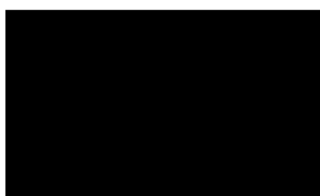




02 JUL 2018



Thank you for your email of 4 May 2018 to the Ministry of Education requesting the following information:

*"Do you keep data on how many teachers or schools are involved with Professional Development towards improving cultural competence – eg Poutama Pounamu? Has there been an increase or decrease in this PLD since last year, or the previous year?"*

*Do you keep data on the number of teachers who have undertaken the DCIM – Developing Communities for Mathematical Inquiry PLD programme eg last year, or since it started?*

*Can you give me the latest data you have available on the uptake of Māori language and Māori-medium teaching scholarships please? Are they fully subscribed?*

*Have there been any increased opportunities for existing teachers to increase their Māori language capability through PLD?*

*Do you have early data on Māori Language Programme Funding for 2018? Eg how many primary school students are learning Māori, from taha Māori (level 6), through to level 1 (81-100%)? Can comparisons be made with last year or the previous year?"*

Your request has been considered under the Official Information Act 1982 (the Act).

***Do you keep data on how many teachers or schools are involved with Professional Development towards improving cultural competence – eg Poutama Pounamu? Has there been an increase or decrease in this PLD since last year, or the previous year?***

Centrally funded Professional Learning and Development (PLD) went through a service redesign in 2016 and the new service went live in 2017. Under the previous model for PLD delivery, support for Cultural Responsiveness was provided as a component within other programmes and was not easily quantifiable. Now, if a school, kura or Kāhui Ako identifies that strengthening teachers' culturally responsive teaching practices will help to improve equity and excellence in progress and achievement for their students, then they are able to request PLD to specifically support that.

The Ministry is supporting some specific approaches that have been shown to be effective to build culturally responsive practices such as Poutama Ponamu, currently active in two clusters and Māori Achievement Clusters (MACs), currently active in at least 151 schools over 12 clusters. We also support the approach developed by the Developing Mathematical Inquiry Communities (DMIC) which builds culturally responsive teaching practices in mathematics.

These programmes work with leaders and teachers within to help them develop knowledge into practice.

The below data shows PLD allocations to schools, kura or Kāhui Ako that have included Cultural Responsiveness as one of their priority learning areas. We did not collect these data in the first three PLD allocation rounds.

	2017	2018
Cultural Responsiveness	184	32*

*\*only the first term allocation round has been completed. There is one allocation round in all four terms.*

***Do you keep data on the number of teachers who have undertaken the DCIM – Developing Communities for Mathematical Inquiry PLD programme eg last year, or since it started?***

We do not keep data on the number of teachers who participate in PLD based on approaches developed by the DMIC programme. Since the Centrally Funded PLD Model went live in term one of 2017, the following counts show how many statements of work have been agreed with Massey University that uses approaches developed through the DMIC programme:

- Schools and Kura: 29
- Kāhui Ako: 4
- Informal cluster: 1

***Can you give me the latest data you have available on the uptake of Māori language and Māori-medium teaching scholarships please? Are they fully subscribed?***

Information on Māori language and Māori-medium teaching scholarships, between 2016 and 2018, is provided as **Appendix A** to this response.

***Have there been any increased opportunities for existing teachers to increase their Māori language capability through PLD?***

### **Te Reo Māori**

The new PLD system is focused on inquiry-led PLD individually tailored to the identified needs of a school, kura or Kāhui Ako. The new system also identified five National Priority Areas across both mediums: pāngarau, maths, pūtaiao, science, te reo matatini (pānui, tuhituhi, kōrero), reading and writing, and digital fluency.

In most cases, the Ministry no longer provides programmatic PLD based on an individual subject area, but rather the requestor identifies a number of priority areas they are seeking support in. It is difficult to consistently identify where specific PLD is requested on upskilling in te reo Māori only, as this may be only one component of a more comprehensive PLD intervention, and any extrapolation of this data will likely be misleading.

An accredited facilitator, selected by the school, kura or Kāhui Ako, works with the school to plan and deliver the tailored PLD. For Māori medium settings, the accredited facilitator must demonstrate a high capability in te reo Māori, in order to deliver PLD support through te reo Māori. This means that kaiako will receive their PLD support through te reo Māori, but there isn't a specific focus on kaiako learning te reo Māori through PLD.

## Te Ahu o Te Reo Māori

Te Ahu o Te Reo Māori is a new initiative in Budget 2018. Although it is not part of Centrally Funded PLD it recognises the increasing demand from students and whānau (Māori and non-Māori) on the education system to provide te reo Māori in all learning environments.

