



Briefing Note: Māori Education Overview

To:	Hon Erica Stanford, Minister of Education		
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Purpose of Briefing

This briefing provides an introduction to Māori Education issues (including Kaupapa Māori Education) to support our upcoming deep-dive conversation with you, scheduled for 30 January 2024.

Executive Summary

1. Māori learners are a significant and growing proportion of all learners in our education system (25% of all school students in 2023, predicted to grow to 33% by 2040).
2. Māori learners achieve a wide range of outcomes in our education system. Some achieve excellent results, some experience poor education and wellbeing outcomes. On average, however, Māori learners experience worse outcomes than other learners on every major metric that we measure. This is a longstanding trend as the education system has historically underserved Māori learners. There is a significant exception to this rule. Where comparable data is available, Māori learners in Kaupapa Māori and Māori Medium Education consistently experience better outcomes than their peers. Detailed data is attached at **Annex 1** (Kaupapa Māori and Māori Medium Education) and **Annex 2** (Māori Learners in Education).
3. There are four major focus areas to support better outcomes for Māori learners.
 - a. *Attendance Matters.* Māori learners attend school less often than their peers, on average. This reflects a range of home and school factors. There needs to be an enduring focus on supporting greater engagement, participation and progress.
 - b. *Strengthening Professional Practice.* The in-class practice of the education workforce is the major system input into education outcomes for Māori learners. Current practice is mixed, with significant variations within schools. It is important to drive continuous improvement within the education workforce to strengthen practice.

- c. *Supporting Whānau to be Demanding Consumers of Education.* There is substantial research about the educational importance of strong relationships between learners, whānau and education services. However, many whānau are disconnected from education services and many schools say that they don't know how to engage with whānau. Iwi and community organisations can play an important role in brokering stronger relationships at the local level.
- d. *Growing Kaupapa Māori and Māori Medium Education.* Although there are small sample sizes, the data from Kaupapa Māori and Māori Medium Education shows much better education outcomes for Māori learners. We want to support this and grow participation.
4. There are some upcoming issues and opportunities to support better outcomes for Māori learners. In particular, the Waitangi Tribunal is preparing its report into the WAI 1718 (Kura Kaupapa Māori) Urgent Inquiry. We will provide further advice when this report is received. The Waitangi Tribunal has also signalled it will commence the Education Kaupapa Inquiry (WAI 3310) when it has completed the WAI 1718 report.

Proactive Release

5. **agree** that the Ministry of Education release this paper in full once it has been considered by you.

Agree / Disagree

Andrea Schöllmann
(Acting) Hautū | Deputy Secretary
Te Pou Kaupapahere | Policy

25/01/2024

Hon Erica Stanford
Minister of Education

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Background

1. Māori learners make up a significant and growing proportion of all learners in our education system.

Sector	Number of Māori Learners in 2022	Percentage of all learners
Early Learning	43,500	24%
Schooling	203,900	25%
Tertiary	101,000	19%

2. Māori learners experience a wide range of outcomes in our education system. On average, however, Māori learners experience worse outcomes than other learners on all the major metrics that we measure. This is described in further detail at **Annex 1 and Annex 2**¹. This reflects some longstanding trends, back to the 1990s and before. As a result of these circumstances, some whānau have limited confidence in the education system and are disconnected from education services.
3. The first Māori Education Strategy (Ka Hikitia) was developed in the 1990s². It has been refreshed and updated on a regular basis since then, although there are some enduring themes:
 - a. Excellent and equitable learner outcomes are the core focus for Māori education.
 - b. Māori learners and their whānau should have a strong sense of belonging within the education system. They should be free from racism and discrimination.
 - c. Māori identity, language and culture matter for Māori learners.
 - d. Strong relationships between learners, whānau and education services support excellent outcomes for learners.
 - e. Māori want to exercise greater agency and authority over the education of Māori learners.

