

**Ngā whakaratonga mō ngā ākonga  
Māori i roto i ngā kura auraki**  
He kaupapa nui te tokoiti, tokomaha  
rānei i ngā ākonga Māori?

**Providing for Māori students in  
English-medium schools**  
Do Māori student numbers matter?

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Nicola Bright with Cathy Wylie



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ākonga Māori?

## Providing for Māori students in English-medium schools

Do Māori student numbers matter?

Nicola Bright with Cathy Wylie



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Wellington 6140  
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# He mihi

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# Whakarāpopototanga— Summary

Māori learners are a government priority. This report uses findings from the NZCER National Surveys of primary and intermediate schools in 2013, and secondary schools in 2012, to look at provision for Māori students in English-medium schools, and see whether that differs in relation to the level of Māori enrolment in a school. It also looks at how well schools are prepared to receive learners of te reo Māori, and whether they are connected to the settings that reo Māori learners are moving in and out of. School confidence in providing Māori students with learning opportunities is described, along with their use of external expertise to support Māori learners.

## Ngā kitenga matua—Main findings

On the whole, the level of Māori enrolment in a school does make a difference to the learning opportunities that Māori learners are able to access.

Māori learners are more likely to have opportunities to learn te reo Māori in schools with high Māori enrolments. However, connections were uncommon between early childhood education services and primary and intermediate schools, and between primary and intermediate schools and secondary schools (in Māori and English mediums) that support reo Māori learning continuity at higher proficiency levels. This has implications for how well schools are prepared to support reo Māori learning.

In schools with high proportions of Māori, Māori learners were more likely to experience aspects of their culture through school-wide practices. Learners in schools with low proportions of Māori were less likely to experience the same cultural opportunities.

Many Māori parents had positive attitudes towards the ability of their child's school to be culturally responsive. However, there were still parents who would like to see improvements in—or have more information about—this aspect of their school's practice.

More research into what schools are doing to integrate Māori culture into their school-wide practices would be useful to show how practices differ between schools. This could help schools to share knowledge with one another.

Schools are paying attention to progressing their relationships with whānau and iwi, and are undertaking professional learning and development, particularly in primary schools, to help

strengthen these relationships. However, schools with high proportions of Māori learners are more likely to have trouble accessing support to help them better engage with whānau about student learning at school and at home. Arguably, these are the schools that most need that support. Ensuring that schools are able to access appropriate professional development programmes and resources remains an important means of supporting schools to build their capabilities in this area.

Many principals, particularly in secondary schools, reported gains for Māori students among their main achievements for the past 3 years. Schools are paying attention to their Māori students, and schools with high proportions of Māori learners are more likely to have a focus on Māori achievement. Achievement is more likely to be viewed as a major issue in secondary schools than in primary schools, but the need for professional learning and development to support better engagement of Māori students in learning is not being met in both primary and secondary schools.



# 1. Kupu arataki—Introduction

## Ngā ākonga Māori—Māori learners in English-medium schools

As the indigenous people of Aotearoa New Zealand, Māori have an important place in society recognised through Te Tiriti o Waitangi and legislation for the provision of education in this country. The education system aims to provide good learning opportunities for all students, yet has a history of underperforming for Māori.

Wally Penetito, in *What's Māori about Māori Education* (2010) argues that the education system has generally failed to reduce Māori academic underachievement, and that Māori knowledge, history and custom continue to be marginalised within the system. He further argues that this systemic failure is to a considerable extent preventable by implementing remedies that Māori have recommended, such as the “introduction of Māori language, closer relationships between schools and marae, formalised accountability between schools and hapū, increases in the input of Māori knowledge and custom into the everyday life of schools, and a more practically oriented education utilising community expertise” (Penetito, 2010, p. 58).

In recent years the New Zealand Council for Educational Research (NZCER) through the work of Te Wāhanga, its kaupapa Māori research unit, has focused on the education issues that whānau are concerned about. In *Kia Puāwaitia ngā Tūmanako: Critical Issues for Whānau in Māori Education* whānau posed important questions about education in English medium or “Pākehā schools”. “How can provision of te reo and tikanga Māori be more successfully implemented in Pākehā schooling? What key elements are necessary for the support and affirmation of cultural identity for tamariki Māori within Pākehā schools?” (Hutchings et al., 2012, p. 42).

In an effort to support Māori students to succeed as Māori within the education system, the government has identified Māori students as one of four priority learner groups for schools to focus on, along with Pasifika students, students from low socioeconomic families, and students with special education needs.

The government has promoted its intent to improve the education system’s performance for Māori through its Māori education strategy, *Ka Hikitia*. The initial introduction of *Ka Hikitia—Managing for Success 2008–2012* (Ministry of Education, 2008) had some teething problems including confusion around roles and responsibilities, and unclear communication with schools. While there has been some progress, the strategy has not yet had the impact within schools that was hoped for (Office of the Auditor-General, 2013, p. 7).

Despite setbacks, *Ka Hikitia*, and participation in professional learning and development programmes with a Māori student focus, have influenced some school leaders to identify changes in school approaches to teaching and student support that would benefit their Māori students (Office of the Auditor-General, 2013).

The updated *Ka Hikitia: Accelerating Success, 2013–2017* strategy (Ministry of Education, 2013b) aims to speed up positive change for Māori learners with an action focus for everyone involved in education. According to the strategy, the two critical factors that support Māori students to excel and reach their full potential are:

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

Given this strategic emphasis, and some government-funded professional learning development (PLD) provision and guidance materials, how are English-medium schools faring in providing learning opportunities for the 90 percent of Māori students enrolled in English-medium schools in 2014 (Ministry of Education, personal communication, 25 June 2015), particularly for te reo Māori and tikanga Māori? Ministry of Education (Ministry) figures show that in 2014 39 percent of Māori primary students and 24 percent of Māori secondary students in English-medium schools were learning te reo Māori as a subject, or were taught in te reo for up to 50 percent of the time (Ministry of Education, personal communication, 25 June 2015). Comparison with 2009 figures shows a small increase in the percentage of Māori primary students who did this (up from 38 percent in 2009), but a small decrease in the percentage of Māori secondary students who did this (28 percent in 2009) (Ministry of Education, personal communication, 25 June 2015).

A related question is, how confident are schools in their ability to be culturally responsive and to make connections with whānau, hapū, and iwi?

This report, using material from the 2012 NZCER National Survey of secondary schools and the 2013 and 2010 NZCER National Surveys of primary and intermediate schools, contributes to our knowledge about education opportunities for Māori students in English-medium schools.

It raises questions about how well primary schools in particular are placed to support Māori students to succeed as Māori and to learn and use te reo Māori. It also addresses the question of whether the proportion of Māori students in a school has an effect on the education opportunities Māori students can access, and on a school's attentiveness to Māori achievement.

