leading providers of tertiary education to Māori adults.

Alongside public institution developments, community-based Māori language initiatives were coming to the fore with the ongoing development of Te Ātaarangi and the establishment of marae-based wānanga reo.

By the turn of the 21st century Māori language programmes had become available at numerous education providers for children and adults throughout the country.

MĀORI LANGUAGE STRATEGY

In 2003, the Government launched the revised MLS. The MLS outlines a long-term vision (25 years) and goals for Māori language revitalisation activities. More importantly, it acknowledges the need for both Government and Māori to combine their efforts and ensure that the right activities are undertaken in the right way and at the right times. To this end, the MLS also articulates the roles and functions of the two Treaty partners in respect of Māori language revitalisation.

One of the Government functions identified in the MLS is that of Māori Language Education. This function relates to the delivery of educational services about and through the Māori language in early childhood, primary, secondary, tertiary and community education sectors. Māori Language Education, in this context, includes both Māori-medium education and 'Māori as a subject' education in English-medium settings.

Māori language education supports the acquisition and use of the language, thereby supporting language revitalisation. Through the teaching and learning of the language, people can acquire and develop Māori language knowledge and skills. People can also utilise this opportunity to use their language skills.

The Ministry of Education has been allocated responsibility for leading this government function. In undertaking this leadership role, the Ministry of Education works with other government departments, education providers and Māori communities to support enhanced access to high-quality Māori language education.



OPPORTUNITIES AND ENGAGEMENT

There are a wide range of opportunities for learning the Māori language within the education sector. This section of the report describes the current opportunities available within the education sector and the corresponding level of engagement in each case.

EARLY CHILDHOOD EDUCATION

During 2006, there were 535 Māori language immersion early childhood services (mainly kōhanga reo) caring for, and educating, approximately 9,811 children. Census 2006 data found there were 66,426 Māori in this age group, suggesting that approximately 15% of Māori children, aged zero to four years, attend Māori language early childhood services⁵.

Enrolment figures for immersion services are relatively consistent with the number of children who can speak Māori. According to Census 2006 data for children aged zero to four in New Zealand, 8,910 (13%) can speak Māori⁶.

Although the actual number of infants enrolled in Māori language early childhood services has decreased, the proportion is similar to that of 2001 (at approximately 15%). Nevertheless, the number of services available has decreased by almost 12%, indicating higher roll numbers in the services operating in 2006 than in 2001.

During 2006, kōhanga reo continued to be the largest provider of immersion based early childhood education. Data from the HML 2006 Survey showed that the majority of adults (90%) with children in kōhanga reo were 'very satisfied' or 'satisfied' about the Māori language outcomes achieved in these centres.

Ministry of Education data shows that in 2006 there were a total of 35,000 Māori enrolments in early childhood services. With a total figure of 9,811 Māori children enrolled in Māori language early childhood education services, this accounts for 28% of the total number of enrolments of Māori children in early childhood services (compared to 32% in 2001).

TABLE 1: MĀORI LANGUAGE EARLY CHILDHOOD EDUCATION SERVICE OPPORTUNITIES AND ENGAGEMENT.

Service Type	No. of early childhood education services		No. of Māori infants enrolled		Proportion of Māori infants enrolled ⁷	
	2001	2006	2001	2006	2001	2006
Kōhanga Reo	562	489	9,532	9,480	30%	27%
Licence-exempt Kōhanga Reo	24	8	211	88	1%	<1%
Puna Kohungahunga ⁸	20	41	167	243	1%	1%
Total	606	535	9,910	9,811	32%	28%



SCHOOLS

In 2006, 421 schools provided opportunities for students to undertake some of their education through the medium of te reo Māori (from a total of 2,573 schools). Schools with students learning through Māori range from full immersion schools where all teachers and children use Māori (including Kura Kaupapa Māori) to bilingual classes in English medium schools, where a minority of students are taught in Māori⁹. Since 2001, the number of schools providing Māori medium schooling opportunities has decreased by 17.