Attendance Matters

4. Māori learners attend school much less often than their peers, on average. In Term 2 of 2023, 33.7% of Māori learners attended school on a regular basis, compared with 45.9% of all learners. There was a significant decline in regular attendance by Māori learners between 2015 and 2019 that has been further exacerbated by COVID-19 over recent years. This reflects a range of home and school factors.
5. Parents and whānau are responsible for getting learners to school. When this doesn't work, the Ministry can provide support and investment for brokering and strengthening relationships between learners, whānau and education services, often in conjunction with other social sector agencies. Iwi and community organisations play an important role in this work³. We are also providing support for the material needs for learners and whānau through, for example, the Ka Ora, Ka Ako initiative, Period Products in Schools

and School Donations. There is emerging evidence of the impact of these initiatives on learner wellbeing and education outcomes⁴.

6. Some 'within school' factors also impact on attendance, as many Māori learners and whānau report that they experience discrimination and lower expectations in education which impacts on their sense of belonging within the education system. The Children and Young People's Commission has undertaken research and provided advice for schools and communities about addressing these matters through its *Education Matters to Me* programme and the Teaching Council has provided guidance to the education workforce through its *Unteach Racism* work⁵. There is also evidence on the important place of Māori identity, language and culture within education services to support belonging and enable Māori learners to succeed⁶.

Strengthening Professional Practice

7. The in-class practice of the education workforce is the major system input into education outcomes for Māori learners. Current practice is mixed and the education workforce is often not reflective of the learner populations that it is serving (in 2022, Māori were 12% of the schooling workforce and 25% of the learner population). The 2022 PISA Report showed that most of the variation in achievement in New Zealand occurs within schools, which means that most schools have a large range between high and low performers. On the other hand, the between school variation is smaller than in most other OECD countries⁷.
8. There are multiple sources of evidence about what constitutes good practice for Māori learners⁸. Some key themes in this research include:
 - a. accepting professional responsibility for the achievement of Māori learners;
 - b. allowing time for teachers and staff to build relationships with learners and whānau;
 - c. ensuring that Māori language, culture and identity is represented within the learning environment and within everyday learning;
 - d. making connections with the wider Māori community, including local marae and iwi;
 - e. provide well-managed, well-organised and secure environments that support learning using a range of pedagogical approaches; and
 - f. having high expectations for Māori learners.
9. It is important to drive continuous improvement within the education workforce to strengthen practice. There are several elements that influence the quality of teaching, including: being clear about what learning cannot be left to chance; more direction about pedagogy and assessment practices (including, for example, a common practice model); and strengthening pre-service and in-service education for the workforce. We know that change is more enduring and successful when it is embedded through 'whole school' approaches⁹.

Supporting Whānau to be Demanding Consumers of Education

10. There is substantial research about the educational importance of strong relationships between learners, whānau and education services. However, many whānau are disconnected from the education system and many schools say that they don't know how to engage with whānau¹⁰.
11. Whānau need to be informed and demanding consumers of education on behalf of learners, across all levels of our education system. To support this, we provide various services that are intended to strengthen the engagement between learners, whānau and education services, to improve attendance and engagement in learning including (for example) *Whānau Engagement & Toi Kuranui* initiatives; an *Education Information Hub for Whānau*; *Kia Manawaroa* (a Māori Education pānui); and a range of local initiatives.
12. Iwi and community organisations can play an important role in brokering stronger relationships at the local level. The Ministry has a range of relationships with iwi, from the very formal Treaty Settlement agreement through to regular 1-1 meetings at the regional level. Iwi also engage with other social sector agencies and community organisations at the local level, meaning they are well-positioned and motivated to drive change.
13. We also work with the Mātauranga Iwi Leaders Group (MILG) which provides a collective voice for iwi on education matters. It has particular focus on building whānau learner capability, targeted support for mental health and learners with additional learning needs, and pathways for re-engaging young people back into education.