## 2. Te reo Māori me ngā tikanga Māori—Māori language and culture

Part of experiencing success as Māori within schools depends on having opportunities to learn and use te reo Māori and tikanga Māori. Many whānau rely on formal Māori-language education to support their reo development, so schools have an important role in providing educational opportunities that will meet the needs of reo Māori learners.

### Ngā hua mō te reo Māori—Government outcomes for te reo Māori

New Zealand Census data show that the number of Māori speakers who could hold a conversation about a lot of everyday things in te reo Māori has declined from 131,613 speakers (23.7 percent) in 2006 (Statistics NZ, 2006) to 125,352 (21.3 percent) in 2013 (Statistics NZ, 2013). The decline in the numbers of both the youngest and oldest of speakers is of particular concern. Since 2006 the number of speakers under the age of 15 years who could hold a conversation in te reo Māori has dropped from 35,151 (Statistics NZ, 2006) to 32,961 (Statistics NZ, 2013).

One of the outcomes in Ka Hikitia is that “all Māori students have access to high quality Māori language in education” (Ministry of Education, 2013b, p. 57). Its goal is that in 2015, 22 percent of (all) students will participate in Māori language in education in primary and secondary.

Identity, language and culture are an asset and a foundation of knowledge on which to build and celebrate learning and success. (Ministry of Education, 2013b, p. 17)

The Ministry of Education’s *Tau Mai te Reo: The Māori Language in Education Strategy 2013–2017* (2013c) encourages schools to create conditions for learners to enjoy and achieve Māori language and education outcomes, including the support of Māori language in the English-medium sector through an explicit focus on identity, language, and culture. Under the Education Act, “all schools must provide Māori language programmes to learners if parents request it” (Education Act 1989, s. 61(3)(a)(ii)).

## Kei hea ngā ākonga Māori e ako ana i te reo Māori— Where Māori students are learning Māori

Most Māori-language education in English-medium schools is provided through learning te reo Māori as a subject, or in programmes where less than 50 percent of the curriculum is taught in Māori. There are some, though fewer, opportunities for curriculum level 1 or level 2 immersion learning through immersion units and bilingual units. The majority of Māori students are learning te reo Māori in English-medium settings, so it is essential that we know how prepared these schools are to provide good learning opportunities for these students.

## Te tautoko i ngā kura—Supports for schools

*The New Zealand Curriculum* has guidelines for teaching and learning te reo Māori that are intended to “help every English-medium school in New Zealand to design and shape a curriculum that includes te reo Māori, alongside other learning areas, and acknowledges its value” (Ministry of Education, 2009, p.6). The guidelines provide information about teaching and learning te reo Māori, programme planning, and learning and assessment activities.

The government has provided incentives such as the TeachNZ Career Changer Māori Medium scholarships (Ministry of Education, 2014c), and Māori immersion teacher allowances to attract and retain Māori-language teachers, particularly those with higher Māori-language proficiency.

The Ministry also funds a number of reo Māori professional learning and development (PLD) programmes for English-medium schools. Ministry regional offices determine which schools should receive Ministry-funded PLD, using information from schools on their priority areas and student achievement levels, as well as information from Education Review Office reviews and their own knowledge of schools.

To support schools to become more culturally responsive in their practice, the Ministry also funds PLD programmes such as Te Kotahitanga and He Kākano in secondary schools, and has provided resources such as *Tātaiako: Cultural Competencies for Teachers of Māori Learners* (Ministry of Education, 2011) to assist teachers to build better relationships and engage with Māori learners and with their whānau and iwi.

Are schools accessing the types of supports they need for their own schools to ensure they are able—or will be able—to provide these learning opportunities? I turn now to our findings from the NZCER National Surveys.<sup>1</sup>

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<sup>1</sup> See Appendix 1 for detail about the National Surveys.

# Te arotake i ngā ākoranga Māori—School review of opportunities to learn Māori

## Kura tuatahi—Primary

In 2010, in the context of the introduction of *The New Zealand Curriculum* (Ministry of Education, 2007), 29 percent of primary school principals said that it was very important and 54 percent said it was important for their school to review provision of opportunities for students to learn te reo and tikanga Māori. Forty-seven percent said that they were already reviewing these opportunities.

Principals of schools with high proportions of Māori students were more likely to see this review as very important (30 percent) or important (63 percent), and were also more likely to report that they were already reviewing provision of opportunities for students to learn te reo and tikanga Māori (60 percent).<sup>2</sup> In contrast, fewer principals of schools with very low proportions of Māori students said it was very important (20 percent) or important (46 percent) for their school to review reo Māori and tikanga opportunities, and only 38 percent were already reviewing their provision of those opportunities.

In 2013, nearly half (48 percent) of the primary school principals disagreed that tamariki from kōhanga reo and other Māori-immersion ECE settings could continue learning Māori in their schools. Just 12 percent of trustees in primary schools reported that their board had consulted with its community in the past 12 months about incorporating te reo Māori.

## Kura tuarua—Secondary

In 2012, 54 percent of secondary principals said it was very important to systematically review opportunities for students to learn te reo and tikanga Māori and 42 percent said it was important. Overall, 73 percent of secondary principals reported that their school systematically reviewed opportunities for students to learn te reo and tikanga Māori. Māori secondary teachers were more likely than their colleagues of other ethnicities to rate the review of te reo Māori opportunities as very important (56 percent compared with 22 percent).

Principals in schools with high proportions of Māori students were more likely to say these reviews were very important (74 percent) and more likely to be actively reviewing te reo and tikanga Māori learning opportunities (85 percent) than principals in schools with very low

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<sup>2</sup> We refer to schools with 31 percent + Māori students as having high proportions of Māori students and schools with 1–7 percent as having very low proportions of Māori students. See Appendix for more detail.

proportions of Māori students (44 percent ranked reviews as very important and 68 percent were actively reviewing te reo and tikanga Māori learning opportunities).

## Ngā mātua—Parents’ views

Overall, 15 percent of parents who wanted to change some aspect of their child’s education at their primary school said that they would like to see more use of te reo Māori. Note that we do not know how much te reo Māori was already being used in their schools. In schools with high proportions of Māori students, 19 percent of parents wanting change would like more use of te reo Māori, compared with 11 percent of parents from schools with very low proportions of Māori students.

**Table 1** Changes Māori parents would like to make to their youngest child’s education at primary school

| Change   | Māori parents wanting change or unsure if they wanted change<br>% |
|--|---|
| More use of te reo Māori   | 54  |
| More emphasis on hands-on learning   | 34  |
| More opportunities for students to work on real-life projects to make the school or community a better place | 34  |
| More individual help for students  | 31  |
| More information I can use to support my child’s learning  | 31  |
| More communication about progress  | 27  |
| More emphasis on reading, writing and maths  | 27  |
| More emphasis on values, relationships and social skills   | 27  |

Note:  $n = 59$

## Te ako i te reo Māori i roto i te kura tuatahi—Te reo Māori learning in the primary classroom

### Ngā kaiako kura tuatahi—Primary teachers

Primary teachers’ attitudes towards reo Māori learning are generally positive. In both 2010 and 2013, more than three-quarters (79 percent) of primary teachers thought that learning te reo Māori was an important or very important learning experience for the students in their class.