TABLE 2: MĀORI MEDIUM SCHOOLS AND CLASSES

Māori Medium Option	2001	2006
Immersion schools (including Kura Kaupapa)	75	83
Bilingual schools	83	78
Schools with immersion classes	50	45
Schools with immersion and bilingual classes	53	50
Schools with bilingual classes	177	165
Total	438	421

Source: Ministry of Education Statistics 2001 and 2006

Schools in New Zealand provide for 29,341 students learning through the Māori language (26,340 of whom are Māori). With a total schooling population of 162,685 Māori students in 2006, this means that only 16% of Māori students in New Zealand are being educated through the language, to some degree (compared to 17% in 2001). Although this represents a small proportional decrease since 2001, there are now more students enrolled in some form of Māori medium education.

TABLE 3: MĀORI MEDIUM EDUCATION STUDENTS

% of Curriculum Instruction Undertaken in Māori	No. of Māori students enrolled		Proportion of Māori students enrolled	
	2001	2006	2001	2006
Level 1: 81%-100%	11,064	12,125	7%	7%
Level 2: 51%-80%	5,073	5,018	3%	3%
Level 3: 31%-50%	5,351	4,820	4%	3%
Level 4 (a): up to 30%	4,092	4,377	3%	3%
Total	25,580	26,340	17%	16%

Source: Ministry of Education Statistics 2001 and 2006

Nearly half of students (46%) in Māori medium settings learnt in te reo Māori for over 81% of the time during the regular school year. The remaining 54% of students enrolled in Māori medium education were relatively evenly distributed between levels 2 to 4a.



The majority of Māori medium students are enrolled in schools in the Bay of Plenty (22%), Auckland (17%), Waikato (13%), and Northland (12%).

TABLE 4: REGIONAL DISTRIBUTION OF MĀORI MEDIUM STUDENTS IN SCHOOLS

Region	Number of Māori Students	Proportion of Māori Medium Enrolments
Bay of Plenty	5,667	22%
Auckland	4,509	17%
Waikato	3,364	13%
Northland	3,218	12%
Hawkes Bay	2,331	9%
Manawatu-Wanganui	2,141	8%
Wellington	1,758	7%
Gisborne	1,710	6%
Canterbury	785	3%
Taranaki	372	1%
Southland	187	1%
Nelson	153	1%
Otago	55	<1%
Tasman	52	<1%
Marlborough	38	<1%
Total	26,340	100%

Source: Ministry of Education Statistics 2006

Achievement data from 2004 indicated that Māori students attending schools where teaching was conducted in Māori for at least 51% of the time had a higher rate of attaining NCEA than Māori in English-speaking schools. Furthermore, a high proportion of candidates at these schools achieved NCEA qualifications above the level typical for their year of schooling.¹¹

Data from the HML 2006 Survey showed that the majority of adults (72%) with children in either partial or full Māori immersion education programmes were either 'very satisfied' or 'satisfied' with the Māori language outcomes achieved in these settings.

In addition to the opportunities to learn through the medium of te reo Māori, a number of schools offer Māori language as a subject. The provision of Māori language in English medium schools is important as it is the only formal exposure that many students will have to learning Māori. In 2006, 13,512 Māori students were learning Māori as a separate subject for three or more hours a week.

The Ministry of Education has recently developed a strategy for Māori language in English medium schools focused on curriculum, support materials and professional development. The majority of



Māori students (including those participating in Māori medium settings) are being educated in English medium schools. This strategy recognises that access to quality Māori language education helps to reinforce the culture and identity of these students. In turn, there is the potential for a flow-on effect to achievement – as a consequence of students being firmly grounded in their roots, with positive self-esteem and self-belief.

TERTIARY AND COMMUNITY EDUCATION

Of the adult Māori population¹², the HML 2006 Survey found 14%¹³ were learning, or had learnt Māori language in some way over the 12 months prior to being interviewed. This is an increase from 11% in 2001. People were undertaking a wide mix of formal and community programmes, from very short programmes of a few hours, to full-time programmes lasting over 12 months.