Growing Kaupapa Māori and Māori Medium Education

14. Although there are small sample sizes, the data from Kaupapa Māori and Māori Medium Education shows much better education outcomes for Māori learners. It also supports wellbeing and te reo outcomes, in line with the Māori Language Act 2016. We want to support this and grow participation.
15. For example, in 2020 80% of learners in Kaupapa Māori Education left school with a Level 2 or above qualification (compared with 65.5% of all Māori learners). These Kaupapa Māori learners achieved high levels of proficiency in te reo Māori, with 50% achieving NCEA Level 3 or above.
16. Kaupapa Māori Education was first established in the 1980s and includes Kōhanga Reo and Puna Reo (in the early learning sector); Kura Kaupapa Māori and Kura-ā-Iwi (in the schooling sector) and Wānanga (in the tertiary sector). The common characteristics of Kaupapa Māori Education include: an underlying philosophy based on Māori worldviews; substantial use of te reo Māori as the medium of education delivery; significant Māori leadership; and strong relationships with whānau, local iwi and Māori communities.

17. In addition, some education services provide Māori Medium Education, that is teaching and learning delivered through the medium of te reo Māori, often located within the context of broader mainstream services (for example, immersion units within schools or Māori Studies departments at universities).
18. Kaupapa Māori Education was developed by Māori at the grassroots level and integrated post-facto into the national education system. This has created some ongoing and significant touch points in our relationship with Kaupapa Māori Education Peak Bodies, who have consistently articulated their aspiration for greater levels of agency and authority.
19. There are some unique inputs required to support the provision of Kaupapa Māori Education. There is a specialist workforce. Staff in Kaupapa Māori Education need all the skills of their peers in English Medium. They also need to be proficient in te reo Māori and understand the nature of bilingual education. To recognise this, we provide a Māori Immersion Teaching Allowance in schooling and specialised training and professional development.
20. There is a bespoke curriculum for Kaupapa Māori Education in schooling (Te Marautanga o Aotearoa). This provides a framework for growing good citizens who have the skills and knowledge to participate in and contribute to Te Ao Māori, as well as New Zealand society and the wider world. Te Marautanga is aligned to and complements the New Zealand Curriculum¹¹.
21. There are fewer teaching and learning resources available to support Kaupapa Māori Education, and different models of delivery (for example, Kaupapa Māori Education often has greater levels of community engagement as local elders come and support teaching and learning). To reflect this, we provide Māori Language Programme Funding to schools to support local resource development and relationships with kaumātua.
22. Kaupapa Māori Education services are typically smaller than English Medium services and have some unique requirements. We have developed a stand-alone infrastructure and property line item for them, so they don't become invisible in our planning and investment at the regional level because of their small size and specialist needs.
23. The Kaupapa Māori Education Peak Bodies have formed a collective to represent their interests, Te Matakahuki. We understand that Te Matakahuki is seeking to meet with you. We expect it will discuss its aspiration for greater agency and authority over Kaupapa Māori Education (this is often expressed as demand for a stand-alone Māori Education Agency). We will provide detailed advice to support your discussions with Te Matakahuki and other Māori education stakeholders.

Upcoming Issues and Opportunities

24. The Waitangi Tribunal is preparing its report into the WAI 1718 (Kura Kaupapa Māori) Urgent Inquiry. We expect this report to be presented in the first half of 2024 and will provide further advice when it is received. The Waitangi Tribunal has also signalled it

will commence the Education Kaupapa Inquiry (WAI 3310) when it has completed the WAI 1718 report.

25. Local curriculum development can enhance learning opportunities for learners by supporting a sense of belonging and community, reflecting local cultures and ensuring coherence and continuity. Iwi have expressed significant interest in working with education services to support local curriculum development and delivery, with an initial focus on local history and building a sense of place among learners. There are a number of successful examples¹² and we consider there are opportunities to support and expand this work.
26. The Mātauranga Iwi Leaders Group is part of the Pou Tāngata (Social Development) Cluster of the National Iwi Chairs Forum. Minister Upston leads the whole-of-government relationship with the Pou Tāngata Cluster. We recommend that you seek to meet with the Mātauranga Iwi Leaders Group early in 2024 to discuss what they see as issues and opportunities in Māori education.

Annexes

The following are annexed to this paper,

- Annex 1: Kaupapa Māori and Māori Medium Education (Slide 1 and Slide 2)
- Annex 2: Māori Learners in English Medium Education (Slide 3 and Slide 4, Slide 5 References)

Endnotes

¹ The data referenced in this Briefing and the Annex is drawn from the Ngā Haeata o Aotearoa report series and other sources published at www.educationcounts.govt.nz.