In 2013, Māori teachers were most likely to highly value the reo, with 53 percent saying that this learning is very important for their students, compared with 33 percent of their Pasifika and 18

percent of their Pākehā colleagues who said the same. Only 16 percent of primary teachers overall did not think learning te reo Māori was an important learning experience in their class. Just 3 percent of teachers said that Māori-language learning would almost never happen in their classrooms.

Although many primary teachers thought it was important that their students learn te reo Māori, in 2013 only 8 percent reported that students learnt te reo Māori in their class most of the time. These teachers were more likely to be Māori (22 percent), than Pasifika (14 percent) or Pākehā (7 percent).

Opportunities to learn te reo most of the time were more likely to occur in schools with high proportions of Māori students (13 percent of teachers in these schools than in those with very low proportions (8 percent of teachers in those schools).

In 2013, most primary teachers said that students were able to learn te reo Māori in their class quite often (42 percent) or sometimes (41 percent). There has been a small change since 2010 when teachers said students were able to learn te reo Māori quite often (38 percent) or sometimes (44 percent).

Teachers in schools with very low proportions of Māori students were more likely to report that students were able to learn Māori in their class sometimes (50 percent) than quite often (32 percent). The reverse was seen in schools with high proportions of Māori students. Teachers in these schools were more likely to say that students were able to learn Māori in their class quite often (48 percent) than sometimes (35 percent).

However, there appears to be some deterioration when the pattern for schools related to their proportion of Māori enrolment is looked at more closely. The proportion of teachers who said that students almost never or never have opportunities to learn te reo Māori in their classes has doubled in both very low and high Māori enrolment schools from 2010 to 2013. There has also been a decrease in teachers in schools with high proportions of Māori students who reported Māori-language learning in their class most of the time (from 17 percent to 13 percent). The full picture is given in Table 2.

**Table 2** Frequency of reo Māori learning in primary classrooms

| Frequency of Māori-language learning | Teachers in schools with very low proportions of Māori students |                     | Teachers in schools with high proportions of Māori students |                     |
|--------------------------------------|---|---------------------|---|---------------------|
|                                      | 2010 % <sup>a</sup>   | 2013 % <sup>b</sup> | 2010 % <sup>c</sup>   | 2013 % <sup>d</sup> |
| Most of the time                     | 7   | 8                   | 17  | 13                  |
| Quite often                          | 32  | 32                  | 43  | 48                  |
| Sometimes                            | 50  | 50                  | 34  | 35                  |
| Almost never/never                   | 9   | 18                  | 4   | 9                   |

<sup>a</sup> n = 206. <sup>b</sup> n = 145. <sup>c</sup> n = 175. <sup>d</sup> n = 150.

## Ākoranga ngaio me te whanaketanga—Professional learning and development

In 2013, 29 percent of primary principals and 44 percent of primary teachers reported a focus on te reo Māori me ngā tikanga Māori for professional learning and change in teaching practice in their school in the previous 2 years. In this instance, principals' and teachers' responses did not appear to be significantly influenced by the proportion of Māori students in a school.

To put this in context, the top three foci for PLD reported by principals included those that are also related to government priorities, particularly mathematics and statistics (59 percent) and English (54 percent) and teaching as inquiry/teacher action research (63 percent) (Wylie & Bonne, 2013, p. 32).

## Ngā kaiako Māori—Teacher supply and demand

According to the Māori-language strategy *Tau Mai te Reo* (Ministry of Education, 2013c), the demand for Māori and Māori-language education professionals in both Māori and English-medium schools continues to outweigh supply. The survey findings bear this out for primary schools, showing that there has been an increase between 2010 and 2013 in the percentage of primary principals who had difficulties finding suitable teachers for teaching te reo Māori, from 7 percent to 11 percent. In 2013, 4 percent of principals in schools with very low proportions of Māori students faced this difficulty, compared with 18 percent of principals in schools with high proportions of Māori students.

Thirteen percent of secondary school principals also had difficulty finding such teachers in 2012, but this is lower than the 20 percent in 2009. In 2012, difficulty finding suitable teachers for te reo was unrelated to whether a school had very low or high proportions of Māori students.

This tells us something about the demand for teachers who are primarily employed to teach te reo Māori, but we do not know what demand there might be for teachers with some reo skills to provide opportunities to learn Māori in other classes where reo is not the focus.

We cannot tell from the survey data what expectations principals have in relation to the Māori language abilities of the teachers they employ, and whether they are struggling to fill positions that require Māori-language proficiency at low or high levels.

In 2009 and 2012, 2 percent of all secondary teachers responding to the national surveys taught the te reo Māori curriculum. Māori secondary teachers were more likely to do so: 24 percent of them did so.

## Te pūtea mō te reo—Funding over entitlement for te reo Māori

Some schools are using operational funding and their own locally raised funds to provide te reo teaching. In 2013, 11 percent of primary principals said their school funded teachers over entitlement for te reo Māori support, much the same as primary principals reported in 2010 (10 percent). Principals in schools with high proportions of Māori students were more likely to say they had teachers funded over entitlement for te reo Māori support (11 percent) compared with 4 percent of principals in schools with very low proportions of Māori students.

In 2012, 8 percent of secondary school principals reported that their schools had teachers funded over entitlement for te reo Māori support. Four percent of principals in schools with very low proportions of Māori students reported this compared with 11 percent of principals in schools with high proportions of Māori students.

## Kōrero—Commentary

Attitudes towards reo Māori are important indicators of how the language is valued amongst school communities. How frequently te reo Māori is used in classrooms, and the use of professional development to improve practice in this area, are indicators of how positive attitudes are translating into action.

On the one hand, most principals thought it was important to review their school's provision of opportunities for students to learn te reo and tikanga Māori. It was a focus for PLD over the last 2 years in just under a third of primary schools. A few schools were using their own funding to employ teachers of te reo. A shortage of te reo teachers is still apparent however.

On the other hand, when we compare primary teachers' reports in 2010 and 2013, we find that while most primary students would have te reo at least sometimes in their classes, the proportion who have it most of the time has decreased in high Māori enrolment schools, and the proportion of those who have it almost never or never has doubled in both high and low Māori enrolment schools. So the general awareness of the role of te reo Māori and increased attention to it in schools is not always translating into improved provision.

