



Te Rāngai Kāhui Ako ā-Iwi

Regional Data + Analysis



Community and Iwi Context



Whānau Language and Engagement



Learning Environments



Governance, Leaders and Teachers

Terms and Definitions

Te Rāngai Kāhui Ako ā-Iwi

Māori Medium Education - Early learning, primary schooling, and secondary schooling settings where curriculum is delivered in the Māori language over 51% of the time.

Māori Language Immersion Level (MLIL) - A scale which provides levels for the amount of Māori language is used during curriculum delivery.

MLIL Level 1 - 81-100% curriculum time is delivered in the Māori language.

MLIL Level 2 - 51-80% curriculum time is delivered in the Māori language.

Dedicated Settings – Education settings where all learners within that centre or school are MLIL Level 1 or MLIL Level 2.

Mixed Medium Settings – Education settings where some but not all learners with that centre or school are MLIL Level 1 or MLIL Level 2.

Early Learning - Education settings for pre-school learners.

Primary Schooling - Education settings for learners from year 1 to year 8.

Secondary Schooling - Education settings for learners from year 9 to year 15.





Tēnā koutou kei ngā pūreke mōwai o tō tātou nei reo

I am delighted to introduce *Te Rāngai Kāhui Ako ā-lwi*. It is a framework to support sustainable Māori medium education, recognising the diversity rohe by rohe, iwi by iwi. It is designed to exploit the Communities of Learning I Kāhui Ako to identify and share best practice for Māori medium education.

When I commissioned this work almost two years ago, I challenged the Ministry of Education to develop a framework for sustainability and a strategy to deliver it. Core components of this strategy are the recognition and support of the diverse iwi contexts and the student centred end to end pathways of Communities of Learning I Kāhui Ako. *Te Rāngai Kāhui Ako ā-lwi* fundamentally supports iwi, as key contributors, to ensure high-quality Māori medium education is available in their rohe.

Te Rāngai Kāhui Ako ā-lwi acknowledges that, as the kaitiaki of te reo ā-iwi, iwi are critical links to enhancing whānau success in education.

We all share the vision of a system that responds to the needs of all students. *Te Rāngai Kāhui Ako ā-lwi* supports iwi to deliver for learners and their whānau by providing an approach to identify and share best practice through two key components:

- Te Rāngai Kāhui Ako ā-lwi an analysis of areas where Māori medium education is thriving
- Regional System Data and Analysis –
 which provides data and information about how
 well Māori medium education is performing region
 by region.

I look forward to seeing you use *Te Rāngai Kāhui Ako ā-lwi* to support learners and their whānau to thrive in Māori medium education.

Kāti rā.

Hon Hekia Parata Minister of Education







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Canterbury/Chathams	42
Otago/Southland	46

Te Rāngai Kāhui Ako ā-Iwi **Framework**

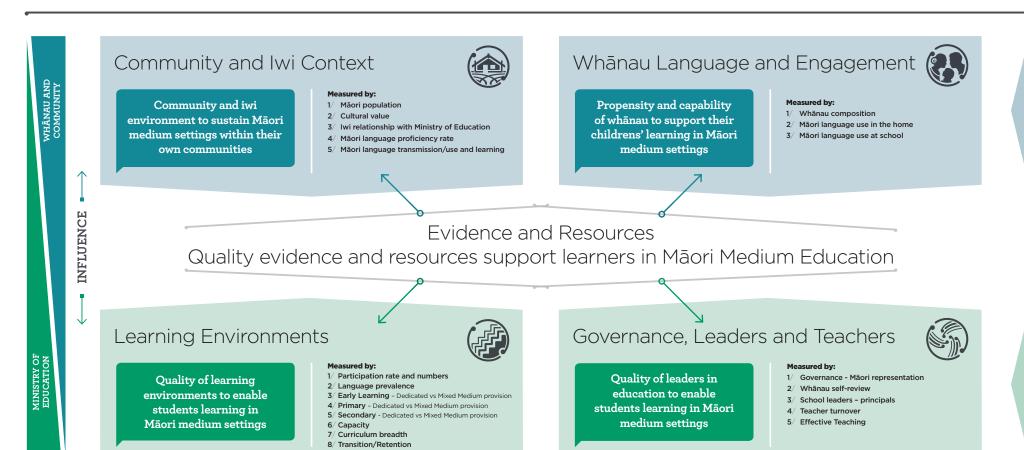


He huarahi whakaū, whakataīranga hoki i te taumata mātauranga ki ngā taiako reo Māori.

E angitu ai te Māori, kia wātea ki ngā ākonga katoa he taiako reo Māori e whai kounga ana, i a rātou ka takahi i te ara o te mātauranga.

Developing a high quality and sustainable system for Māori medium education.

To raise Māori achievement by allowing all learners to study in quality Māori medium settings throughout their education journey



Data + Analysis Rating Framework

Te Rāngai Kāhui Ako ā-Iwi



Community and Iwi Context



	Data Description	Analysis Statement	Data Description	Analysis Statement	Data Description	Analysis Statement
INDICATOR	GOOD		DEVELOPING		CRITICAL	
Māori Population Source: Census (2013)	Māori population numbers are projected to grow	Potential student pool increasing	Māori population numbers are projected to remain static	Potential student pool stable	Māori population numbers are projected to decrease over time	Potential student pool decreasing
2 Cultural Value Source: Te Kupenga (2013)	Over 50% of Māori population values culture	Cultural context conducive to Māori medium education provision	At least 33% of Māori population value culture (as per national average)	Cultural context requires development to be conducive to Māori medium education provision	Less than 33% of Māori population value culture	Cultural context is not conducive to MME provision
3 / Iwi Relationship with Ministry of Education Source: Ministry of Education (2016)	At least four iwi in the region have active relationships with the Ministry of Education	A number of iwi actively engaged in Māori educational achievement	At least two iwi in the region have active relationships with the Ministry of Education	Some iwi are engaged in Māori educational achievement	Less than two iwi in the region have active relationships with the Ministry of Education	There is limited iwi engagement on Māori educational achievement
Māori Language Proficiency Rate Source: Te Kupenga (2013)	Over 25% of the Māori population have a conversational proficiency	There is a significant language capability and capacity within the region to support Māori medium education provision and drive demand	At least 20% of the Māori population have a conversational proficiency and over 50% have more than a few words or phrases	There is a some language capability and capacity within the region to support Māori medium education provision and drive demand	Less than 20% of the Māori population have conversational proficiency and less than 50% have more than a few words or phrases	There is a limited language capability and capacity within the region to support Māori medium education provision and drive demand
Māori Language Transmission/Use/Learning Source: Te Kupenga (2013)	Over 50% of Māori in the rohe taught or shared the Māori language with others	The majority of Māori share their language knowledge with others	At least 33% of Māori in the rohe taught or shared the Māori language with others	Less than half of Māori share their language knowledge with others	Less than 33% of Māori in the rohe taught or shared the Māori language with others	Very few Māori share their language knowledge with others

Data + Analysis Rating Framework

Te Rāngai Kāhui Ako ā-Iwi



Whānau Language and Engagement



	Data Description Analysis Statemen	Data Description Analysis Statement	Data Description Analysis Statement	
INDICATOR	GOOD	DEVELOPING	CRITICAL	
Whānau Composition Source: Te Kupenga (2013)	Over 46% of Māori in the rohe report that whānau composition includes grandparents, grandchildren, aunts, uncles, cousins etc The composition of the majority of Māori whāna is multigenerational and includes cousins, auntie etc which will support successful Māori mediur education engagement and provision	in the rohe report that whānau composition includes grandparents, includes grandparents, includes grandparents, includes grandparents, in the rohe report than national averages which will support Māori	Less than 42% of Māori in the rohe report that whānau composition typically limited to immediate family which is less conducive to Māori medium education engagement and provision	
Māori Language use in the Home Source: Te Kupenga (2013)	Over 25% of Māori report that the Māori language is used regularly or the main language at home. Over 75% of speakers use Māori language as a significant language of communication with children	Less than 25% of Māori report that the Māori language is used regularly or the main language at home. Over 75% of speakers use Māori language as a significant language of communication with children	Less than 20% of Māori report that the Māori language is used regularly or the main language at home. Less than 75% of speakers use Māori language as a significant language of communication with children	
Māori Language use at School Source: Te Kupenga (2013)	Over 70% of Māori use the Māori language when helping out at school at least some of the time Whānau use the Māori language at school regularly	Over 50% of Māori use the Māori language when helping out at school at least some of the time Whānau use the Māori language at school from time to time	Less than 50% of Māori use the Māori language when helping out at school at least some of the time Whānau do not regularly use the Māori language at school	

Data + Analysis Rating Framework

Te Rāngai Kāhui Ako ā-Iwi



Learning Environments



		Data Description	Analysis Statement	Data Description	Analysis Statement	Data Description	Analysis Statement
	INDICATOR	GOOD		DEVELOPING		CRITICAL	
1/	Participation Rate and Numbers Source: Ministry of Education (2010-2014)	Participation higher than the national average with a growth trend	Comparatively high participation and numbers increasing	Participation higher than the national average with a decreasing trend	Comparatively high participation and numbers decreasing	Less than the national average	Comparatively low participation
2/	Language Prevalence Source: Education Review Office (2010-2015)	ERO reports for the majority of settings note Māori language prevalence as strong	Language provision is of high quality	ERO reports for the majority of settings note Māori language prevalence as developing	Quality of language provision is developing	ERO reports for the majority of settings note Māori language prevalence as needs improving	Quality of language provision needs improving
3/	Early Learning - Dedicated vs Mixed Medium Provision Source: Ministry of Education (2014)	More than 50 total Māori medium education settings	Good access to quality Māori medium education	Between 16 and 50 total Māori medium education settings	Access to quality Māori medium education requires development	Less than 15 total Māori medium education settings	Access to quality Māori medium education is critical
4/	Primary - Dedicated vs Mixed Medium Provision Source: Ministry of Education (2014)	Over 50% in dedicated and at least 15 dedicated settings in the region	Good access to quality Māori medium education	At least 50% in dedicated and at least 10 dedicated settings in the region or 15 total Māori medium education settings	Access to quality Māori medium education requires development	Less than 40% in dedicated settings and less than 15 total Māori medium education settings	Access to quality Māori medium education is critical
5 /	Secondary - Dedicated vs Mixed Medium Provision Source: Ministry of Education (2014)	Over 50% in dedicated and at least 5 dedicated settings in the region	Good access to quality Māori medium education	At least 50% in dedicated and at least 3 dedicated settings in the region or 5 total Māori medium education settings	Access to quality Māori medium education requires development	Less than 40% in dedicated settings and less than 5 total Māori medium education settings	Access to quality Māori medium education is critical
6/	Capacity Source: Ministry of Education (2014)	Less than 70% utilisation in dedicated settings and no settings over 85%	There is capacity within the system for additional Māori medium education learners	Up to 84% utilisation dedicated settings but no more than half of dedicated settings over 85%	There is limited capacity within the system for additional Māori medium education learners	More than 85% utilisation dedicated settings and/or more than half of dedicated settings over 85%	There is little to no capacity within the system for additional Māori medium education learners
7/	Curriculum Breadth Source: Ministry of Education (2010-2014)	Over 70% of subjects offered regionally are delivered within Māori medium education settings	There is a relatively high number of subjects available to Māori medium education secondary school learners	Over 50% of subjects offered regionally are delivered within Māori medium education settings	There is a relatively moderate number of subjects available to Māori medium education secondary school learners	Less than 50% of subjects offered regionally are delivered within Māori medium education settings	There is a relatively low number of subjects available to Māori medium education secondary school learners
8/	Transition/Retention Source: Ministry of Education (2014-2015)	Over 80% Level 1 retention	Retention of Level 1 Māori medium education leaners is high	Over 50% Level 1 retention	Retention of Level 1 Mãori medium education leaners is moderate	Less than 60% Level 1 retention	Retention of Level 1 Māori medium education leaners is low