² The current iteration of Ka Hikitia (2020-) is published at Ka Hikitia – Ka Hāpaitia – Education in New Zealand.

³ The *Ngā Oho Ake Evaluation Report* (December 2023) provides an overview and evaluation of iwi-based attendance support services in Auckland.

⁴ The impacts and benefits of Ka Ora Ka Ako for Māori and other learners are described at [Ka Ora, Ka Ako | Healthy School Lunches Programme – Education in New Zealand](#)

⁵ See Education Matters to Me published by Children’s and Young People Commission at [OCC-STA-Education-Matters-to-Me-Key-Insights-24Jan2018.pdf \(manamokopuna.org.nz\)](#); see also [Unteach Racism :: Teaching Council of Aotearoa New Zealand](#).

See also [New Zealand’s learners from ethnic communities achieve well at school but encounter widespread racism, new research finds | Education Review Office \(ero.govt.nz\)](#) for research about the impact of racism on other learners in New Zealand schools.

⁶ See School Evaluation Indicators published by the Education Review Office at [School Evaluation Indicators | Education Review Office \(ero.govt.nz\)](#);

See also Berryman, M (2019) Policy and praxis: Māori learners’ experiences contributing understanding about identity, culture and effective pedagogy in *The Professional Practice of Teaching in New Zealand*; and Berryman, M et al (2018) Cultural relationships for responsive pedagogy. NZCER.

⁷ See PISA 2022: Aotearoa New Zealand Summary Report | Education Counts.

⁸ See, for example: Rīwai-Couch M (2022) *Niho Taniwha: Improving Teaching and Learning for Ākonga Māori*. Huia Publishers, Wellington; Best Evidence Synthesis Programme: Hei Kete Raukura at BES Programme: Hei Kete Raukura | Education Counts; Seven Principles to effectively support Māori Students as Māori at Seven principles to effectively support Māori students as Māori - THE EDUCATION HUB.

⁹ See, for example, Evaluation of Te Kotahitanga Phase 5 [Evaluation of Te Kotahitanga Phase 5 \(2010-2012\) | Education Counts](#); and Rongohia te Hau: effective support for culturally responsive teaching [Rongohia te Hau: Effective support for culturally responsive teaching | Education Counts](#)

¹⁰ See the National Survey of Schools at National Survey of Schools | New Zealand Council for Educational Research (nzcer.org.nz); Berryman M & E Eley (2019) Student belonging: critical relationships and responsibilities in *International Journal of Inclusive Education* 23(9) and Ka Hikitia and Tau Mai Te Reo (Māori Education) – Conversation space.

¹¹ The New Zealand Curriculum is our framework for growing good citizens with the necessary skills to participate in New Zealand’s future economy and society. Te Marautanga is our framework for growing good Māori citizens with the necessary skills to participate in the Māori world **and** New Zealand’s future economy and society

¹² See [Partnering with iwi for student learning | Services to Schools \(natlib.govt.nz\)](#).

Annex 1: Kaupapa Māori and Māori Medium Education

Provides a brief snapshot of the current state

Kaupapa Māori Education: Has a focus on Māori leadership, **Māori knowledge and Māori values** and ways of living.

Māori Medium Education: Focuses more deliberately on the teaching and learning **through the Māori language**, often within an English Medium setting.

Education **outcomes are more positive** for Māori learners in Kaupapa Māori and Māori Medium education across a range of key indicators. These education pathways are better at growing **confident Māori learners** who are secure in their identity, language and culture. There is a clear desire for **greater self-determination** over provision that has been designed and grown over decades by Māori.

Early Learning

18% of ākonga Māori in early learning are in KME/MME services

450+ services
8,000 + ākonga

Kōhanga Reo are early learning services where tamariki are immersed in the Māori language, customs and values. They provide care and nurturing to young people (from birth to 6 years) alongside whānau. Kōhanga were a whānau Māori initiative (since 1982) and response to Māori language decline and Māori learners' poor experiences in other settings.

423 services
7,000+ ākonga

Puna Reo are independent early learning services where tamariki are immersed in Māori language, customs and values.