In 2005, over 9,000 students were undertaking dedicated Māori language programmes in the tertiary education sector. Eighty-five percent of these students were enrolled through wānanga, most of them at Te Wānanga o Aotearoa. There were also approximately 4,000 additional tertiary students studying the Māori language as a component of other programmes. Again, most students studying Māori language in other programmes were enrolled in wānanga (55%), followed by institutes of technology or polytechnics (22%) and universities (18%). There were very few students enrolled in Māori language classes in private training establishments.¹⁴

The Ministry of Education recently undertook research into learning Māori language through tertiary education.¹⁵ This research found the following:

- around half of students studying the Māori language did so for only one year and most studied at the equivalent of senior secondary school; and
- there was low participation by males and high participation by women, particularly in the 25 to 44 years age group. Many of these women may be mothers, whose Māori language skills will support intergenerational language transmission within whānau.

The report noted that tertiary education courses are not sufficient on their own to build conversational proficiency in the Māori language. Students also need to be able to access a range of environments outside of formal education settings (i.e. in the community) where the language is used and supported.

In addition to the formal education institutes, Māori language courses are also available from community based providers. For example, Te Ātaarangi courses are delivered through several community groups. There are also other marae/iwi/hapū-based wānanga, and non-formal courses run through community colleges. Data from the HML 2006 Survey showed that approximately 45% (up from 37% in 2001) of those learning Māori were doing so through community based programmes.

Overall, the HML 2006 Survey found that 68% of people learning the Māori language were 'very satisfied' or 'satisfied' with the language skill they gained from their studies. Twenty percent were 'neither satisfied nor dissatisfied' and 8% were either 'dissatisfied' or 'very dissatisfied'.¹⁶



OTHER ISSUES AFFECTING ENGAGEMENT – CRITICAL AWARENESS

The awareness and understanding that people have about the available educational opportunities can have a significant effect on their choice to engage (or not) in any given service, and the results they achieve in that service.

This awareness and understanding is referred to as critical awareness. Critical awareness not only refers to the knowledge that a service exists, but also extends to understanding the 'pros and cons' of participating in that service, as well as any other issues surrounding participation. For example, one might understand the cognitive benefits to be gained through bilingual learning, or the importance of reinforcing formal language education with the use of that language in normal everyday settings outside the classroom.

Parents are the key decision makers in determining the education pathways of their children. The choices made by these parents are greatly influenced by the level of critical awareness they have about Māori language education. Qualitative research undertaken by Te Puni Kōkiri in 2002 showed that many people did not have a sound appreciation of the choices available to them and their children in Māori medium education, and the implications of those choices.¹⁷

The Ministry of Education has responded to this research through information programmes, and the development of community initiatives to support parents through the Community Based Language Initiatives programme.

KEY FINDINGS

Overview of opportunities and engagement in Māori language education:

Early Childhood

- Although there are significantly fewer Māori medium early childhood services available now than in 2001, similar proportions (15%) of the Māori population aged zero to four are enrolled in these services.
- Approximately 28% of Māori infants enrolled in early childhood services are participating in Māori medium options.

Schools

- There has been a decrease in the number of schools providing Māori medium options since 2001. Nevertheless, there has been an increase in the number of students participating in some form of Māori medium education.
- In addition to the opportunities to learn through the medium of Māori, 13,512 students were learning 'Māori language as a subject'.
- Achievement data indicates that Māori students attending schools where teaching was conducted in Māori for at least 51% of the time had a higher rate of attaining NCEA than Māori in English-speaking schools.



Tertiary

- There has been an increase in the number of adults participating in some form of Māori language tertiary education since 2001. The majority of these students are enrolled at wānanga.
- Around half of tertiary students studied Māori language for only one year, mostly at the equivalent of senior secondary school level. There is low participation by males and high participation by women, particularly in the 25 to 44 years age group.

Critical Awareness

- Parents are the key decision makers in determining the education pathways of their children. The choices made by these parents are greatly influenced by the level of critical awareness they have about Māori language education.

Overall

- The majority of people were satisfied with the Māori language outcomes they (or their children) achieved as a result of the education options they access. However, the satisfaction level decreases progressively from early childhood services (90% satisfaction), to schooling (72%), to tertiary (68%).

DEVELOPMENTS IN MĀORI LANGUAGE EDUCATION

The choices made by people to participate in Māori language education can be affected by the availability and quality (or perceived quality or educational merit) of the available options. To that end, the education sector must continually work to maintain and improve both the availability and quality of its services.