Data + Analysis Rating Framework To Denovoi Kelovi Also Educi

Te Rāngai Kāhui Ako ā-Iwi



Governance, Leaders and Teachers

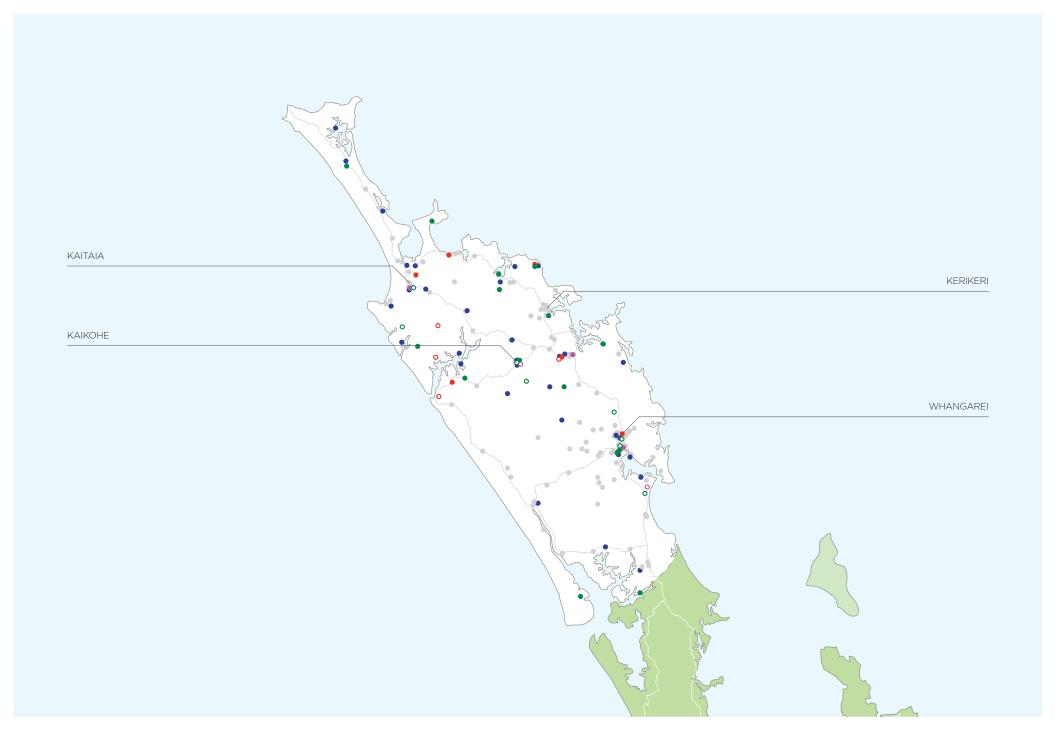


	Data Description Analysis Statement	Data Description Analysis Statement	Data Description Analysis Statement	
INDICATOR	GOOD	DEVELOPING	CRITICAL	
Governance - Māori Representation Source: Ministry of Education (2014)	Over 80% Māori representation on Board of Trustees in dedicated settings and over 30% Māori representation on Board of Trustees in mixed medium settings	Over 80% Māori representation on Board of Trustees in dedicated settings and over 19% Māori representation on Board of Trustees in mixed medium settings	Less than 19% Māori representation on Board of Trustees in Māori medium education settings	
Whānau Self Review Source: Education Review Office (2010-2015)	ERO reports for the majority of settings assess whānau self-review for majority of kōhanga as effective or highly effective	ERO reports for the majority of settings assess whānau self-review for majority of kōhanga as developing	ERO reports for the majority of settings assess whānau self-review for majority of kōhanga as needing support	
School Leaders - Principals Source: Ministry of Education (2015)	At least 10 years' experience as a principal are very experienced	At least 8 years' experience School principals are relatively experienced	Less than 8 years' experience as a principal less experienced	
Teacher Turnover Source: Ministry of Education (2014)	Less than 19% annual Teacher turnover is less teacher turnover than national averages	More than 19% annual teacher turnover is slightly higher than national averages	More than 25% annual Teacher turnover teacher turnover is relatively high	
5 Effective Teaching Source: Education Review Office (2010-2015)	ERO reports for the majority of settings assess teaching as effective or highly effective and learning practices	ERO reports for the majority of settings assess teaching as developing effective teaching and learning practices	ERO reports for the majority of settings assess teaching as not effective Māori medium education providers need to improve their teaching and learning practices	



Tai Tokerau Te Rāngai Kāhui Ako ā-Iwi

Type of Education Summary Composite 60 Māori medium Primary Composite 6 Secondary Primary 10 Special Secondary Kōhanga reo Kōhanga reo 43 Dedicated setting Mixed medium 24 Mixed medium setting Composite 6 English medium setting Primary 14 Secondary 4 **Grand total** 84 Sourced from LINZ data. Crown and Critchlow. Copyright reserved. Census boundaries from Statistics NZ.



Te Rāngai Kāhui Ako ā-Iwi



Community and Iwi Context

COMMUNITY



For the 0-14 year age group, the Māori population is projected to grow 10% by 2023 compared to -11% for the non-Māori population.

Potential student pool increasing

2/ CULTURAL VALUE



Believe it is very or quite important to be engaged in Māori culture

COMPARED NATIONALLY

Cultural context conducive to Māori medium education provision

3/ IWI RELATIONSHIP WITH THE MINISTRY OF EDUCATION

Two iwi

have active relationships with the Ministry of Education

Some iwi are engaged in Māori educational achievement

4/ MĀORI LANGUAGE PROFICIENCY RATE





Have a conversational proficiency in Māori language

Can speak more than a few words or phrases in Māori language

There is significant language capability and capacity within the region to support Māori medium education

5/ MĀORI LANGUAGE TRANSMISSION/USE/LEARNING



Taught or shared Māori language with others in the region

The majority of Māori share their language knowledge with others



Whānau Language and Engagement

WHĀNAU



Reported that whanau includes aunts uncles cousins, nephews/nieces

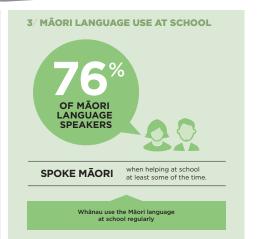
COMPARED NATIONALLY



Reported that whanau includes grandparents and grandchildren

COMPARED NATIONALLY

The composition of the majority of Māori whānau is multigenerational and includes cousins, aunties etc which will support successful MME engagement and provision





Evidence of significant intergenerational Māori language use within whānau

Māori language was the main language or used regularly at home.

> Of those who could speak Māori, used te reo Māori as a language of communication



te reo Māori with their pre-school children



te reo Māori with their primary school children

73 SPOKE

te reo Māori with their secondary school-aged children

Tai Tokerau

Te Rāngai Kāhui Ako ā-Iwi



Learning Environments

EARLY LEARNING

SECONDARY

1/ PARTICIPATION RATE AND NUMBERS



783 Māori learners are in MME early learning settings. Increase in numbers since 2010.



16 IN MME 1616 Māori learners are in MME primary settings Increase in numbers since 2010.

PRIMARY

COMPARED NATIONALLY



565 Māori learners are in MME secondary settings. Increase in numbers since 2010.

> COMPARED NATIONALLY

2/ LANGUAGE PREVALENCE



The 10% random sample of Māori medium education providers indicates that language quality and prevalence is generally strong.

NEEDS IMPROVING 50% DEVELOPING STRONG

15%

The quality and prevalence of Māori language in MME providers is generally developing. 35% of providers were assessed as strong, 50% as developing and 15% needing improvement. There is significant variance in language prevalence between dedicated and mixed medium providers. 52% dedicated providers have strong language prevalence compared to 19% of mixed medium providers.

3/ DEDICATED VS MIXED MEDIUM PROVISION



are in dedicated MME settings

All 45 MME early learning settings were dedicated MME settings

6/ DEDICATED CAPACITY/UTILISATION

4/ DEDICATED VS MIXED MEDIUM PROVISION



MME settings



were in mixed

medium settings

Of the 39 settings 17 were dedicated MME settings and 22 were mixed medium settings.

were in dedicated MME settings were in mixed medium settings

Of the 13 settings 9 were dedicated MME settings and 4 were mixed medium settings.

5/ DEDICATED VS MIXED MEDIUM PROVISION

DEDICATED

The average capacity of dedicated MME primary settings is 77%. Of the 17 dedicated settings 5 were over 100% capacity and a further 2 were over 85%.

96 DEDICATED

The average capacity of dedicated MME secondary settings is 96%. Of the 9 dedicated settings 4 were over 100% capacity.

7/ CURRICULUM BREADTH



MME secondary school settings have delivered 70 of the 84 (83%) recorded secondary subjects recorded since 2010.

8/ TRANSITION/RETENTION

Early Learning Data not available



Māori learners in Māori medium education 2014 Māori learners in Māori

medium education 2015

YR9

81% retention of Level 1 cohort. 43% retention of Level 2 cohort.