40+ services
1,170 ākonga

These services started as small whānau Māori initiatives and the networks have grown over time. Many are whānau run. They work toward thriving learners (mokopuna) and whānau, strong connected communities and intergenerational transfer of culture, language and identity.

Schooling

12% of ākonga Māori in schooling are in KME/MME

344 services – 24,750 ākonga

Te Rūnanga Nui o Ngā Kura Kaupapa Māori o Aotearoa is the representative body for KKM across New Zealand, and the legislated kaitiaki of Te Aho Matua, the founding philosophy of KKM.

70 kura, 7,203 ākonga

Ngā Kura-ā-Iwi are focused on the wellbeing of uri | students, and the flow on effects to families and communities. These kura localise their curricula to the aims of their iwi, hapū and whānau based on the values of Tihi o Angitu - peaks of achievement/success.

48 kura, 5,199 ākonga

Kura Motuhake are independent standalone kura Māori who are not affiliated to either Te Rūnanga Nui or Ngā Kura ā Iwi. They operate at a high level of immersion, based on Māori culture and knowledge and Māori governance.

24 kura, 2,014 ākonga

Rumaki Reo Rua are units and classes within s schools and kura which have students that are taught the curriculum predominantly in te reo Māori, as well as students that are taught predominantly in English. These are Māori Medium settings.

202 kura/units, 10,329 ākonga

Tertiary

101,000 ākonga Māori
18,400 in Kaupapa Māori education through Wānanga

Te Wānanga o Raukawa is a tikanga Māori tertiary education provider based in Ōtaki, Aotearoa, New Zealand. Hailed at the time as the 'smallest university in the world' Te Wānanga o Raukawa was established by the Raukawa Marae Trustees in 1981 with only two students.

Established in 1984, **Te Wānanga o Aotearoa** provides holistic education opportunities of the highest quality for Māori, peoples of Aotearoa and the world.

Te Whare Wānanga o Awanuiārangi, established in 1992 as a wānanga, Awanuiārangi is charged with delivering tertiary programmes grounded in kaupapa Māori and āhuetanga Māori. This means that Māori knowledge and practices are key components of the academic programmes, teaching delivery and student experiences.

Kaupapa Māori delivery in tertiary education is most prominently delivered by the wānanga, though there are a number of other iwi/Māori-owned or affiliated **private training establishments**, and programmes that are delivered in a kaupapa Māori way.

Evidence shows that for Māori to enjoy and achieve education success as Māori, education provision needs to respond to learners in the **context of their whānau, have identity, language and culture** at the centre, **support high expectations and a strong sense of belonging**, and Māori need to be able **to exercise their agency and authority** in education. This is reinforced through Treaty commitments across a range of key levers, and through Ka Hikitia - The Māori education strategy and Tau Mai te Reo – The Māori language in education strategy. Versions of these strategies have been implemented across multiple governments since the 1990s. Kaupapa Māori Education providers may choose to apply other strategies within their settings.

Annex 1: Kaupapa Māori and Māori Medium Education

Provides a brief snapshot of the current state

Note: The data provided is a snapshot and is approximate to paint a brief picture of size and scale.

Outcomes

Māori in KME/MME are likely to stay in school longer than Māori in English Medium.

Māori in KME/MME are less likely to be stood down, suspended, excluded, or expelled. 4.2 per 1000 students compared to 39.9 per 1000 students in English Medium.

More Māori school leavers in KME/MME met the NCEA literacy and numeracy requirement (88.3%) compared with Māori in English Medium (76.6%) in 2022

Nearly 30% of ākonga in KME/MME attained University Entrance compared to 48.1% of Māori in Decile 9 and 10 schools and 9.7% in Decile 1 and 2 schools.

With exceptions in some years, we consistently see more Māori Medium school leavers enrolling in tertiary studies than Māori in English Medium.

Since 2011, the majority of Māori who are enrolled in tertiary study complete their qualification or progress to a higher -level qualification. Percentages are close to but below the national average.