Te reo Māori is seen as more of a priority in primary, intermediate, and secondary schools with high proportions of Māori students than in schools with very low proportions of Māori students. Māori students are more likely to be able to access te reo opportunities in schools with high proportions of Māori students. However, there are still few opportunities for high Māori-language immersion learning overall in English-medium schools.

## Ngā nekehanga—Transitions and pathways for reo Māori development

As well as looking at opportunities for te reo development within a school, it is important to focus on pathways for individual learners. Current transition practices vary from school to school. The research literature suggests that good practice for managing transitions includes:

- actively valuing the knowledge that learners bring with them
- promoting learning continuity across the education settings a child is moving between
- establishing relationships between all those involved in transitions
- sharing information and good practices (Hartly et al., 2012; Hutchings et al., 2012; Peters, 2010).

Supporting Māori students to transition successfully into new learning environments is a key focus of Ka Hikitia. One of its goals is that “all Māori students have access to learning pathways of their choice that lead to excellent education and Māori language outcomes” (Ministry of Education, 2013b, pp. 23, 41). For Māori-language learners who are moving into or out of English-medium schools, it is important that there are connections that facilitate reo Māori learning from early childhood education through to secondary school.

To find out more about school provision for such students, the 2013 NZCER national primary survey included questions about te reo Māori and transitions.

## Mai i te kōhanga ki te kura tuatahi—Transition from kōhanga to school

In 2012, 9,366 tamariki were enrolled in kōhanga reo, and 9,179 were enrolled in 2013 (Ministry of Education, 2013c).

In 2012, 2,763 tamariki aged 4 years or older attended kōhanga reo and other ECE services which had at least 51 percent of their programme content in te reo Māori. Analysis of 2013 Year 1 school students indicates that about 26 percent of these tamariki did not continue in Māori-medium education at curriculum levels 1 or 2 (51–100 percent in te reo), 32 percent went into a level 1 or 2 Māori-medium unit in an English-medium school, and 42 percent went to a Māori-medium kura (A. Nairn, personal communication, 1 August 2014).

To ensure good transitions for tamariki into their school, 12 percent of primary principals reported working closely with local kōhanga reo in 2013. Only 23 percent of principals said that tamariki moving from kōhanga reo could continue learning te reo Māori at their school. The fact that half the schools did not have kōhanga reo in their localities will have been a factor in principals’ answers, and this also highlights the limited accessibility of Māori-medium early childhood education. Table 3 gives the full picture.

**Table 3** Opportunities for tamariki moving from kōhanga reo to continue learning reo Māori in English-medium primary schools in 2013

| Proportion of Māori students in school  | Very low<br>% | Low<br>% | Moderate<br>% | High<br>% | All<br>% |
|---|---------------|----------|---------------|-----------|----------|
| Tamariki can continue learning Māori    | 22            | 24       | 11            | 45        | 23       |
| Tamariki cannot continue learning Māori | 56            | 40       | 62            | 31        | 48       |
| No local kōhanga reo                    | 59            | 67       | 51            | 26        | 50       |

Note: Principal report,  $n = 172$ .

Schools with high proportions of Māori students were more likely to have kōhanga reo in their localities (74 percent) than schools with very low proportions of Māori students (41 percent). They were also more likely to be able to provide Māori-language education opportunities for tamariki who transition from kōhanga to school (45 percent) than schools with very low proportions of Māori students (22 percent). A third of the principals in schools with high proportions of Māori students said that they worked closely with their local kōhanga reo to ensure good transitions for tamariki.

## Mai i te rumaki ki kura kē, ki ngā wharekura rānei—Transition from bilingual units to other schools

There are limited opportunities for Māori students to experience Māori-medium learning in English-medium schools, so the transitions between primary, intermediate, and secondary schools that facilitate reo Māori learning become even more important.

National data show that most students who were in a Māori-medium unit at Māori-language immersion level 1 or 2 (in an English-medium school) in Year 8 did not continue on at level 1 or 2 the following year. Of the 721 students who were Year 8 in 2012 in such a unit, 7 percent (55 students) went on to a kura in 2013 (A. Nairn, personal communication, 1 August 2014), 21 percent (157 students) continued in a Māori-medium unit (at level 1 or 2), and 68 percent (509 students) did not continue in Level 1 or 2, though they may have continued to learn te reo Māori as a curriculum subject (A. Nairn, personal communication, 1 August 2014).

Overall, 11 percent of the primary principals responding to the National Survey said they worked closely with local intermediate or secondary schools to ensure a good transition for tamariki from their bilingual units or classes. These units or classes may be level 1 or level 2 Māori immersion but are likely to offer lower levels of immersion. Only 2 percent of principals said they worked closely with local wharekura. Fifty-seven percent said that there were no wharekura in their localities.

In the schools with high proportions of Māori students, 24 percent of principals said they worked with local schools to ensure good transitions for students from their bilingual unit to other local

schools compared with 11 percent of principals in schools with very low proportions of Māori students.

Only 7 percent of principals in primary and intermediate schools with high proportions of Māori students reported working with wharekura to facilitate transitions, and nearly half (49 percent) said there were no local wharekura. In schools with very low proportions of Māori students 71 percent of principals said there were no local wharekura, and none of the principals reported working with wharekura to support transitions.

## Kōrero—Commentary

There is not a clear pathway for tamariki with higher levels of te reo Māori proficiency to maintain their reo as they move from kōhanga reo to primary or intermediate, or from primary or intermediate to secondary school. It is more likely that tamariki will have opportunities to learn Māori in high Māori enrolment schools, which also seem somewhat more likely to have Māori-medium provision in the locality.

## Ngā tikanga i roto i te kura—Recognising and respecting cultural identity

Recognition of identity and the incorporation of Māori culture and language into schools are important environmental factors that support Māori students' learning.

## Ngā mātua me ngā whānau—Parents and whānau

Seventy-two percent of Māori parents with a child in primary school (taking part in the 2013 National Survey) and 70 percent of Māori parents with a child in secondary school (taking part in the 2012 National Survey) agreed or strongly agreed that their child's cultural identity was recognised and respected.

Many parents were generally happy or neutral about teachers' efforts to understand things about their family and culture that were different from those of the teacher. Seventy percent of Māori parents with a child in primary school agreed or strongly agreed that their child's teachers made an effort in this respect. However, only 47 percent of Māori parents with a child in secondary school felt this way.

About three-quarters of parents overall with children in primary schools with high proportions of Māori students agreed or strongly agreed that teachers made an effort to understand things about their family and culture and that their child's cultural identity was recognised and respected. In comparison, 52 percent of parents of students in primary schools with very low proportions of

Māori agreed that teachers made an effort to understand things about their family and culture, and 61 percent agreed that their child's cultural identity was recognised and respected.

In 2013, 13 percent of Māori parents said they would like more say in a particular area of primary school life but felt they couldn't and 8 percent were unsure. Thirty-six percent of these parents wanted more say in how students' cultural identity is supported.