DEVELOPING

CRITICAL

SUPPLY





Governance, Leaders and Teachers

EARLY LEARNING

PRIMARY

SECONDARY

1/ GOVERNANCE/LEADERSHIP

are actively governed and managed by whānau. 1/ GOVERNANCE - MĀORI REPRESENTATION MIXED MEDIUM SETTINGS

19% COMPARED

Māori representation

~ IN 2014 ~

in school BOTs

2/ WHĀNAU SELF REVIEW



The 10% random sample of MME providers indicates that whanau self review is generally developing

3/ SCHOOL LEADERS - PRINCIPALS

9

In 2014, teacher

turnover in MME

20% in primary

compared to a

national average

schooling

school settings was



The average years YEARS Principal

4/ TEACHER TURNOVER - PRIMARY



of 19% across all COMPARED schools. NATIONALLY

A/ TEACHED TUDNOVED - SECONDARY

turnover in MME

school settings was

16% in secondary

schooling



COMPARED NATIONALLY

compared to a national average of 19% across all

5/ EFFECTIVE TEACHING



were assessed as **EFFECTIVE**

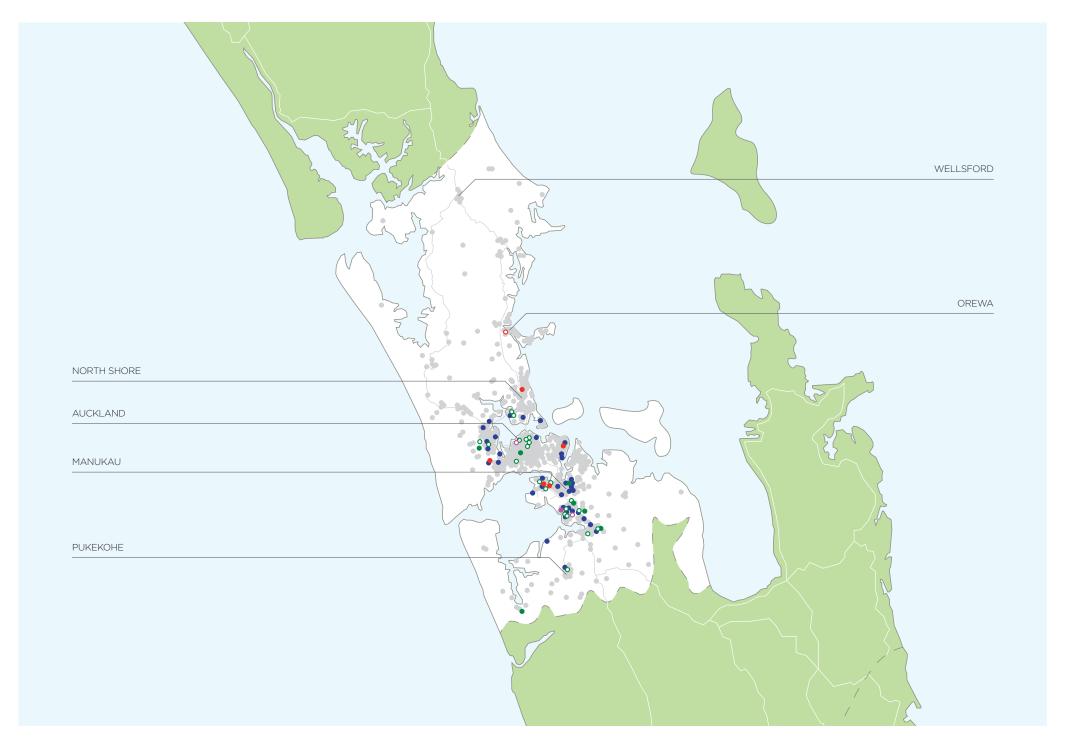
were assessed as DEVELOPING

were assessed as NOT EFFECTIVE The effectiveness of teaching and learning in MME providers is generally developing. 46% of providers were assessed as effective. 46% as developing and 7% as not effective. There is significant variance in teaching and learning effectiveness between dedicated and mixed medium providers, 58% dedicated providers have strong teaching and learning effectiveness compared to 36% of mixed medium providers.



Auckland Te Rāngai Kāhui Ako ā-Iwi

Summary	
Māori medium	64
Composite	5
Primary	7
Secondary	1
Kōhanga reo	51
Mixed medium	25
Composite	1
Primary	22
Secondary	2
Grand total	89
	Māori medium Composite Primary Secondary Kōhanga reo Mixed medium Composite Primary Secondary

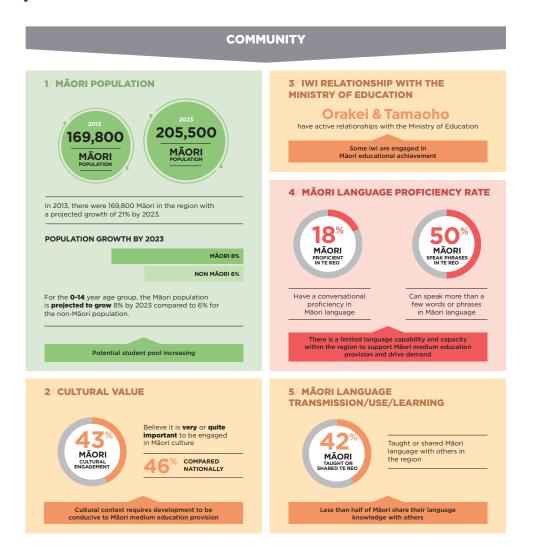


GOOD

Te Rāngai Kāhui Ako ā-Iwi



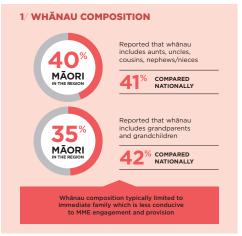
Community and Iwi Context

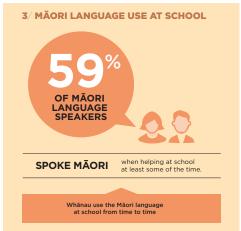


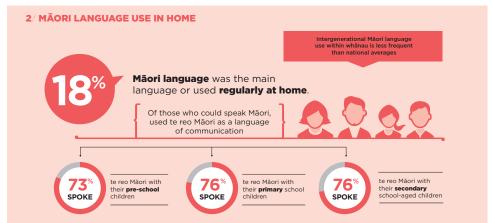


Whānau Language and Engagement

WHĀNAU







Auckland

Te Rāngai Kāhui Ako ā-Iwi



Learning Environments

EARLY LEARNING PRIMARY SECONDARY

1/ PARTICIPATION RATE AND NUMBERS



1445 Māori learners are in MMF early learning settings. Increase in numbers since 2010.

COMPARED NATIONALLY IN MME

2443 Māori learners are in MME primary settings. Increase in numbers since 2010.

COMPARED NATIONALLY



673 Māori Jearners are in MME secondary settings. Decrease in numbers since 2010.

COMPARED

2/ LANGUAGE PREVALENCE



The 10% random sample of Māori medium education providers indicates that language quality and prevalence is generally strong.

DEVELOPING 63% STRONG

1 NEEDS IMPROVING

The quality and prevalence of Māori language in MME providers is generally strong. 63% of providers were assessed as strong, 37% as developing and only 1 provider needing improvement. There was no notable variance in language prevalence between dedicated and mixed medium providers.

3/ DEDICATED VS MIXED MEDIUM PROVISION



EARLY LEARNING are in dedicated MME settings

All 60 MME early learning settings were dedicated MME settings.

6/ DEDICATED CAPACITY/UTILISATION

4/ DEDICATED VS MIXED MEDIUM PROVISION



were in dedicated MME settings were in mixed

medium settings

settings and 26 were mixed medium settings.

were in dedicated MME settings were in mixed

medium settings

Of the 11 settings 6 were dedicated MME settings and 5 were mixed medium settings

5/ DEDICATED VS MIXED MEDIUM PROVISION



The average capacity of dedicated MME primary settings is 70%. Of the 12 dedicated settings 1 was over 100% capacity and a further 2 were over 85%.

The average capacity of dedicated MME secondary settings is 88%. Of the 6 dedicated settings 1 was over 100% capacity and a further 2 are over 85%.

7/ CURRICULUM BREADTH



MME secondary school settings have delivered 69 of the 88 (78%) recorded secondary subjects recorded since 2010.

8/ TRANSITION/RETENTION



Māori learners in Māori medium education 2014

medium education 2015

YR 8 YR9 107% retention of Level 1 cohort. 0% retention of Level 2 cohort.

DEVELOPING

CRITICAL

SUPPLY





Governance, Leaders and Teachers

EARLY LEARNING **PRIMARY SECONDARY**

DEDICATED MME SETTINGS

1/ GOVERNANCE/LEADERSHIP

are actively governed and managed by whanau 1/ GOVERNANCE - MĀORI REPRESENTATION 98

MIXED MEDIUM SETTINGS

19% COMPARED NATIONALLY

Māori representation

~ IN 2014 ~

in school BOTs

2/ WHĀNAU SELF REVIEW



The 10% random sample of MME providers indicates that whānau self review is generally developing

3/ SCHOOL LEADERS - PRINCIPALS



YEARS

The average years

4/ TEACHER TURNOVER - PRIMARY



COMPARED NATIONALLY

In 2014, teacher turnover in MME school settings was 17% in

11

primary schooling compared to a national average of 19% across all schools

4/ TEACHER TURNOVER - SECONDARY



14% in secondary schooling compared to a national average of 19% across all COMPARED NATIONALLY schools.

In 2014, teacher

turnover in MME

school settings was

5/ EFFECTIVE TEACHING



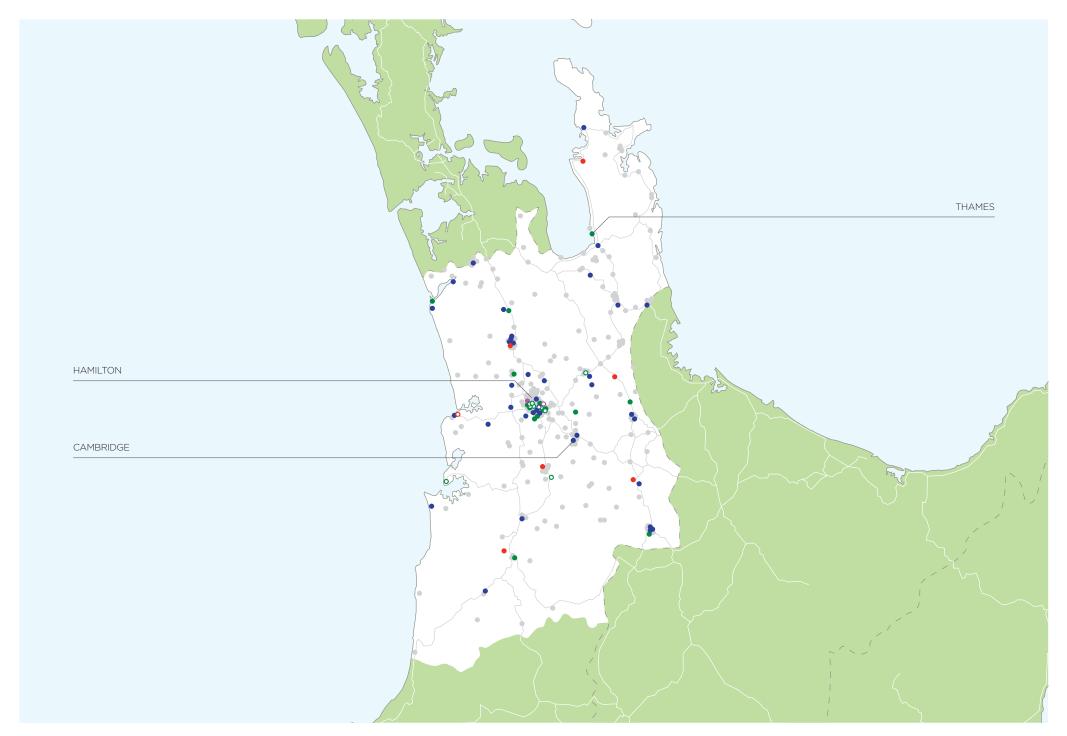
were assessed as **EFFECTIVE**

were assessed as **DEVELOPING** The effectiveness of teaching and learning in MME providers is generally strong. 63% of providers were assessed as effective and 37% as developing. There was no notable variance in teaching and learning effectiveness between dedicated and mixed medium providers.