Relationships

Peak Bodies

Te Kōhanga Reo National Trust (TKRNT) – the representative and governing body of all Kōhanga Reo

Ngā Puna Reo o Aotearoa Incorporated – a national body for Puna Reo

Te Rūnanga Nui o Ngā Kura Kaupapa Māori (TRN) – The representative and governing body of all Kura Kaupapa Māori

Ngā Kura ā Iwi (NKAI) – The representative and governing body of all Kura-ā-Iwi

Te Tauihu o Ngā Wānanga (TTONW) – a collective national association with representatives from the three wānanga

Te Matakahuki – The Kaupapa Māori Education Peak Bodies Forum. Includes TKRNT, TRN, NKAI and TTONW

Note Rumaki Reo Rua and Kura Motuhake do not have their own representative groups

Other Important Relationships

The government has an enduring responsibility to hold effective relationships with Iwi. There are a number of formal agreements between **Iwi and Māori** and the Ministry of Education. These include accords, funding agreements, and relationship agreements. There are wider responsibilities to all Iwi that are not necessarily captured within these formal agreements.

Te Pae Roa is a Ministerial Advisory Group who engage with Māori and provide advice about options for the growth of Kaupapa Māori and Māori Medium Education. Te Pae Roa was convened as a part of the previous government's work programme with a goal of 30% of Māori learners in these systems.

Taumata Aronui is a group that works with and provides independent recommendations and advice to Ministers and officials on how tertiary education can respond better to the needs of Māori learners and communities. The focus of Taumata Aronui is to help design an education system that reflects the government's commitment to Māori-Crown partnerships.

Early Learning

- Bespoke workforce requiring special skills means there is a limited pool to draw from and filling positions can be a challenge.
- Te Whāriki is the curriculum to be used in New Zealand early childhood education. Kōhanga reo use Te Whāriki a Te Kōhanga Reo.
- These services have their own governing bodies and are not a part of the public system. Many of the services are completely whānau run.
- There has been investment into kōhanga reo from Budgets 2021, 2022 and 2023 focussing on pay parity and cost pressures.

Schooling

- Addressing the property network and planning for growth was a stated priority throughout WAI 1718 hearings. There has been some investment into property over the last 3 Budgets.
- The need to grow the workforce is a top priority. The Māori Immersion Teaching Allowance (MITA) is an acknowledgement of extra skills required to teach through te reo and tikanga Māori.
- Te Marautanga o Aotearoa is a national curriculum document for Kaupapa Māori and Māori Medium schooling. Some Kaupapa Māori services have their own curriculum such as Te Aho Matua for KKM.
- These settings are self-resourced in many ways as they require bespoke learning materials and resources.

Tertiary

- A Wānanga enabling framework was passed by Parliament in August 2023. This better recognises the relationship between wānanga and the Crown. Te wānanga o Raukawa was recently converted to an independent entity. The other two wānanga remain as Crown entities.
- Budget 2021 included some funding to address inequitable funding of Wānanga. Budget 2022 established Te Tahua o te reo Kairangi – a high proficiency Te Reo Māori fund.

Annex 2: Māori Learners in English Medium Education

Provides a brief snapshot of the current state

Note: The data provided is a snapshot and is approximate to paint a brief picture of size and scale.

This is an overview of **Māori learners in English Medium** across the education system. Most Māori learners attend English medium services. Most services recognise that valuing their learners’ cultures, languages and identities is key to learner attendance, engagement and achievement. There is a diversity of learners within these settings from many cultures, languages and identities.

The teaching and learning of **te reo Māori and tikanga Māori** is a key deliverable across early learning and schooling. Te reo Māori provision in English Medium ranges from learning song, greetings and simple words to the curriculum being taught in te reo Māori up to 50% of the time.