SECTOR COORDINATION AND ORGANISATIONAL CHANGE

With such a large sector and associated expenditure, it is important that Māori language education is coordinated within the Ministry of Education and across the wider education sector. The Ministry of Education has worked with education stakeholders and communities in recent years to develop strategies and policies that will support a more effective system for the revitalisation of te reo Māori and the realisation of Māori potential.

The Ministry of Education recently launched *Ka Hikitia – Managing for Success: The Māori Education Strategy 2008-2012 (Ka Hikitia)*.¹⁸ This is the second iteration of a Māori Education Strategy which aims to transform the education sector from early childhood to tertiary education. This strategy clearly articulates the importance of Māori language and culture in realising Māori potential, and as such, identifies the following two priority themes:

- *Ako* – effective teaching and learning, underpinned by the need for:
 - productive partnerships where Māori students, whānau and educators share knowledge and expertise with each other to create better outcomes;
 - the understanding that culture counts, i.e. knowing where students come from and building on what they bring with them; and
- *Ako i te Reo* – supporting the transmission and development of the Māori language and all



things associated with the language and Māori identity, including tikanga and mātauranga Māori.

Ka Hikitia goes further to identify the need for organisational thinking to be transformed within the Ministry of Education, and in other education agencies, ensuring support for Māori language education and supporting early and sustained engagement in education.

In addition, the Ministry of Education notes that change can be achieved relatively quickly through a coordinated approach that focuses on professional learning and research that identifies what works.

In terms of Māori language education in particular, the Ministry of Education is also developing a Māori Language Education Outcomes Framework. This framework will identify key outcomes and investment priorities specifically for Māori language education.

DEVELOPMENT ACTIVITIES

In addition to these key policy developments, a number of projects have been funded which seek to improve the availability and quality of Māori language education opportunities.

The greatest level of activity seems to be occurring within the schooling sector. In addition to Māori language programme funding, there is a wide range of activities including:

- teacher recruitment and incentives – Teach NZ scholarships, Māori immersion teacher allowances, and loan support;
- in-service delivery and support – professional development for teachers, Kaupapa Ara Whakawhiti Mātauranga, and Resource Teachers: Learning and Behaviour Māori;
- policy, curriculum and research – marautanga review, special needs in Māori medium exemplars, Māori language education research programme, development of curriculum (and support materials) for those students learning Māori as a subject;
- early childhood – tripartite agreement and memorandum of agreement with the Te Kōhanga Reo National Trust, Te Whāriki professional development, and early childhood education equity funding; and
- tertiary – student component funding for Māori language courses, tertiary education strategy, and wānanga funding.

In addition to these activities there have been some key developments with whānau or community focused projects since 2001, including:

- *Te Mana* promotional campaign;
- Community Based Language Initiatives (CBLI);
- Iwi Partnerships; and
- Hui Taumata Mātauranga.

These projects are targeted at increasing community engagement, support and leadership within the education sector at a range of levels. For example, *Te Mana* targets student participation and engagement in education as a whole. CBLI funds community language development activities which will support the formal language acquisition that is gained through Māori language education. Finally, iwi partnerships and Hui Taumata Mātauranga seek to support increased leadership by Māori of Māori education.



KEY FINDINGS

Sector Coordination

- *Ka Hikitia* articulates the importance of Māori language and culture for Māori achievement and identifies the need for organisational thinking to be transformed within the Ministry of Education and in other education agencies.
- The Māori Language Education Outcomes Framework will identify key outcomes and investment priorities specifically for Māori language education.

Development Activities

- A number of activities have been undertaken in early childhood, schooling and tertiary sectors to improve the availability and quality of pre-existing Māori language education opportunities.
- Development activities in the schooling sector are being undertaken around teacher recruitment and incentives; in-service delivery and support; and policy, curriculum and research.
- Development activities in the early childhood sector seem to be focused on provider support.
- Development activities in the tertiary sector include policy and direct funding for courses.
- New community focused activities have been undertaken since 2001 to increase community engagement, support and leadership within Māori language education.