Waikato Te Rāngai Kāhui Ako ā-Iwi

Type of Education Summary Composite 76 Māori medium Primary Composite 6 Secondary Primary 11 Special Secondary Kōhanga reo Kōhanga reo 58 Dedicated setting Mixed medium 14 Mixed medium setting Composite English medium setting Primary 12 Secondary **Grand total** 90 Sourced from LINZ data. Crown and Critchlow. Copyright reserved. Census boundaries from Statistics NZ.



Te Rāngai Kāhui Ako ā-Iwi



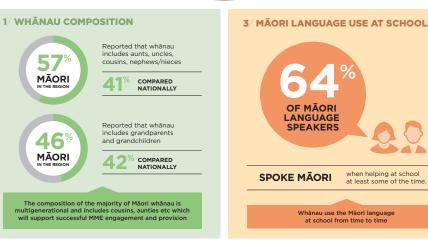
Community and Iwi Context

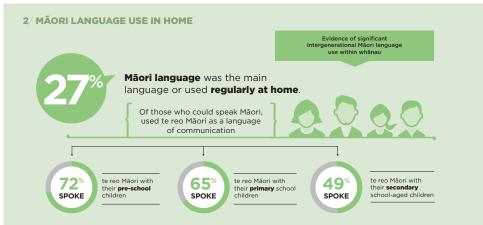
COMMUNITY 1/ MĀORI POPULATION 3/ IWI RELATIONSHIP WITH THE MINISTRY OF EDUCATION Two iwi have active relationships with the Ministry of Education 115,300 96,100 Some iwi are engaged in MĀORI POPULATION Māori educational achievement MĀORI **4/ MAORI LANGUAGE PROFICIENCY RATE** In 2013, there were 96,100 Māori in the region with a projected growth of 20% by 2023. **POPULATION GROWTH BY 2023** MĀORI MĀORI SPEAK PHRASES IN TE REO MÃORI 12% NON MĀORI -4% Have a conversational Can speak more than a For the 0-14 year age group, the Māori population is proficiency in few words or phrases projected to grow 12% by 2023 compared to -4% for the in Māori language Māori language non-Māori population. There is a some language capability and capacity within the region to support Māori medium education Potential student pool increasing provision and drive demand 2/ CULTURAL VALUE 5/ MAORI LANGUAGE TRANSMISSION/USE/LEARNING Believe it is very or quite important to be engaged in Māori culture Taught or shared Māori language with others MĀORI MĀORI in the region COMPARED TAUGHT OR SHARED TE REC NATIONALLY Cultural context conducive to Less than half of Māori share their language Māori medium education provision knowledge with others



Whānau Language and Engagement

WHĀNAU





DEVELOPING

Te Rāngai Kāhui Ako ā-Iwi



Learning Environments

EARLY LEARNING PRIMARY SECONDARY

1/ PARTICIPATION RATE AND NUMBERS 1216 Māori learners are



in MME early learning settings. Minimal change since 2010.

COMPARED NATIONALLY

IN MME

1 NEEDS IMPROVING

58%

DEVELOPING

2098 Māori learners are in MME primary settings. Increase in numbers since 2010.





The quality and prevalence of Māori language in MME providers is

generally developing, 39% of providers were assessed as strong,

58% as developing and 1 provider needing improvement. There

is significant variance in language prevalence between dedicated

576 Māori learners are in MME secondary settings. Increase in numbers since 2010.

COMPARED NATIONALLY

2/ LANGUAGE PREVALENCE



The 10% random sample of Māori medium education providers indicates that language quality and prevalence is generally developing.

and mixed medium providers. 56% dedicated providers have strong reo prevalence compared to 15% of mixed medium providers.

3/ DEDICATED VS MIXED MEDIUM PROVISION



are in dedicated MME settings

All 60 MME early learning settings were dedicated MME settings.

6/ DEDICATED CAPACITY/UTILISATION

4/ DEDICATED VS MIXED MEDIUM PROVISION



were in dedicated MME settings



were in mixed medium settings

Of the 31 settings 17 were dedicated MME settings and 14 were mixed medium settings.

were in dedicated MME settings were in mixed medium settings

Of the 8 settings 7 were dedicated MME settings and 1 was mixed medium settings.

5/ DEDICATED VS MIXED MEDIUM PROVISION

DEDICATED

The average capacity of dedicated MME primary settings is 85%. Of the 17 dedicated settings 5 were over 100% capacity and a further 3 were over 85%.

DEDICATED

The average capacity of dedicated MME secondary settings is 114%. Of the 7 dedicated settings 4 were over 100% capacity and a further 1 was over 85%.

7/ CURRICULUM BREADTH



MME secondary school settings have delivered 70 of the 88 (80%) recorded secondary subjects recorded since 2010

8/ TRANSITION/RETENTION



Māori learners in Māori medium education 2014

Māori learners in Māori YR9 medium education 2015

79% retention of Level 1 cohort. 25% retention of Level 2 cohort.

Governance, Leaders and Teachers

EARLY LEARNING **PRIMARY SECONDARY**

1/ GOVERNANCE/LEADERSHIP

are actively governed and managed by whanau 1/ GOVERNANCE - MĀORI REPRESENTATION 44 DEDICATED MME SETTINGS

19% COMPARED NATIONALLY

Māori representation

~ IN 2014 ~

in school BOTs

2/ WHĀNAU SELF REVIEW



The 10% random sample of MME providers indicates that whānau self review is generally developing.

3/ SCHOOL LEADERS - PRINCIPALS

9.6

YEARS

In 2014, teacher

turnover in MMF

16% in **primary**

compared to a

national average

of 19% across all

schooling

school settings was



MIXED MME POSITION

4/ TEACHER TURNOVER - PRIMARY



COMPARED NATIONALLY

4/ TEACHER TURNOVER - SECONDARY



COMPARED

turnover in MME school settings was 15% in secondary schooling compared to a national average of 19% across all schools.

5/ EFFECTIVE TEACHING



were assessed as EFFECTIVE were assessed as

DEVELOPING

provider assessed as NOT EFFECTIVE

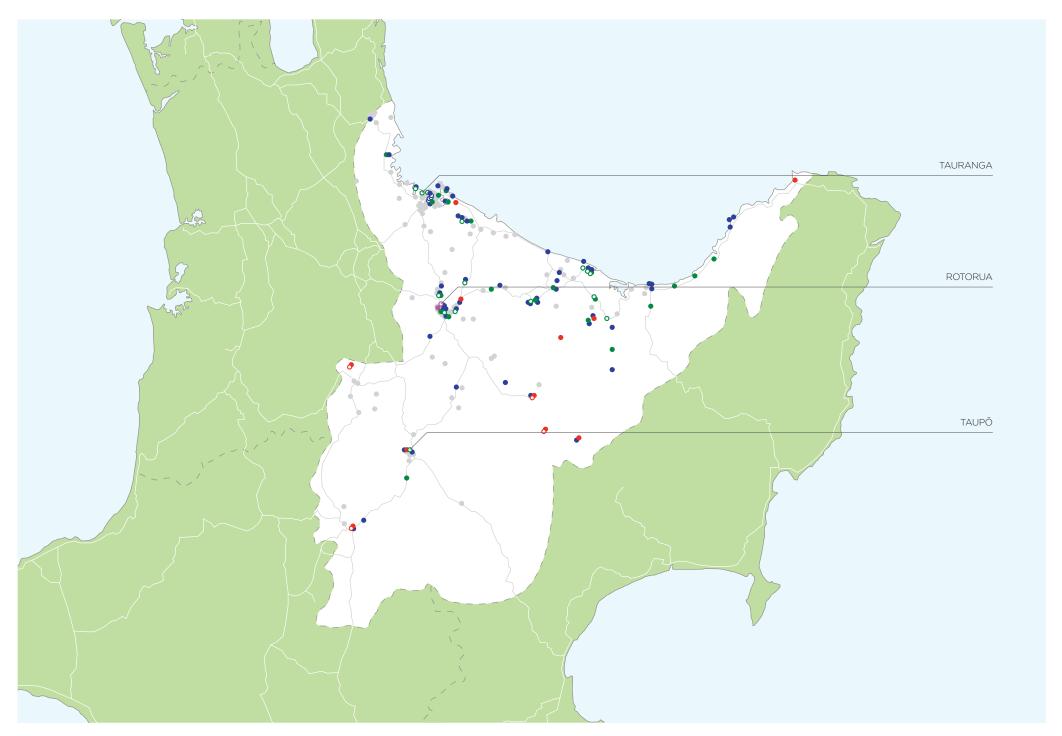
The effectiveness of teaching and learning in MME providers is generally strong. 65% of providers were assessed as effective, 32% as developing and 1 provider was assessed as not effective. There is significant variance in teaching and learning effectiveness between dedicated and mixed medium providers. 72% dedicated providers have strong teaching and learning effectiveness compared to 54% of mixed medium providers.



Bay of Plenty/Waiariki

Te Rāngai Kāhui Ako ā-Iwi

Type of Education Summary Composite Māori medium 125 Primary 8 Composite Secondary Primary 15 Special 102 Kōhanga reo Kōhanga reo Mixed medium 37 Dedicated setting Composite 4 Mixed medium setting Primary 30 English medium setting 3 Secondary **Grand total** 162 Sourced from LINZ data. Crown and Critchlow. Copyright reserved. Census boundaries from Statistics NZ.







Community and Iwi Context

COMMUNITY



a projected growth of 14% by 2023

POPULATION GROWTH BY 2023

MÃORI 14%

NON MĀORI -11%

For the 0-14 year age group, the Māori population is projected to grow 14% by 2023 compared to -11% for the non-Māori population.

Potential student pool increasing

2/ CULTURAL VALUE

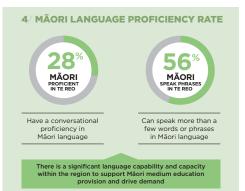


Believe it is very or quite important to be engaged in Māori culture

COMPARED NATIONALLY

Cultural context conducive to Māori medium education provision







DEVELOPING

CRITICAL

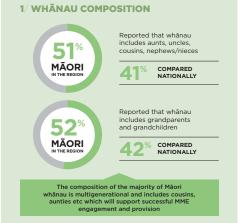
DEMAND

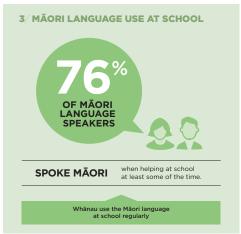


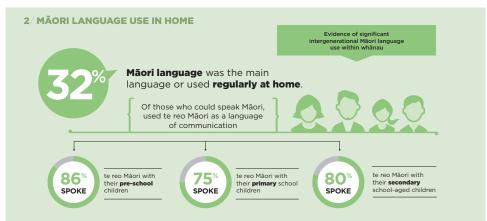


Whānau Language and Engagement

WHĀNAU







Bay of Plenty/Waiariki

Te Rāngai Kāhui Ako ā-Iwi



Learning Environments

EARLY LEARNING PRIMARY SECONDARY

1/ PARTICIPATION RATE AND NUMBERS



10%

2/ LANGUAGE PREVALENCE

1958 Māori learners are in MME early learning settings. Decrease in provision since 2010.

The 10% random

quality language.

quality and prevalence

is generally developing

COMPARED NATIONALLY

15% NEEDS IMPROVING sample of Māori medium education providers indicates that language

IN MME

48%

STRONG

3036 Māori learners are in MME primary settings. Decrease in numbers

COMPARED

The quality and prevalence of Māori language in MME providers is generally developing. 48% of providers were assessed as strong, 38% as developing and 15% needing improvement. There is significant variance in language prevalence between dedicated and mixed medium providers. 79% dedicated providers have strong reo prevalence compared to 27% of mixed medium providers.