Early Learning

Māori make up 24% of the total early learning population in all medium settings

4,200 licensed services
35,000 Māori learners in English Medium (making up 19% of the learner population)

Regional breakdown of ākonga Māori (all mediums)

Highest	Lowest	Average across regions
Auckland 8,750	Nelson, Marlborough, West Coast 1,220	4,343
Bay of Plenty, Waairiki 6,000	Otago, Southland 2,096	

Schooling

Māori make up 25% of the total schooling population in all medium settings

2,350 schools (including schools with rumaki)
180,000 ākonga Māori in English medium

Regional breakdown of ākonga Māori (all mediums)

Highest	Lowest	Average across regions
Auckland 48,481	Nelson, Marlborough, West Coast 5,698	18,738
Bay of Plenty, Waairiki 27,188	Otago, Southland 9,286	

Tertiary

Māori make up 19% of the total tertiary population in all mediums

Number of Māori learners by service
University: 19,175
Te Pūkenga: 24,935
PTEs: 11,800
Public Providers: 60,390
Wānanga: 18,400

Regional breakdown of ākonga Māori (all mediums)

Highest	Lowest	Average across regions
Auckland 13,400	Otago, Southland 3640	5,737
Bay of Plenty, Waairiki 7230	Nelson, Marlborough, West Coast 405	

All education services are required to give practical effect to Te Tiriti o Waitangi; ensure their provision responds to learners within the **context of their whānau**; that Māori learners are **free from racism, discrimination and stigma** in education; recognise that Māori are diverse and need to be understood in the context of their **diverse aspirations and lived experiences**; that **identity, language and culture** matter for Māori learners, and support Māori to exercise their **authority and agency** in education. **There is a strong evidence base reinforcing that these are things that work for Māori learners.** This is reinforced through Treaty commitments across a range of key levers, and through Ka Hikitia, the Māori education strategy and Tau Mai te Reo, the Māori language in education strategy. Versions of these strategies have been implemented across multiple governments since the 1990s.

Annex 2: Māori Learners in English Medium Education

Provides a brief snapshot of the current state

Note: The data provided is a snapshot and is approximate to paint a brief picture of size and scale.

Demographics

Around 1 in 4 children currently identify as Māori (27%)

The total Māori population is about 17% of the total population

School rolls are projected to decline overall for the next few years. While there are decreasing numbers of students overall, an increasing proportion of them will be ākonga Māori based on Stats NZ projections

1 in 3 children (33%) are expected to identify as Māori in Aotearoa New Zealand by 2043

The total Māori population is expected to grow to 21% over the same period

Outcomes

Around 70% (82% total learners) of ākonga are meeting reading expectations in year 4, dropping to less than a quarter (42% total learners) in year 8

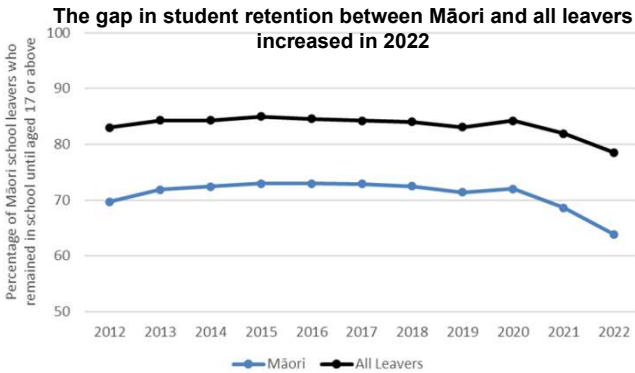
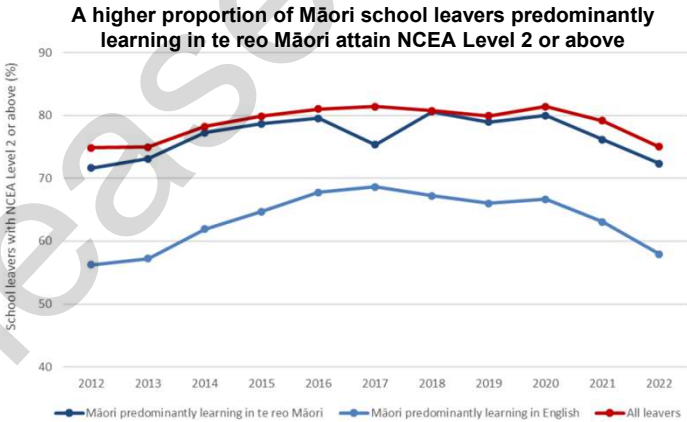
Māori regular attendance in schooling is lower than the national average at 33.7% in Term 2 of 2023 with the national average at 45.9%