Overall, 42 percent of parents with children in secondary schools agreed or strongly agreed in the 2012 national secondary survey that teachers made an effort to understand things about their family and culture. Forty-eight percent of parents with children in secondary schools with high proportions of Māori students agreed or strongly agreed that teachers made an effort to understand things about their family and culture, compared with 35 percent of parents in secondary schools with very low proportions of Māori.

In secondary schools, nearly half of Māori parents (48 percent) wanted to change something about their child's education, and another 20 percent were unsure. Twenty-nine percent of these parents said they would like more focus on children's cultures and experiences in the school learning environment.

## Ngā kaiako—Teachers

Overall, primary teachers appear to have a positive attitude about their school's ability to respond to cultural diversity. Only 12 percent of teachers thought this was a major challenge facing their school.

Nearly two-thirds (62 percent) of all primary teachers and 73 percent of Māori primary teachers said that it was very important for students to make connections with things in their own culture or life outside school. There was not a statistically significant difference in teachers' responses to this question based on proportions of Māori students in a school.

Almost one-third (32 percent) of all primary teachers said that students made connections with their own culture or life outside of school most of the time in their class, and 46 percent, quite often.

In secondary schools, 61 percent of teachers and 71 percent of Māori teachers said that these connections were very important. Twenty-seven percent of all secondary teachers said students made these connections most of the time, and 46 percent said quite often in their classes. Māori secondary school teachers (34 percent) said that students made these connections most of the time, and 44 percent said quite often.

Fifty-six percent of Māori secondary teachers said that it was very important for their school to develop and practice school-wide culturally responsive pedagogy, compared with 35 percent of teachers overall.

## Ngā tumuaki—Principals

In 2010, most primary principals reported that students' different cultural backgrounds had been recognised in schoolwide practices that promote student belonging: 61 percent for more than 3 years, 16 percent of principals for 2–3 years and 17 percent, up to 2 years.

In 2013, 82 percent of primary principals agreed or strongly agreed that Māori students' culture was incorporated in their school's school-wide practices in ways that promote belonging, for example through mihi, pōhiri, and wānanga. Ninety-one percent of principals in schools with high proportions of Māori students agreed or strongly agreed with this statement compared with 68 percent of principals in schools with low proportions.

In 2013, almost half the primary principals responding said they were actively working towards building a stronger focus on what it means to be culturally aware across the school, with 46 percent identifying this as one of their main achievements in the past 3 years. This was more common among principals in schools with high proportions of Māori students (49 percent) than principals in schools with very low proportions of Māori students (32 percent).

In 2012, secondary school principals were asked about their participation in two programmes with a particular focus on cultural responsiveness. A quarter of secondary principals reported that their school had had the He Kākano programme running in their school, and 18 percent reported having Te Kotahitanga. These programmes were more likely to occur in schools with high proportions of Māori students.

**Table 4** Participation in Te Kotahitanga and He Kākano reported by secondary school principals in 2012

| Programme      | Proportions of Māori students in schools |     |          |      |                    |
|----------------|--|-----|----------|------|--------------------|
|                | Very low                                 | Low | Moderate | High | Across all schools |
|                | %  | %   | %        | %    | %                  |
| Te Kotahitanga | 0  | 4   | 16       | 45   | 18                 |
| He Kākano      | 12                                       | 18  | 31       | 32   | 25                 |

Note:  $n = 178$

## Kōrero—Commentary

Māori students in schools with high proportions of Māori students are more likely to experience aspects of their culture through school-wide practices than those in schools where Māori students make up a very low proportion of the student population.

Many primary schools appear to be open to including Māori culture and pedagogy in their schools. It would be useful to go beyond the broad-brush picture the survey can paint to see how Māori culture is being incorporated through these schools' practices and how practices differ from school to school.

Survey responses showed that many parents had positive attitudes concerning the ability of their child's school to be culturally responsive: though this was more so the case in primary and secondary schools with high proportions of Māori students.

However, there are still Māori parents in both high and very low Māori enrolment environments who would either like to see improvements in the cultural responsiveness of their child's school or who need more information before they can make a judgement about this.

### 3. Whakawhanaungatanga— Relationships

Ka Hikitia promotes productive partnerships in education between schools and whānau to support whānau involvement in their children’s school learning, and along with iwi and marae, create environments that value and recognise Māori culture, identity, and language (Ministry of Education, 2013b). The National Survey asked how schools were doing in making connections with parents and whānau, iwi, and marae.

A productive partnership starts with the understanding that Māori children and students are connected to whānau and should not be viewed or treated as separate, isolated or disconnected. Parents and whānau must be involved in conversations about their children and their learning (Alton-Lee, 2003).

#### Kura tuatahi—Primary

In 2013, half the primary principals responding identified strengthened processes for working with and consulting their parent and whānau community as one of their main achievements in the last three years. Fifty-six percent of principals in schools with high proportions of Māori students said this was a main achievement compared with 29 percent of principals in schools with very low proportions of Māori students.

More than a quarter (28 percent) of primary teachers considered more involvement of parents and whānau with student learning as one of their main achievements in the same period. Thirty-eight percent of teachers in schools with high proportions of Māori students reported this compared with 28 percent of teachers in schools with very low proportions.

However, nearly a third (31 percent) of primary trustees, 23 percent of principals, and 21 percent of teachers saw partnerships with parents and whānau as a major challenge facing their school. Thirty-one percent of principals and 33 percent of teachers in schools with high proportions of Māori students viewed this as a challenge, compared with 18 percent of principals and 16 percent of teachers in schools with very low proportions of Māori students.<sup>3</sup>

Half of the primary principals reported that they were not able to readily access the external expertise or knowledge their school needed to keep developing to better engage with whānau

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<sup>3</sup> Item not asked of secondary schools.

about student learning at school and at home. Principals of schools with high proportions of Māori students were more likely to say they needed this support and could not readily access such expertise (60 percent), compared with 36 percent of principals of schools with very low proportions of Māori students.<sup>4</sup>

When considering the overall mix of professional learning and development that they had taken part in during the past 2–3 years, 47 percent of teachers said that their professional learning had provided practical help with building positive relations with parents and whānau. Fifty-five percent of teachers in schools with high proportions of Māori students thought this, compared with 32 percent of teachers in schools with very low proportions of Māori students.<sup>5</sup>

Most primary trustees (82 percent) said that their board had consulted with its community in the past 12 months. Of these, 26 percent said it was through hui with whānau, and 30 percent said they consulted about provision for Māori students.

A quarter of the trustees said that increased community/parent involvement was one of their board's main achievements over the last year

Māori parents were somewhat more positive than others that their school genuinely consults them about new directions or issues (65 percent compared with 55 percent).