IN MME

3/ DEDICATED VS MIXED MEDIUM PROVISION



are in dedicated MME settings

All 104 MME early learning settings were dedicated MME settings.

6/ DEDICATED CAPACITY/UTILISATION

4/ DEDICATED VS MIXED MEDIUM PROVISION



DEDICATED

were in dedicated MME settings

The average capacity of

dedicated MME primary

settings is 75%. Of the 24

dedicated settings 5 were

over 100% capacity and a

further 3 were over 85%.

were in mixed medium settings

Of the 61 settings 24 were dedicated MME settings and 37 were mixed medium settings.

> 101 DEDICATED

The average capacity of dedicated MME secondary settings is 101%. Of the 9 dedicated settings 4 were over 100% capacity and a further 2 were over 85%.

550 Māori learners are in

MME secondary settings.

COMPARED

were in dedicated

MME settings

were in **mixed**

medium settings

NATIONALLY

Increase in numbers

since 2010.

5/ DEDICATED VS MIXED MEDIUM PROVISION

Of the 13 settings 9 were dedicated MME

settings and 4 were mixed medium settings

7/ CURRICULUM BREADTH



YR9

MME secondary school settings have delivered 74 of the 84 (88%) recorded secondary subjects recorded since 2010

8/ TRANSITION/RETENTION



Māori learners in Māori medium education 2014

Māori learners in Māori medium education 2015 34% retention of Level 1 cohort. 57% retention of

DEVELOPING **CRITICAL** SUPPLY





Governance, Leaders and Teachers

EARLY LEARNING **PRIMARY SECONDARY**

1/ GOVERNANCE/LEADERSHIP

are actively governed and managed by whānau. 1/ GOVERNANCE - MĀORI REPRESENTATION 97 56 DEDICATED MME SETTINGS

19% COMPARED NATIONALLY

Māori representation ~ IN 2014 ~

in school BOTs

2/ WHĀNAU SELF REVIEW



The 10% random sample of MME providers indicates that whanau self review is generally strong.

3/ SCHOOL LEADERS - PRINCIPALS



The average years 10.8 **YEARS**

4/ TEACHER TURNOVER - PRIMARY



of 19% across all COMPARED

In 2014, teacher turnover in MME school settings was 16% in **primary** schooling compared to a national average

4/ TEACHER TURNOVER - SECONDARY



COMPARED



school settings was 8% in secondary schooling compared to a national average of 19% across all schools.

In 2014, teacher

turnover in MME

5/ EFFECTIVE TEACHING



were assessed as **EFFECTIVE** were assessed as

DEVELOPING were assessed as **NOT EFFECTIVE**

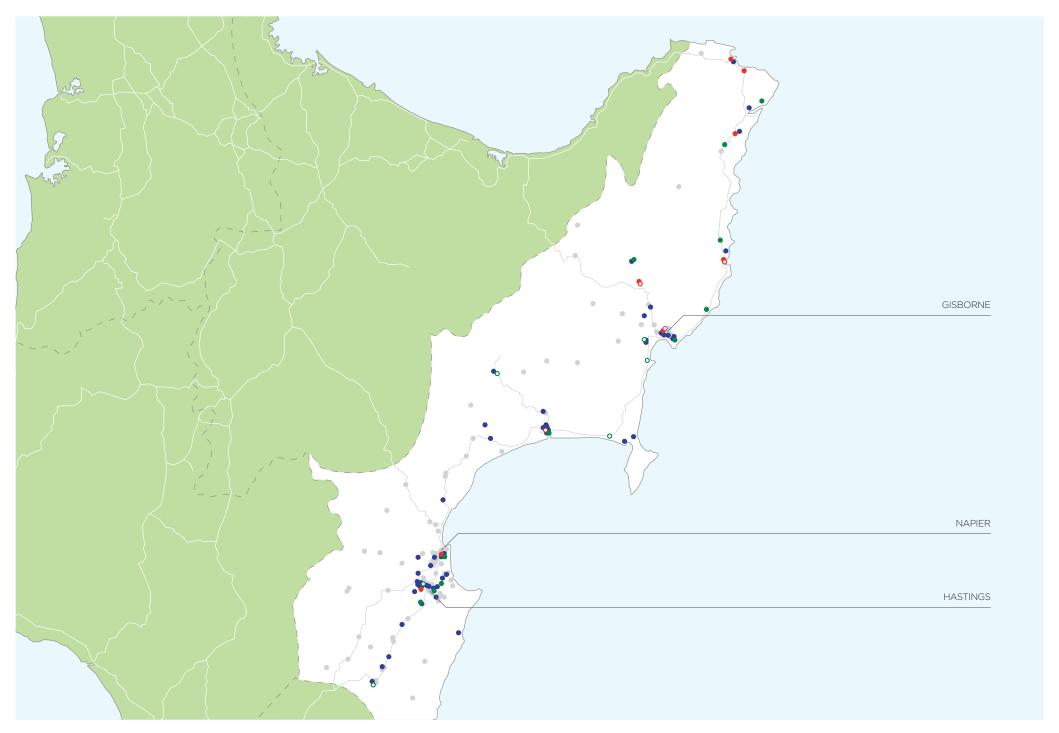
The effectiveness of teaching and learning in MME providers is generally strong. 57% of providers were assessed as effective, 32% as developing and 12% as not effective. There is significant variance in teaching and learning effectiveness between dedicated and mixed medium providers, 83% dedicated providers have strong teaching and learning effectiveness compared to 39% of mixed medium providers.



Hawke's Bay/Tairāwhiti

Te Rāngai Kāhui Ako ā-Iwi

Type of Education Summary Composite Māori medium 105 Primary 6 Composite Secondary Primary 10 Special 89 Kōhanga reo Kōhanga reo Mixed medium 14 Dedicated setting 3 Composite Mixed medium setting Primary 9 English medium setting Secondary **Grand total** 119 Sourced from LINZ data. Crown and Critchlow. Copyright reserved. Census boundaries from Statistics NZ.





Community and Iwi Context

COMMUNITY 1/ MĀORI POPULATION 3/ IWI RELATIONSHIP WITH THE MINISTRY OF EDUCATION No iwi have active relationships with the Ministry of Education 71,250 62,500 There is limited iwi engagement MĀORI POPULATION on Māori educational achievement MĀORI 4/ MĀORI LANGUAGE PROFICIENCY RATE In 2013, there were 62,500 Māori in the region with a projected growth of 14% by 2023. 26 **POPULATION GROWTH BY 2023** MĀORI MĀORI MĀORI 8% SPEAK PHRASES IN TE REO NON MĀORI -13% Have a conversational Can speak more than a For the 0-14 year age group, the Māori population proficiency in few words or phrases is projected to grow 8% by 2023 compared to -13% for Māori lanuage in Māori Januage the non-Māori population. There is a significant language capability and capacity within the region to support Māori medium education Potential student pool increasing provision and drive demand 2/ CULTURAL VALUE 5/ MĀORI LANGUAGE TRANSMISSION/USE/LEARNING Believe it is very or quite important to be engaged in Māori culture Taught or shared Māori language with others MĀORI CULTURAL ENGAGEMENT MĀORI in the region COMPARED NATIONALLY

The majority of Māori share their language

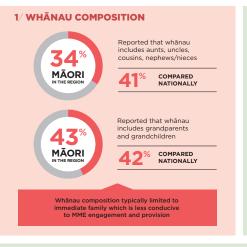
knowledge with others



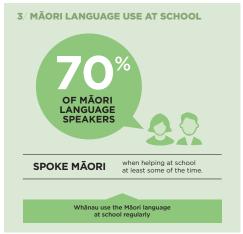
Whānau Language and Engagement

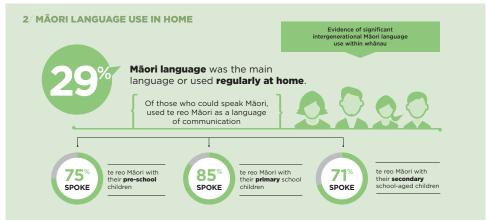
CRITICAL

WHĀNAU



DEVELOPING





Cultural context conducive to

Māori medium education provision

Hawke's Bay/Tairāwhiti

Te Rāngai Kāhui Ako ā-Iwi



Learning Environments

SECONDARY

1/ PARTICIPATION RATE AND NUMBERS

EARLY LEARNING



1529 Māori learners are in MME early learning settings. Decrease in numbers since 2010.

NATIONALLY

IN MME

1829 Māori learners are in MME primary settings Decrease in numbers since 2010. COMPARED

NATIONALLY

PRIMARY



294 Māori learners are in MME secondary settings. Increase in numbers since 2010.

COMPARED NATIONALLY

2/ LANGUAGE PREVALENCE



The 10% random sample of Māori medium education providers indicates that language quality and prevalence is generally developing.

NEEDS IMPROVING DEVEL OPING

The quality and prevalence of Māori language in MME providers is generally developing. 48% of providers were assessed as strong, 41% as developing and 10% needing improvement. There is significant variance in language prevalence between dedicated and mixed medium providers 63% dedicated providers have strong reo prevalence compared to 31% of mixed medium providers.

3/ DEDICATED VS MIXED MEDIUM PROVISION



are in dedicated MME settings

All 92 MME early learning settings were dedicated MME settings

4/ DEDICATED VS MIXED MEDIUM PROVISION



MME settings were in mixed

medium settings

were in dedicated

Of the 29 settings 17 were dedicated MME settings and 12 were mixed medium settings.

were in dedicated MME settings were in mixed medium settings

Of the 10 settings 6 were dedicated MME settings and 4 were mixed medium settings.

5/ DEDICATED VS MIXED MEDIUM PROVISION

6/ DEDICATED CAPACITY/UTILISATION



The average capacity of dedicated MME primary settings is 98%. Of the 16 dedicated settings 7 were over 100% capacity and a further 1 was over 85%

DEDICATED

The average capacity of dedicated MME secondary settings is 123%. Of the 6 dedicated settings 3 were over 100% capacity.

7/ CURRICULUM BREADTH



MME secondary school settings have delivered 61 of the 84 (72%) recorded secondary subjects recorded since 2010.

8/ TRANSITION/RETENTION

Early Learning Data not available



Māori learners in Māori medium education 2014

Māori learners in Māori **YR9** medium education 2015

58% retention of Level 1 cohort, 15% retention of Level 2 cohort.

DEVELOPING

CRITICAL

SUPPLY



Governance, Leaders and Teachers

EARLY LEARNING

PRIMARY

SECONDARY

1/ GOVERNANCE/LEADERSHIP

are actively governed and managed by whānau 1/ GOVERNANCE - MĀORI REPRESENTATION 94 DEDICATED

> 19% COMPARED NATIONALLY

75

MIXED MEDIUM SETTING

Māori representation

~ IN 2014 ~

in school BOTs

2/ WHĀNAU SELF REVIEW



The 10% random sample of MME providers indicates that whanau self review is generally developing.