CONCLUSIONS

The education sector provides a number of opportunities for children and adults to learn Māori. These opportunities provide choices for whānau about their education.

The education sector plays an important role in Māori language revitalisation as it offers an opportunity to acquire and use the language. There has been an increase in the number of people participating in Māori language education since 2001, with 15% of Māori pre-school children, 18% of Māori school students and 14% of Māori adults acquiring some Māori language skills through educational contexts.

While it is encouraging to see the uptake in Māori language education opportunities, this is an insufficient substitute for the language acquisition that could occur through intergenerational transmission. It would be preferable for language learning to occur simultaneously, in the home/community and through formal education. To that end, it is positive to see the new community-focused initiatives established since 2001. These sorts of activity that support whānau and community language development can support improved achievement of Māori language outcomes in formal education settings. Additional research and development in this area may be required to provide additional leverage in terms of the existing education expenditure.

Finally, the development of key strategic documents to coordinate Māori education is a positive step. This is especially so, given that they articulate the importance of Māori language and culture for Māori achievement. In such a large government MLS function (with a comparatively large expenditure), it is important that investment opportunities and activities are undertaken in the most effective and efficient way possible.



END NOTES

1. Simon, J. & Smith, L.T. 2001. *A Civilising Mission? Perceptions and Representations of the Native Schools System*. Auckland University Press, Auckland.
2. Ball, D.G. 1940. "Māori Education" in *The Māori People Today: A General Survey*, ed. I.L.G. Sutherland, Wellington.
3. Benton, R. 1975. "Language and the Māori Child," in *Children and Language*. Ed. G. McDonald, Wellington.
4. Walker, R. 1989. "The Māori Response to Education," in *Ngā Kete Wānanga: Māori Perspectives of Taha Māori*, ed. G. Smith, Auckland.
5. There may also be a small number of Māori language based early childhood centres in the general stream of providers. Enrolments in early childhood services are not exclusive or full-time, so the 9,811 enrolments may actually comprise a smaller group of children and/or a group of children who spend a relatively limited amount of time in these Māori language centres.
6. Further research is required to more clearly link these sets of data, to fully determine whether they are largely counting the same children.
7. This refers to the Māori students enrolled in Māori medium ECE options as a proportion of the total number of Māori students enrolled in all ECE options.
8. Puna Kōhungahunga are Māori Playgroups that provide a playing and learning environment for up to 3 hours a day, 15 hours a week. For more information see www.ecd.govt.nz/playgroups/whatarenpk.html
9. The Ministry of Education classifies students according to the amount of Māori language immersion education they receive. The categories are:
 - Level 1: 81%-100% in Māori;
 - Level 2: 51%-80% in Māori;
 - Level 3: 31%-50% in Māori;
 - Level 4(a): up to 30% in Māori;
 - Level 4(b): at least 3 hours in Māori;
 - Level 5: less than 3 hours in Māori; and
 - Level 6: Taha Māori.

In the classifications in this report, students participating in Māori language levels 4(a) and above are included as students learning Māori.
10. This refers to the Māori students enrolled in Māori medium schooling options as a proportion of the total number of Māori students enrolled in all schooling options



11. More recent achievement data comparing Māori medium schools to others was not available at the time that this report was written. This analysis was based on year 11 candidates. For more information refer to, Ministry of Education. 2006. 2005 *Ngā Haeata Mātauranga – Annual Report on Māori Education*. Ministry of Education, Wellington.
12. The HML surveys define Māori adults as Māori who are aged 15 years and older.
13. This number will include some people still involved in secondary education settings due to the respondents in the HML surveys being aged from 15 years old.
14. Earle, David. 2007. *He Tini Manu Reo – Learning te reo Māori through tertiary education*. Ministry of Education, Wellington.
15. Ibid.
16. Learning environments include formal tertiary, staff training, correspondence school and community based courses.
17. Te Puni Kōkiri. 2002. *The Use of Māori in the Family*. Te Puni Kōkiri, Wellington.
18. Ministry of Education. 2007. *Ka Hikitia – Managing for Success: The Māori Education Strategy 2008-2012*. Ministry of Education, Wellington.



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