## Kura tuarua—Secondary

Forty-four percent of secondary principals identified strengthened processes for working with and consulting their parent and whānau community as one of their main achievements in the last 4 years. There was little difference based on the proportion of Māori students in a school.

Sixteen percent of secondary teachers considered more involvement of parents and whānau with student's learning one of their main achievements in the same period.

In secondary schools, 85 percent of trustees said that their board had consulted with its community in the past 12 months. Nineteen percent said that they consulted their community about ways of working with the parent/whānau community. Trustees in schools with high proportions of Māori students were more likely to say (19 percent) this than those in schools with very low proportions (10 percent).

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<sup>4</sup> Item not asked of secondary schools.

<sup>5</sup> Item not asked of secondary schools.

## Te marautanga—Parent and whānau involvement in the curriculum

Including parents and whānau in curriculum planning was a focus for school professional learning over the past 2 years for 8 percent of primary principals and 12 percent of teachers in 2013. This focus was seen more in schools with high proportions of Māori students (reported by 16 percent of principals and 18 percent of teachers) than in schools with very low proportions of Māori students (reported by 4 percent of principals and 8 percent of teachers).

In 2012, three-quarters of Māori secondary teachers and 61 percent of all secondary teachers said it was important or very important for their school to seek and act on parent input into school curriculum direction. Thirty-three percent of all teachers reported that this was already happening and 28 percent said it was in the school plan to happen.

## Ngā hononga ki te iwi me te marae—Relationships with local iwi and marae

Many iwi have their own education strategies, and where priorities coincide, such as developing Māori student engagement and achievement, there is the potential for schools and iwi to work together to support Māori students.

In 2013, more than a quarter (28 percent) of primary school principals identified building stronger relationships with local iwi and marae as one of their main achievements in the last 3 years. Principals in schools with high proportions of Māori students were more likely to say this than their counterparts in schools with very low proportions of Māori students: 40 percent compared with 14 percent.

Overall, 40 percent of trustees in primary schools said that their current board members had links with local iwi. However, it was not common for boards to consult with their communities about local iwi education priorities, with only 5 percent of trustees (9 percent in schools with high proportions of Māori students and 3 percent in low) reporting that their board had done so.

Trustees in primary schools with high proportions of Māori students were more likely to say they had links with local iwi (63 percent) than those in schools with very low proportions of Māori students (16 percent).

Overall, 39 percent of secondary principals in 2012 reported that their board needed more experience or skills for linking with local iwi, but only 14 percent of secondary trustees said that their board needed external support and advice for this purpose.

Principals in secondary schools with high proportions of Māori students were more likely to say that their board needed more experience or skills for linking with local iwi (49 percent) compared with 36 percent of principals in secondary schools with very low proportions of Māori students.

Māori secondary teachers rated the importance of seeking Māori community input into the curriculum to inform practice more highly than all teachers, with 90 percent of Māori teachers viewing it as very important or important compared with 69 percent of all teachers. Forty-one percent of all teachers said it was already happening in their schools, and 29 percent said it was in the school plan to happen.

## Kōrero—Commentary

Schools are thinking about how to build better relationships with whānau and iwi, and many have reported good progress in progressing these relationships. Nearly half of primary teachers had participated in PLD that helped them to build positive relationships with parents and whānau.

Primary schools with high proportions of Māori students are the most likely to have involved parents and whānau in curriculum development, and are more likely to be participating in PLD to support this. Primary principals in these schools are also more likely to have viewed building stronger relationships with local iwi and marae as one of their main achievements.

However, many schools that need external support to better engage with whānau about student learning at school and at home cannot access that support, particularly primary schools and secondary schools with high proportions of Māori students.

At a national level, there may be differences in secondary school principals and trustees views of the board's role in engaging with local iwi, with principals seeing more of a need for trustees to be more experienced or skilled in this area than the trustees themselves.

There is a demand from schools for external support for engaging with whānau to support learning, particularly in schools with the highest proportions of Māori students. Ensuring that schools are able to access appropriate professional development programmes and resources remains an important means of supporting schools to build their capabilities in this area.

## 4. Te tautoko i ngā ākonga Māori—Supporting Māori learners

Engaging Māori learners and supporting Māori achievement is a focus of Ka Hikitia. The National Surveys asked schools about their achievements and challenges in these areas, and their use of professional learning and development and achievement data to support Māori learners.

### Kura tuatahi—Primary

#### Te tautoko i Ka Hikitia—Supports for Ka Hikitia

The Ministry of Education has a range of supports for school leadership in relation to Ka Hikitia. The NZCER surveys give information about three of these supports and show that, overall, these generic supports were not commonly used. Some of the initial difficulties in implementing Ka Hikitia were caused by ineffective communication with schools so it is important that schools receive information that is useful to them in ways that work for them (Controller and Auditor-General, 2013).

In 2013 the Ministry of Education produced a publication for schools' boards of trustees in English-medium schools called *Effective Governance: Supporting Education Success as Māori*. The document contributes to Ka Hikitia, setting out boards' responsibilities for ensuring that their school's direction and actions raise Māori student achievement, in ways that support their Māori identity.

Whether your school has only a few Māori students or Māori students are the majority, they have a legal right to effective education under the Treaty of Waitangi, and their success is critical to New Zealand's school system and future (Ministry of Education, 2013a, p.3).

The national primary survey went out in July–August 2013. At that stage, only 13 percent of primary and intermediate trustees said that they had used the information in *Effective Governance*.

Almost half (46 percent) of trustees in primary schools with high proportions of Māori students identified Māori achievement as an issue. Yet only 12 percent of trustees in these schools reported using this resource.

The primary National Survey also asks about advice from regional Ministry of Education staff. Support was still not high from this source. In 2013, 14 percent of primary principals said that they had received useful advice about Ka Hikitia from their nearest Ministry office. Principals in schools with high proportions of Māori students were more likely to report having received useful advice (18 percent) than those in schools with very low proportions of Māori students (7 percent).

## Ākoranga ngaio me te whanaketanga—Professional learning and development

In 2013, 40 percent of primary teachers agreed or strongly agreed that they had been involved in professional learning and development over the past 2 to 3 years that provided them with practical help with engaging Māori students. This was more likely to be the case for teachers in schools with high proportions of Māori students (36 percent) than those in schools with very low proportions of Māori students (19 percent).

Forty-three percent of primary principals could not readily access expertise or knowledge on reliable strategies to improve Māori student learning. A third of principals in schools with high proportions of Māori students and 43 percent of principals in schools with very low proportions of Māori students could not access this support.

## Ngā painga—What went well

In 2013, just over half of primary principals (51) identified Māori student performance levels staying high or improved as one of their major achievements over the last 3 years. Seventy percent identified student performance levels overall staying high or improved as a main achievement. These views did not appear to be significantly influenced by the proportion of Māori students in a school.