3/ SCHOOL LEADERS - PRINCIPALS



MIXED MME POSITION

The average years

4/ TEACHER TURNOVER - PRIMARY



COMPARED NATIONALLY

In 2014, teacher turnover in MME school settings was 10% in **primary** schooling compared to a national average of 19% across all schools

9.7

YEARS

4/ TEACHER TURNOVER - SECONDARY



9% in secondary schooling compared to a national average of 19% across all COMPARED schools NATIONALLY

turnover in MME

school settings was

5/ EFFECTIVE TEACHING



were assessed as EFFECTIVE were assessed as

were assessed as NOT EFFECTIVE

DEVELOPING

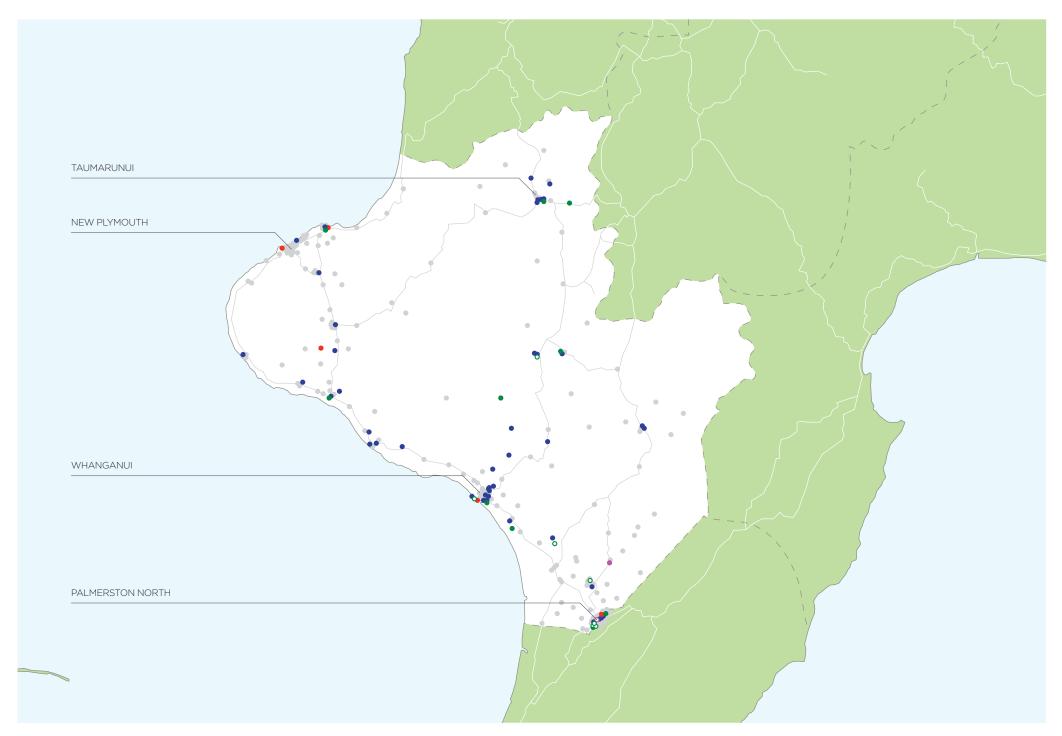
The effectiveness of teaching and learning in MME providers is generally strong. 67% of providers were assessed as effective, 23% as developing and 10% as not effective. There is significant variance in teaching and learning effectiveness between dedicated and mixed medium providers. 88% dedicated providers have strong teaching and learning effectiveness compared to 43% of mixed



Taranaki/Whanganui/Manawatu

Te Rāngai Kāhui Ako ā-Iwi

Type of Education Summary Composite Māori medium 59 Primary Composite Secondary 7 Primary Special Secondary Kōhanga reo 46 Kōhanga reo Dedicated setting Mixed medium 13 Mixed medium setting Primary 12 English medium setting Secondary **Grand total** 72 Sourced from LINZ data. Crown and Critchlow. Copyright reserved. Census boundaries from Statistics NZ.





Community and Iwi Context

COMMUNITY



NON MĀORI -8% For the **0-14** year age group, the Māori population is projected to grow by 13% by 2023 compared to -8% for the

non-Māori population

Potential student pool increasing



Cultural context requires development to be conducive

to Māori medium education provision





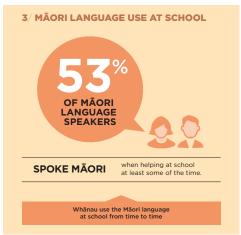
DEMAND

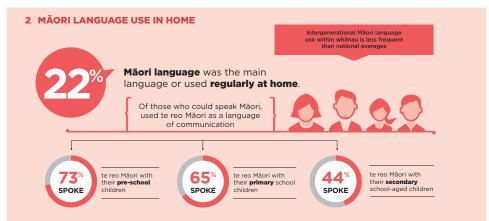


Whānau Language and Engagement

WHĀNAU







Taranaki/Whanganui/Manawatu

Te Rāngai Kāhui Ako ā-Iwi



Learning Environments

EARLY LEARNING PRIMARY SECONDARY

1/ PARTICIPATION RATE AND NUMBERS 1023 Māori Jearners are in MME early learning 26 settings. Increase in numbers since 2010.

> COMPARED NATIONALLY



1023 Māori Jearners are in MME primary settings. Increase in numbers since 2010 COMPARED

NATIONALLY



127 Māori Jearners are in MME secondary settings. Increase in numbers since 2010.

COMPARED NATIONALLY

2/ LANGUAGE PREVALENCE



IN MME

The 10% random sample of Māori medium education providers indicates that language quality and prevalence is generally developing

NEEDS IMPROVING 48% DEVELOPING 43% STRONG

The quality and prevalence of Māori language in MME providers is generally developing. 43% of providers were assessed as strong, 48% as developing and 9% needing improvement. There is significant variance in language prevalence between dedicated and mixed medium providers. 63% dedicated providers have strong reo prevalence compared to 25% of mixed medium providers.

3/ DEDICATED VS MIXED MEDIUM PROVISION



EARLY LEARNING are in dedicated MME settings

All 49 MME early learning settings were dedicated MME settings.

6/ DEDICATED CAPACITY/UTILISATION

4/ DEDICATED VS MIXED MEDIUM PROVISION



55

DEDICATED

were in dedicated MME settings

were in mixed medium settings

The average capacity of

dedicated MME primary

settings is 55%. Of the 12

dedicated settings none

were over 100% capacity

and 2 were over 85%

Of the 25 settings 12 were dedicated MME settings and 13 were mixed medium settings. Of the 7 settings 5 were dedicated MMF settings and 2 were mixed medium settings

56

The average capacity of dedicated MME secondary settings is 56%. Of the 6 dedicated settings none were over 100% capacity

and 1 was over 85%.

were in dedicated

MMF settings

were in mixed

medium settings

5/ DEDICATED VS MIXED MEDIUM PROVISION

7/ CURRICULUM BREADTH



MME secondary school settings have delivered 66 of the 84 (79%) recorded secondary subjects recorded since 2010

8/ TRANSITION/RETENTION

Early Learning Data not available



Māori learners in Māori medium education 2014

Māori learners in Māori medium education 2015

41% retention of Level 1 cohort. 64% retention of Level 2 cohort.

DEVELOPING

CRITICAL

SUPPLY





Governance, Leaders and Teachers

EARLY LEARNING **PRIMARY SECONDARY**



are actively governed and managed by whānau.



19% COMPARED NATIONALLY

Māori representation ~ IN 2014 ~ in school BOTs



The 10% random sample of MMF providers indicates that whānau self review is generally developing



4/ TEACHER TURNOVER - PRIMARY



In 2014, teacher turnover in MME school settings was 13% in **primary** schooling compared to a national average of 19% across all





9% in secondary schooling compared to a national average of 19% across all schools

5/ EFFECTIVE TEACHING



EFFECTIVE were assessed as DEVELOPING

Provider assessed as **NOT EFFECTIVE** The effectiveness of teaching and learning in MME providers is generally strong. 76% of providers were assessed as effective, 20% as developing and 1 provider assessed as not effective. There was no notable variance in teaching and learning effectiveness between dedicated and mixed medium providers.



Wellington Te Rāngai Kāhui Ako ā-Iwi

Type of Education Composite

Primary
Secondary
Special

Dedicated setting

Mixed medium setting

O

English medium setting

Kōhanga reo

Summary

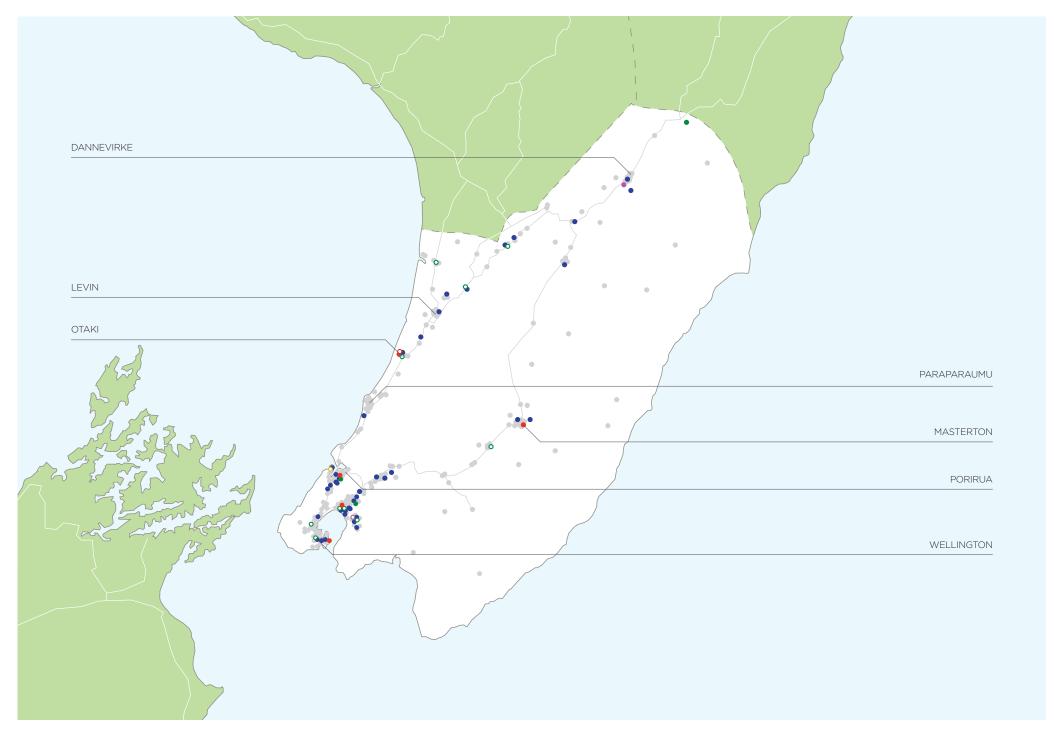
Grand total

Māori medium51Composite6Kōhanga reo45Mixed medium14Composite1Primary12Secondary1

65

Sourced from LINZ data. Crown and Critchlow. Copyright reserved.