The proportion of Māori school leavers enrolling in tertiary study within one year of leaving school is lower at 42.7% than for the New Zealand average 59.3%

Ākonga Māori are more likely to have a higher sense of belonging at school in year 5 (57%) than year 9 (26%)

In 2022, Māori school leavers who attained NCEA Level 1 or above was 73.% compared to the national average 84.8%

8.4% of Māori ākonga completing tertiary qualifications in 2022 were completing post-graduate study, compared to 17.6% of the total population



Relationships

- **NZEI Te Rui Roa** is the largest education sector union. **Te Reo Areare** is its Māori governance body that ensures the views of tangata whenua are respected and present in decision making
- **Post Primary Teachers' Association I Te Wehengarua** is the secondary education teachers and principals' union; its Māori structures are **Te Huarahi** which supports its Māori initiatives
- **Te Akatea (New Zealand Māori Principles)** is a national body for the purpose of growing cultural and professional leadership capability
- **Universities New Zealand I Te Pōkai Tara** is the sector voice for all eight universities. **Te Kāhui Amokura** is its group to improve outcomes for Māori university students, university staff and scholarship
- **Tertiary Education Union I Te Hautū Kahurangi** represents staff throughout the tertiary sector; **Te Uepū** is the network representing Māori members to promote tikanga/culture and Te Tiriti o Waitangi
- **Te Mana Ākonga Māori Students' Association** is focused on improving experiences for tauira Māori in tertiary education, building collaborative networks between universities and institutions, and advocating on behalf of Māori students at a local and national level

Early Learning

- The Ministry is developing a network function including investing in options that support identity, language and culture.
- The curriculum, Te Whāriki, in both English and te reo, sets out expectations to integrate te reo and tikanga and enable Māori to enjoy educational success as Māori.

Schooling

- Māori representation on school boards has increased over recent years, especially in schools with rumaki.
- All schools are subject to the Education and Training Act 2020 section 127, the NELP, Ka Hikitia and Tau Mai te Reo

Tertiary

- Māori remain underrepresented in the tertiary education teaching workforce
- All tertiary education organisations are subject to the TES, Ka Hikitia and Tau Mai te Reo

Executive Summary

- <https://www.stats.govt.nz/news/one-in-three-children-projected-to-be-maori/>
- <https://www.educationcounts.govt.nz/publications/series/nga-ara-o-te-matauranga-education-system-report/nga-ara-o-te-matauranga-the-pathways-of-education-2022>

Background

- Learner Population figures, sources: Infographic – Māori Education (RR1320758, 21 Dec 2023), Education Counts
- <https://www.education.govt.nz/our-work/overall-strategies-and-policies/ka-hikitia-ka-hapaitia/>

Attendance Matters

- <https://www.educationcounts.govt.nz/statistics/attendance>
- <https://www.educationcounts.govt.nz/statistics/participation>
- <https://www.educationcounts.govt.nz/statistics/tertiary-participation>
- <https://www.educationcounts.govt.nz/statistics/school-leavers>

Strengthening Professional Practice

- <https://www.educationcounts.govt.nz/publications/series/2543/pisa-2022>
- <https://www.educationcounts.govt.nz/publications/schooling/evaluation-of-te-kotahitanga-phase-5>

Supporting Whānau to be Demanding Consumers of Education

- <https://www.educationcounts.govt.nz/publications/schooling/5851/nga-haeata-o-aotearoa-2020>
- <https://www.legislation.govt.nz/act/public/2020/0038/latest/LMS170676.html>

Growing Kaupapa and Māori Medium Education

- https://www.educationcounts.govt.nz/_data/assets/excel_doc/0012/195987/Maori-School-Leavers-Levels-of-Maori-Language-Immersion-1.xlsx
- <https://www.educationcounts.govt.nz/statistics/maori-language-in-schooling>

Data

- https://www.educationcounts.govt.nz/_data/assets/pdf_file/0004/216058/Nga-Haeata-2020-Report.pdf
- <https://www.educationcounts.govt.nz/publications/series/nga-ara-o-te-matauranga-education-system-report/nga-ara-o-te-matauranga-the-pathways-of-education-2022>
- <https://www.educationcounts.govt.nz/statistics>