A quarter of the primary teachers responding to the survey reported that one of their main achievements as a teacher in the last 3 years was becoming better at meeting the needs of Māori students. This was more likely to be the case for teachers in schools with high proportions of Māori students (41 percent) compared with 18 percent of teachers in schools with very low proportions of Māori students.

Twenty-nine percent of the 277 primary school trustees responding to the survey said that improvements in Māori student achievement was one of their board's main achievements over the last year. This was more likely in schools with high proportions of Māori students (32 percent of trustees) compared with those in schools with very low proportions of Māori students (25 percent of trustees).

## Ngā wero—Challenges

Twenty-nine percent of primary school principals, 30 percent of teachers and 30 percent of trustees identified improving Māori student achievement as a major challenge for their school. Eleven percent of primary school principals, 25 percent of teachers, and 27 percent of trustees said improving student achievement overall was a major challenge facing their school.

Māori student achievement was more often perceived as a challenge by principals and teachers in schools with high proportions of Māori students (44 and 53 percent) compared with just 11 percent of principals and 16 percent of teachers in schools with very low proportions of Māori students. Almost half (46 percent) of trustees in schools with high proportions of Māori students viewed Māori student achievement as a challenge, compared with only 11 percent in schools with very low proportions of Māori students.

Twenty-nine percent of the 109 Māori parents responding to the survey viewed Māori achievement as a major issue facing their school, but only 7 percent of parents overall held the same view. Parents of students in schools with high proportions of Māori students were more likely to identify Māori achievement as an issue (13 percent) compared with 4 percent of parents in schools with very low proportions of Māori students.

Of those trustees in primary schools who said that parents had raised particular issues with the board, only 8 percent said that parents had raised provision for Māori students as an issue. This suggests that momentum for change to address Māori student achievement needs benefits from national impetus and support for schools to change practices.

## Raraunga paetae—Making use of achievement data to support Māori students

If schools are to make progress with Māori student engagement and achievement, boards and school staff need to have clear information about what is going on in their schools that they understand and use. Schools are legally obliged to disaggregate their data so they can look at patterns for Māori students and other different student groups (Ministry of Education, 2014a).

Many primary principals (79 percent) thought that their boards had a good understanding of achievement data. However, less than half (44 percent) saw Māori achievement data playing a significant role in their board's decision making about staffing and resources. In schools with high proportions of Māori students, principals were more likely to say that Māori student achievement data influenced their board's decision making (64 percent) than principals in schools with very low proportions of Māori students (21 percent).

## Kura tuarua—Secondary

### Te tautoko i Ka Hikitia—Supports for Ka Hikitia

The third aspect of support for Ka Hikitia asked about was in the 2012 secondary National Survey: the Measurable Gains Framework rubrics developed to provide common measures of progress against *Ka Hikitia—Managing for Success: 2008–2012* (Ministry of Education, 2008). In 2012, 16 percent of secondary principals found the rubrics helpful and said they would keep using them, but most (42 percent) were not using the rubrics and 38 percent said they were not aware of them. The answers here were unrelated to the proportion of Māori students on school rolls.

### Ākoranga ngaio me te whanaketanga—Professional learning and development

In 2012, 49 percent of secondary school teachers agreed or strongly agreed that their professional learning over the past 2–3 years had provided practical help with engaging Māori students in their class.

Forty percent of secondary school principals were not able to readily access external expertise to help their school keep developing to better engage Māori students in learning. Fifty-seven percent of principals in schools with high proportions of Māori students could readily access such external expertise compared to 28 percent in schools with very low proportions of Māori students.

### Ngā painga—What went well

Nearly three-quarters of the secondary school principals responding to the survey reported Māori student performance levels and student performance levels (71 percent and 75 percent of principals respectively) staying high or improved as main achievements over the last 3 years. There was little difference between schools with very low or high proportions of Māori students.

Fifty-three percent of the 93 Māori secondary teachers responding to the survey felt that becoming better at meeting the needs of Māori students was one of their main achievements in the last 3 years compared with 31 percent of all secondary teachers ( $n = 1,266$ ).

### Ngā wero—Challenges

Overall, 40 percent of secondary school principals, 36 percent of teachers and 39 percent of trustees viewed Māori student achievement as a major issue facing their school. Thirty-seven

percent of principals, 34 percent of teachers and 40 percent of trustees reported student achievement generally as a major issue.

Principals in schools with high proportions of Māori students were more likely to view Māori student achievement (49 percent) as a major issue than those in schools with very low proportions (24 percent).

Thirty-two percent of the 182 Māori parents responding to the survey viewed Māori achievement as a major issue facing their school and 7 percent of parents overall ( $n = 1,477$ ) held the same view. Parents of students in schools with high proportions of Māori students were more likely to identify Māori achievement as an issue (16 percent) than the 4 percent of parents in schools with very low proportions of Māori students.

Of those trustees in secondary schools who said that parents had raised particular issues with the board, 8 percent (24 of the 290 trustees responding) said that parents had raised provision for Māori students as an issue.

## Raraunga paetae—Making use of achievement data to support Māori students

Fifty-four percent of secondary principals overall strongly agreed or agreed that Māori student achievement data played a significant role in their board's decision making about staffing and resources. Principals in schools with high proportions of Māori students were more likely to agree or strongly agree than principals in schools with very low proportions—47 percent of principals compared with 18 percent.

## Kōrero—Commentary

The government has identified Māori students as one of the priority learner groups for schools to focus on, and schools are paying attention. Their focus on Māori learners is showing both through the gains they feel they are making in supporting Māori student performance levels, and in their recognition of this as an issue that their schools need to be taking seriously.

Contributing to success for Māori learners requires attention to Māori achievement and engagement but this has to occur in context with a focus on te reo Māori, tikanga, and relationships as well. The holistic picture is important if the data is to be useful and meaningful.

More attentiveness to Māori achievement is being shown amongst principals, teachers, trustees and parents in primary and secondary schools with high proportions of Māori students than in those with very low proportions. Schools with very low proportions of Māori students are less likely to focus on Māori achievement and they are also less likely to provide opportunities for

students to learn Māori or to experience aspects of their culture through school-wide practices which raises concerns about the quality of learning experiences that Māori students can expect to have in these schools.

Māori achievement is more likely to be viewed as a major issue in secondary schools than primary schools, but both primary and secondary school principals reported a need for PLD to support better engagement of Māori students in learning that was not being met.

## 5. Kupu Whakatepe—Conclusion

While primary and secondary schools are making progress in providing the kinds of education opportunities that support Māori student success, many schools still need external support to turn goodwill into action and meet the expectations of whānau for their children as well as the government’s goals for Māori education. Ka Hikitia aims for quality education provision for Māori students and their whānau and sustained system-wide change, but schools are unlikely to meet some of the goals for Māori student learning with current levels of external support available to schools.