Census boundaries from Statistics NZ.



te reo Māori with

their pre-school

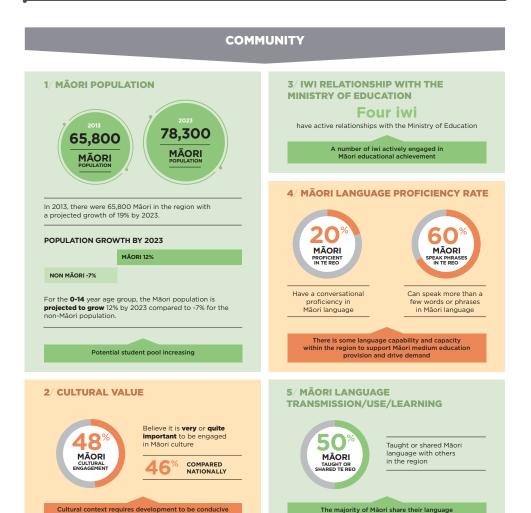
children

SPOKE

Te Rāngai Kāhui Ako ā-Iwi



Community and Iwi Context



knowledge with others



Whānau Language and Engagement

WHĀNAU 1/ WHĀNAU COMPOSITION 3/ MĀORI LANGUAGE USE AT SCHOOL Reported that whanau includes aunts, uncles, cousins, nephews/nieces MĀORI NATIONALLY **LANGUAGE SPEAKERS** Reported that whanau includes grandparents and grandchildren MĀORI IN THE REGION COMPARED NATIONALLY when helping at school SPOKE MĀORI at least some of the time. Whānau composition is typically wider than national Whānau use the Māori language averages which will support MME engagement and provision at school regularly 2/ MĀORI LANGUAGE USE IN HOME Intergenerational Māori language use within whānau is higher than national averages Māori language was the main language or used regularly at home. Of those who could speak Māori, used te reo Māori as a language of communication

te reo Māori with

children

SPOKE

their primary school

te reo Māori with

school-aged children

their secondary

75

SPOKE

to Māori medium education provision

Wellington

Te Rāngai Kāhui Ako ā-Iwi



Learning Environments

EARLY LEARNING

PRIMARY

SECONDARY

5/ DEDICATED VS MIXED MEDIUM PROVISION

Of the 9 settings 6 were dedicated MME

1/ PARTICIPATION RATE AND NUMBERS



1011 Māori Jearners are in MME early learning settings. Decrease in numbers since 2010.



IN MME

1178 Māori Jearners are in MME primary settings. Increase in numbers since 2010. COMPARED

NATIONALLY



251 Māori learners are in MME secondary settings. Increase in numbers since 2010.

> COMPARED NATIONALLY

2/ LANGUAGE PREVALENCE



The 10% random sample of Māori medium education providers indicates that language quality and prevalence is generally developing.

NEEDS IMPROVING 37% DEVELOPING

16%

The quality and prevalence of Māori language in MME providers is generally developing. 42% of providers were assessed as strong, 37% as developing and 16% needing improvement. There is significant variance in language prevalence between dedicated and mixed medium providers. 57% dedicated providers have strong reo prevalence compared to 33% of mixed medium providers.

3/ DEDICATED VS MIXED MEDIUM PROVISION



EARLY LEARNING are in dedicated MME settings

All 48 MME early learning settings were dedicated MME settings.

6/ DEDICATED CAPACITY/UTILISATION

4/ DEDICATED VS MIXED MEDIUM PROVISION



100

DEDICATED

were in dedicated MME settings



were in **mixed** medium settings

The average capacity of

dedicated MME primary

settings is 100%. Of the 6

dedicated settings 2 were

over 100% capacity and a

further 2 were over 85%.

Of the 18 settings 6 were dedicated MME settings and 11 were mixed medium settings



DEDICATED

The average capacity of dedicated **MME secondary** settings is 100%. Of the 6 dedicated settings 2 were over 100% capacity and a further 2 were over 85%.

were in dedicated MMF settings

were in mixed

medium settings

7/ CURRICULUM BREADTH



MME secondary school settings have delivered 66 of the 86 (77%) recorded secondary subjects recorded since 2010.

8/ TRANSITION/RETENTION





Māori learners in Māori medium education 2014

medium education 2015

YR9

71% retention of Level 1 cohort. 25% retention of

DEVELOPING

CRITICAL

SUPPLY





Governance, Leaders and Teachers

EARLY LEARNING **PRIMARY SECONDARY**



are actively governed and managed by whanau



19% COMPARED NATIONALLY



in school BOTs





providers indicates that whanau self review is generally strong.



3/ SCHOOL LEADERS - PRINCIPALS

The average years



In 2014, teacher

turnover in MME

school settings was



13% in **primary** schooling compared to a national average of 19% across all 6 COMPARED NATIONALLY schools





COMPARED NATIONALLY

turnover in MME school settings was 11% in secondary schooling compared to a national average of 19% across all schools

5/ EFFECTIVE TEACHING



EFFECTIVE were assessed as

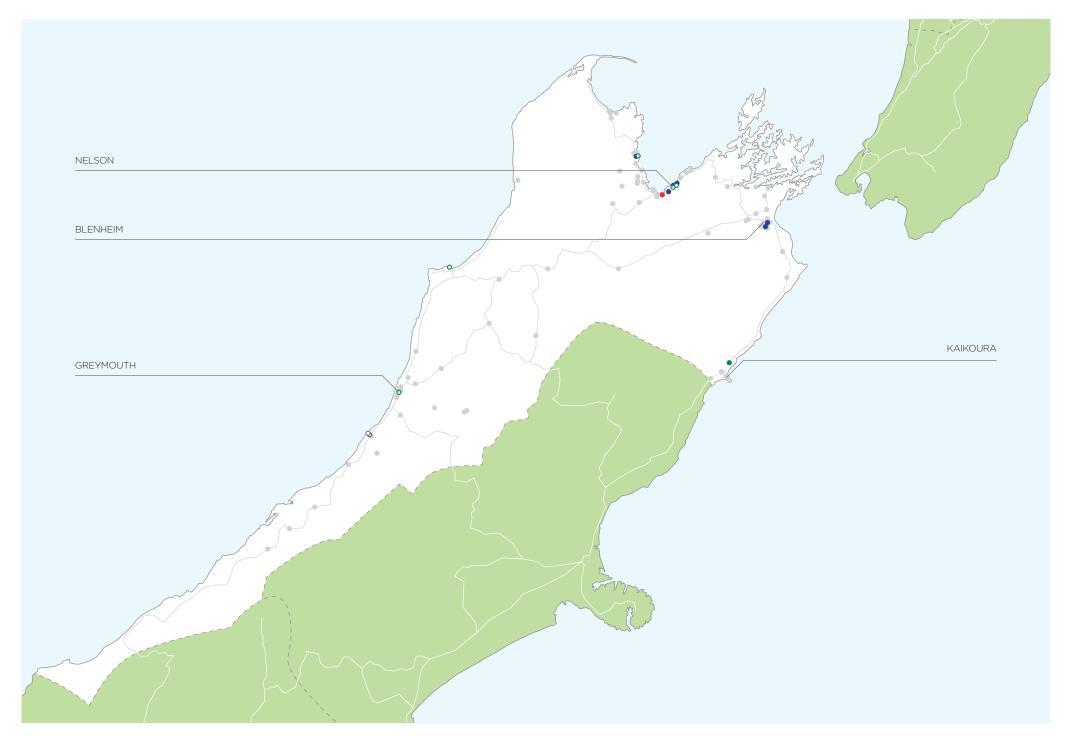
DEVELOPING were assessed as NOT EFFECTIVE The effectiveness of teaching and learning in MME providers is generally strong, 68% of providers were assessed as effective, 16% as developing and 16% as not effective. There is significant variance in teaching and learning effectiveness between dedicated and mixed medium providers. 86% dedicated providers have strong teaching and learning effectiveness compared to 58% of mixed



Nelson/Marlborough/West Coast

Te Rāngai Kāhui Ako ā-Iwi

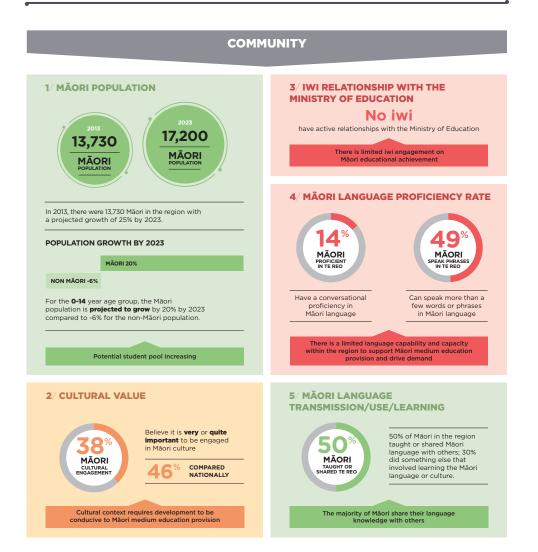
Type of Education Summary Composite Māori medium 9 Primary Composite Secondary Primary Special Kōhanga reo Kōhanga reo Mixed medium 8 Dedicated setting Primary Mixed medium setting Secondary English medium setting **Grand total** 17 Sourced from LINZ data. Crown and Critchlow. Copyright reserved. Census boundaries from Statistics NZ.







Community and Iwi Context





Whānau Language and Engagement

WHĀNAU 1/ WHĀNAU COMPOSITION 3/ MĀORI LANGUAGE USE AT SCHOOL Reported that whanau includes aunts, uncles, cousins, nephews/nieces MĀORI COMPARED NATIONALLY OF MĀORI **LANGUAGE** Reported that whanau **SPEAKERS** includes grandparents and grandchildren MĀORI COMPARED when helping at school SPOKE MĀORI at least some of the time. Whānau composition typically limited to immediate family which is less conducive Whānau use the Māori language to MME engagement and provision at school from time to time 2/ MĀORI LANGUAGE USE IN HOME Intergenerational Māori language use within whānau is less frequent than national averages Māori language was the main language or used regularly at home. Of those who could speak Māori. used te reo Māori as a language of communication te reo Māori with te reo Māori with 66 te reo Māori with their secondary their pre-school their primary school SPOKE children SPOKE children SPOKE school-aged children

Nelson/Marlborough/West Coast

Te Rāngai Kāhui Ako ā-Iwi





EARLY LEARNING PRIMARY SECONDARY

1/ PARTICIPATION RATE AND NUMBERS



70 Māori Jearners are in MME early learning settings. Increase in numbers since 2010.





312 Māori Jearners are in MME primary settings. Increase in numbers since 2010.



7 Māori learners are in MME secondary settings. Decrease in numbers since 2010.

COMPARED NATIONALLY

2/ LANGUAGE PREVALENCE



The 10% random sample of Māori medium education providers indicates that language quality and prevalence is generally developing.



EARLY LEARNING ~ are in dedicated MME settings

All 7 MME early learning settings were dedicated MME settings.