We have secured \$11.4 million, over the next three years, to support teachers to deliver te reo Māori in the classroom. It will support teachers – those already teaching te reo, and those who have the potential but may not yet have the confidence to do so. This will work towards better integration of te reo Māori across early learning services, primary and intermediate schools.

It comprises five initiatives to support all early learning and primary teachers to deliver te reo Māori in the classroom:

- an online hub for te reo Māori in education resources;
- an event through which te reo Māori in education will be showcased;
- te reo Māori courses designed for teachers;
- a teacher network pilot to leverage collaboration as a learning mechanism; and
- teacher guidance to support teachers to integrate te reo Māori across the learning environment of our tamariki.

***Do you have early data on Māori Language Programme Funding for 2018? Eg how many primary school students are learning Māori, from taha Māori (level 6), through to level 1 (81-100%)? Can comparisons be made with last year or the previous year?***

Information on Māori Language Programme Funding is not yet finalised. It is expected to be published on the Ministry's Education Counts website in November 2018. For this reason, I am refusing this part of your request under section 18(e) of the Act, as the information does not exist.

Please note, the Ministry now proactively publishes OIA responses on its website. As such, we may publish this response after five working days. Your name and contact details will be removed.

Thank you again for your email. If you have further questions please feel free to contact our media team in the first instance at [media@education.govt.nz](mailto:media@education.govt.nz). If you are unsatisfied with my response, you have the right to ask an Ombudsman to review it. You can do this by writing to [info@ombudsman.parliament.nz](mailto:info@ombudsman.parliament.nz) or Office of the Ombudsman, PO Box 10152, Wellington 6143.

Yours sincerely



Ellen MacGregor-Reid  
**Deputy Secretary**  
**Early Learning and Student Achievement**

# Appendix A - Māori language and Māori-medium teaching scholarships 2016 – 2018

Award Name	2018			2017			2016		
	Number Available	Applications Received	Offered	Number Available	Applications Received	Offered	Number Available	Applications Received	Offered
Career Changer Māori Medium (Primary) Scholarship	60	107	65	60	94	61	60	74	58
Career Changer Secondary (Tipu Whakarito Te Reo Māori me Te Waka Whakareia) Scholarship	30	14	14	30	18	14	30	12	11
Māori Medium (Primary) Scholarship	65	77	65	65	54	52	65	45	39
Te Reo Māori (Secondary or Wharekura) Scholarship	60	10	8	30	4	4	30	4	2
Graduate Scholarship (Tipu Whakarito Te Reo Māori me Te Waka Whakareia) Scholarship	n/a <sup>1</sup>	n/a	n/a	30	9	9	30	3	3
Kupe Scholarships for Māori and Pasifika High Achievers	30	Total - 72	Total - 30	30	Total - 98	Total - 30	30	Total - 91	Total - 30
		ECE Māori - 6	ECE Māori - 1		ECE Māori - 9	ECE Māori - 2		ECE Māori - 9	ECE Māori - 1
		ECE Pasifika - 5	ECE Pasifika - 2		ECE Pasifika - 8	ECE Pasifika - 1		ECE Pasifika - 6	ECE Pasifika - 0
		PRM Māori - 38	PRM Māori - 11		PRM Māori - 35	PRM Māori - 14		PRM Māori - 39	PRM Māori - 12
		PRM Pasifika - 9	PRM Pasifika - 5		PRM Pasifika - 17	PRM Pasifika - 3		PRM Pasifika - 14	PRM Pasifika - 5
		SEC Māori - 7	SEC Māori - 6		SEC Māori - 17	SEC Māori - 5		SEC Māori - 17	SEC Māori - 6
		SEC Pasifika - 7	SEC Pasifika - 5		SEC Pasifika - 12	SEC Pasifika - 5		SEC Pasifika - 6	SEC Pasifika - 6
		Total - 31	Total - 29		Total - 24	Total - 22		Total - 38	Total - 36
		Māori - 27	Māori - 25		Māori - 10	Māori - 9		Māori - 22	Māori - 21
		Total - 31	Total - 29		Total - 24	Total - 22		Total - 38	Total - 36
Early Childhood Education Scholarships - Te Reo Māori or Pasifika Languages	100	Māori - 27	Māori - 25	100	Māori - 10	Māori - 9	100	Māori - 22	Māori - 21
		Pasifika - 4	Pasifika - 4		Pasifika - 14	Pasifika - 12		Pasifika - 16	Pasifika - 15

<sup>1</sup> Scholarship was merged with te reo Māori (secondary or wharekura) scholarship