From the National Survey findings we can see that the proportion of Māori students in a school can make a difference both to a school’s attentiveness to Māori achievement and to the learning opportunities that Māori students are able to access that support their identity, language, and culture.

Māori students were more likely to be able to access learning opportunities that support their identity, language, and culture in schools with high proportions of Māori students. These are the schools that were more likely to prioritise te reo Māori and tikanga Māori and create environments where te reo Māori is used frequently, although opportunities to acquire high levels of Māori-language proficiency overall remain rare.

Schools with high proportions of Māori students were more likely to incorporate Māori students’ culture in their school’s school-wide practices and in primary schools were more likely to involve parents and whānau in curriculum development and to be actively building stronger relationships with local iwi and marae.

These schools are also more likely to participate in PLD that supports their efforts to support Māori students learning. However, they are also the schools that are having the most difficulty in accessing the support they require.

Many schools cannot access the support they need in the form of Ministry-funded PLD—for whatever reason—and need other avenues through which they can access support. Schools that are making gains in provision of Māori-language education and incorporation of tikanga Māori in their school-wide practices can assist other schools by sharing their learning. This would contribute to the Ka Hikitia goals for primary and secondary schools to share and grow knowledge and evidence of what works and work together to achieve excellent education and Māori-language outcomes (Ministry of Education, 2013b).

## Tāpiritanga: Mō te tatauanga nei—Appendix: About the survey

NZCER began regular national surveys of primary and intermediate schools in 1989 to track the implementation and effects of the Tomorrow's Schools policy. We have continued them in order to provide a regular national picture of what is happening in our schools and classes, and how this relates to any policy changes.

The surveys are comprehensive so that we can gain insight into how changes in one aspect of school life are related to changes or continuity in other aspects of school life. They are funded through NZCER's purchase agreement with the Ministry of Education, and are supported by sector groups through their encouragement of members to fill out the surveys. The Ministry and the sector groups also give us very useful feedback on our draft surveys.

We carry out the secondary survey, and the primary and intermediate survey in 3-year cycles, using a different representative sample of around 20 percent of these schools each time.

### Ngā kura tuatahi—Primary schools

In 2013 the NZCER National Survey went to the principal, to the board of trustees chair and one other trustee (we asked the board chair to give the survey to someone whose opinion might differ from their own), to a random sample of one in two teachers at a representative sample of 351 primary and intermediate schools (Berg, 2013), and to a random sample of one in four parents at a cross-section of 36 of these schools. The response rates were 51 percent for principals ( $n = 180$ ), 40 percent for teachers ( $n = 713$ ), 40 percent for trustees ( $n = 277$ ) and 34 percent for parents ( $n = 684$ ). There is some under-representation of principals and trustees from decile 1–2 schools and small schools, some under-representation of teachers from decile 3–6 schools,<sup>6</sup> and over-representation of teachers from decile 9–10 schools. Parent responses are fairly evenly spread over deciles, albeit with low numbers for decile 7–8 schools.

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<sup>6</sup> We group school decile for analytical purposes (usually grouping two deciles together, such as decile 1–2, but sometimes reporting larger groupings, such as decile 3–6, where there is consistency in the large grouping).

**Table 5** Percentage of Māori respondents in primary and intermediate schools

|                  |     |
|------------------|-----|
| Māori parents    | 16% |
| Māori trustees   | 13% |
| Māori teachers   | 8%  |
| Māori principals | 8%  |

The margin of error for the principals' responses is 7.3 percent, for teachers' responses around 3.5 percent, and for trustees' responses around 5.9 percent. These margins of error are based on the survey sample having a simple random sampling methodology. As both the teacher and trustee samples are not true simple random samples, these figures are approximations. The margin of error for the parent surveys cannot be approximated because the random sample is taken from a cross-section of the sample schools" (Wylie and Bonne , 2013).

## Ngā kura tuarua—Secondary schools

The 2012 questionnaires went to all principals of New Zealand's 322 state and state-integrated secondary schools, and to the board chair and one other trustee on the school board. All teachers on the PPTA's email database of full and part-time teachers were surveyed via a web-based questionnaire. Parents were surveyed at a representative sub-sample of 28 secondary schools, using a random allocation of 1 in 5 parents, with schools taking part receiving the results for their own school as well as a comparison with the national picture.

We received responses from 177 principals (55 percent of all secondary school principals), from 290 trustees (45 percent of the trustees surveyed), 1,266 teachers (10 percent of those on the PPTA email database), and 1,477 parents (26 percent of those surveyed). This shows that there is some under-representation among principal and trustee responses of decile 1–2 schools, and those with fewer than 800 students. Overall, the responses provide a reasonable national picture, with similar patterns in terms of school characteristics as previous NZCER national surveys. However, somewhat more state-integrated schools were included in the parent sample in 2012 than in 2009, and we had higher responses from parents in high-decile schools (Wylie, 2013).

**Table 6** Percentage of Māori respondents in secondary schools

|                  |     |
|------------------|-----|
| Māori parents    | 12% |
| Māori trustees   | 9%  |
| Māori teachers   | 7%  |
| Māori principals | 8%  |

## Ngā here—Limitations

Where the data has been organised according to the proportion of Māori students in a school, the characteristics of respondent schools are slightly skewed from the higher response rate from the ‘medium’ enrolment group. However, overall this data is representative of English-medium primary, intermediate and secondary schools in New Zealand.

We used an on-line survey for the 2012 secondary teachers using the PPTA e-mail database. This means we do not know which school each teacher is from and therefore cannot match to any schools characteristics such as % Māori on roll.

## Ngā kupu—Terms used in this report

This report uses the following terms to describe the proportions of Māori students in a school.

|                 |             |                 |             |
|-----------------|-------------|-----------------|-------------|
| 1–7% = very low | 8–15% = low | 16–30% = medium | 31%+ = high |
|-----------------|-------------|-----------------|-------------|

The numbers given for the primary and secondary samples are based on the principal survey returns.

**Table 7** Primary and intermediate schools

| Proportions of Māori students | Number of primary schools | Primary schools % | All primary schools in 2013 % |
|-------------------------------|---------------------------|-------------------|-------------------------------|
| 1–7% = very low               | 28                        | 16                | 13                            |
| 8–15% = low                   | 44                        | 24                | 23                            |
| 16–30% = medium               | 63                        | 35                | 32                            |
| 31%+ = high                   | 45                        | 25                | 32                            |

**Table 8** Secondary schools

| Proportions of Māori students | Number of Secondary schools | Secondary schools % | All secondary schools in 2012 % |
|-------------------------------|-----------------------------|---------------------|---------------------------------|
| 1–7% = very low               | 25                          | 14                  | 20                              |
| 8–15% = low                   | 50                          | 28                  | 27                              |
| 16–30% = medium               | 55                          | 31                  | 28                              |
| 31%+ = high                   | 47                          | 27                  | 25                              |

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