6/ DEDICATED CAPACITY/UTILISATION

3/ DEDICATED VS MIXED MEDIUM PROVISION



The quality and prevalence of Māori language in MME providers is generally developing. 22% of providers were assessed as strong, 78% as developing. There is no significant variance in language prevalence between dedicated and mixed medium providers.

4/ DEDICATED VS MIXED MEDIUM PROVISION



DEDICATED

MME settings



were in mixed medium settings

over 100% capacity.

Of the 9 settings 2 were dedicated MME settings and 7 were mixed medium settings.



There was only 1 dedicated MME secondary setting and it was at 163% capacity.

SECONDARY -

were in dedicated

5/ DEDICATED VS MIXED MEDIUM PROVISION

There is only 1 dedicated MME setting

for secondary learners.

7/ CURRICULUM BREADTH



MME secondary school settings have delivered 16 of the 83 (19%) recorded secondary subjects recorded since 2010.

8/ TRANSITION/RETENTION



Māori learners in Māori medium education 2014

Māori learners in Māori medium education 2015 YR 8 **YR9** 67% retention of Level 1 cohort. 0% retention of Level 2 cohort.

DEVELOPING

CRITICAL

SUPPLY





Governance, Leaders and Teachers

EARLY LEARNING

PRIMARY

GOVERNANCE - MĀORI REPRESENTATION

SECONDARY

1/ GOVERNANCE/LEADERSHIP

are actively governed

and managed by whanau

DEDICATED

~ IN 2014 ~ in school BOTs

Māori representation

2/ WHĀNAU SELF REVIEW



The 10% random sample of MME providers indicates that whanau self review is generally developing

3/ SCHOOL LEADERS - PRINCIPALS

19% COMPARED NATIONALLY



national average

of 19% across all

10.3

The average years

4/ TEACHER TURNOVER - PRIMARY



COMPARED NATIONALLY turnover in MME school settings was 19% in **primary** schooling compared to a

> COMPARED NATIONALLY

4/ TEACHER TURNOVER - SECONDARY



school settings was 0% in secondary schooling compared to a national average of 19% across all

turnover in MME

5/ EFFECTIVE TEACHING



were assessed as **EFFECTIVE**

were assessed as **DEVELOPING**

The effectiveness of teaching and learning in MME providers is generally strong. 67% of providers were assessed as effective, 33% as developing. There was no notable variance in teaching and learning effectiveness between dedicated and mixed medium providers.



Canterbury/Chathams Te Rāngai Kāhui Ako ā-Iwi

Type of Education

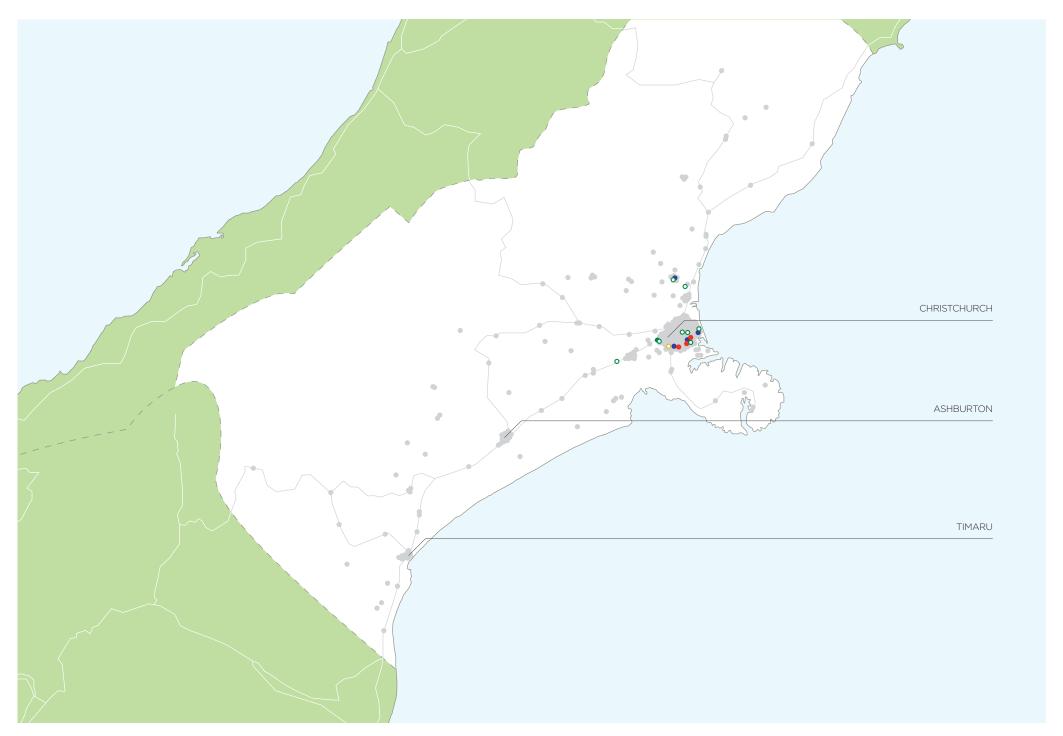
Composite	
Primary	•
Secondary	
Special	
Kōhanga reo	•
Dedicated setting	•
Mixed medium setting	0
English medium setting	

Summary

Grand total	20
Secondary	1
Primary	9
Mixed medium	10
G	
Kōhanga reo	7
Composite	3
Māori medium	10

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Census boundaries from Statistics NZ.



Canterbury/Chathams

Te Rāngai Kāhui Ako ā-Iwi



Community and Iwi Context

COMMUNITY 1/ MĀORI POPULATION 3/ IWI RELATIONSHIP WITH THE MINISTRY OF EDUCATION No Iwi have active relationships with the Ministry of Education 63.700 47,900 There is limited iwi engagement on MĀORI Māori educational achievement MĀORI 4/ MĀORI LANGUAGE PROFICIENCY RATE In 2013, there were 47,900 Māori in the region with a projected growth of 33% by 2023. **POPULATION GROWTH BY 2023** MĀORI MĀORI MĀORI 25% SPEAK PHRASES IN TE REO NON MĀORI 2% Have a conversational Can speak more than a For the 0-14 year age group, the Māori population is proficiency in few words or phrases projected to grow 25% by 2023 compared to 2% for the Māori language in Māori language non-Māori population within the region to support Māori medium education Potential student pool increasing provision and drive demand 2/ CULTURAL VALUE **5/ MĀORI LANGUAGE** TRANSMISSION/USE/LEARNING Believe it is very or quite important to be engaged in Māori culture Taught or shared Māori MĀORI CULTURAL ENGAGEMENT language with others in MĀORI COMPARED the region TAUGHT OR SHARED TE REC

Less than half of Māori share their language

knowledge with others







Whānau Language and Engagement

WHĀNAU 1/ WHĀNAU COMPOSITION 3/ MĀORI LANGUAGE USE AT SCHOOL Reported that whanau includes aunts uncles cousins, nephews/nieces MĀORI COMPARED NATIONALLY **LANGUAGE** Reported that whānau **SPEAKERS** includes grandparents and grandchildren MĀORI COMPARED NATIONALLY when helping at school SPOKE MĀORI Whānau composition typically limited to immediate family which is less conducive Whānau do not regularly use the to MME engagement and provision Māori language at school 2/ MĀORI LANGUAGE USE IN HOME Intergenerational Māori language use within whānau is less frequent than national averages **Māori language** was the main language or used regularly at home. Of those who could speak Māori, used te reo Māori as a language of communication 76 te reo Māori with 69 te reo Māori with te reo Māori with their pre-school their primary school their secondary school-aged children SPOKE children SPOKE children SPOKE

Cultural context is not conducive

to Māori medium education provision

Canterbury/Chathams





Learning Environments

EARLY LEARNING PRIMARY SECONDARY

1/ PARTICIPATION RATE AND NUMBERS



443 Māori Jearners are in MME early learning settings. Increase in numbers since 2010.



IN MME

443 Māori Jearners are in MME primary settings. Increase in numbers since 2010. COMPARED

NATIONALLY



42 Māori Jearners are in MME secondary settings. Decrease in numbers since 2010.

COMPARED NATIONALLY

2/ LANGUAGE PREVALENCE



The 10% random sample of Māori medium education providers indicates that language quality and prevalence is generally strong.

11%_ NEEDS IMPROVING 67% DEVELOPING

The quality and prevalence of Māori language in MME providers is generally developing. 22% of providers were assessed as strong, 67% as developing and 11% needing improvement. There is variance in language prevalence between dedicated and mixed medium providers. Dedicated providers have strong reo prevalence and mixed medium providers are all developing or needing improvement.

3/ DEDICATED VS MIXED MEDIUM PROVISION



100% are in dedicated

All 8 MME early learning settings were dedicated MME settings.

6/ DEDICATED CAPACITY/UTILISATION

4/ DEDICATED VS MIXED MEDIUM PROVISION



were in dedicated MME settings



medium settings

Of the 10 settings 2 were dedicated MME settings & 8 were mixed medium settings.

were in dedicated MME settings

medium settings

Of the 3 settings 2 were dedicated MME settings & 1 was a mixed medium setting.

5/ DEDICATED VS MIXED MEDIUM PROVISION



The average capacity of dedicated MME primary settings is 68%. Of the 2 dedicated settings none were over 100% capacity and 1 was over 85%.



The average capacity of dedicated MME secondary settings is 68%. Of the 2 dedicated settings none were over 100% capacity and 1 was over 85%.

7/ CURRICULUM BREADTH



MME secondary school settings have delivered 41 of the 82 (50%) recorded secondary subjects recorded since 2010.

8/ TRANSITION/RETENTION

Early Learning



Māori learners in Māori medium education 2014

Māori learners in Māori medium education 2015 **YR 8 YR9**

43% retention of Level 1 of Level 2 cohort.

DEVELOPING

CRITICAL

SUPPLY



Governance, Leaders and Teachers

EARLY LEARNING

PRIMARY

GOVERNANCE - MĀORI REPRESENTATION

SECONDARY

1/ GOVERNANCE/LEADERSHIP

are actively governed and managed by whanau. DEDICATED

NATIONALLY

Māori representation

~ IN 2014 ~

in school BOTs

2/ WHĀNAU SELF REVIEW



The 10% random sample of MME providers indicates that whanau self review is generally strong.

3/ SCHOOL LEADERS - PRINCIPALS





10.1

The average years **Principal**

4/ TEACHER TURNOVER - PRIMARY



COMPARED schools.

In 2014 teacher turnover in MME school settings was 24% in primary schooling compared to a

national average of 19% across all % COMPARED NATIONALLY

4/ TEACHER TURNOVER - SECONDARY



school settings was 27% in secondary schooling compared to a national average of 19% across all schools.

In 2014 teacher

turnover in MMF

5/ EFFECTIVE TEACHING



were assessed as **EFFECTIVE**

were assessed as **DEVELOPING** The effectiveness of teaching and learning in MME providers is generally developing. 44% of providers were assessed as effective and 56% as developing. There is significant variance in teaching and learning effectiveness between dedicated and mixed medium providers. 100% dedicated providers have strong teaching and learning effectiveness compared to 29% of mixed medium providers.



Otago/Southland Te Rāngai Kāhui Ako ā-Iwi

Type of Education

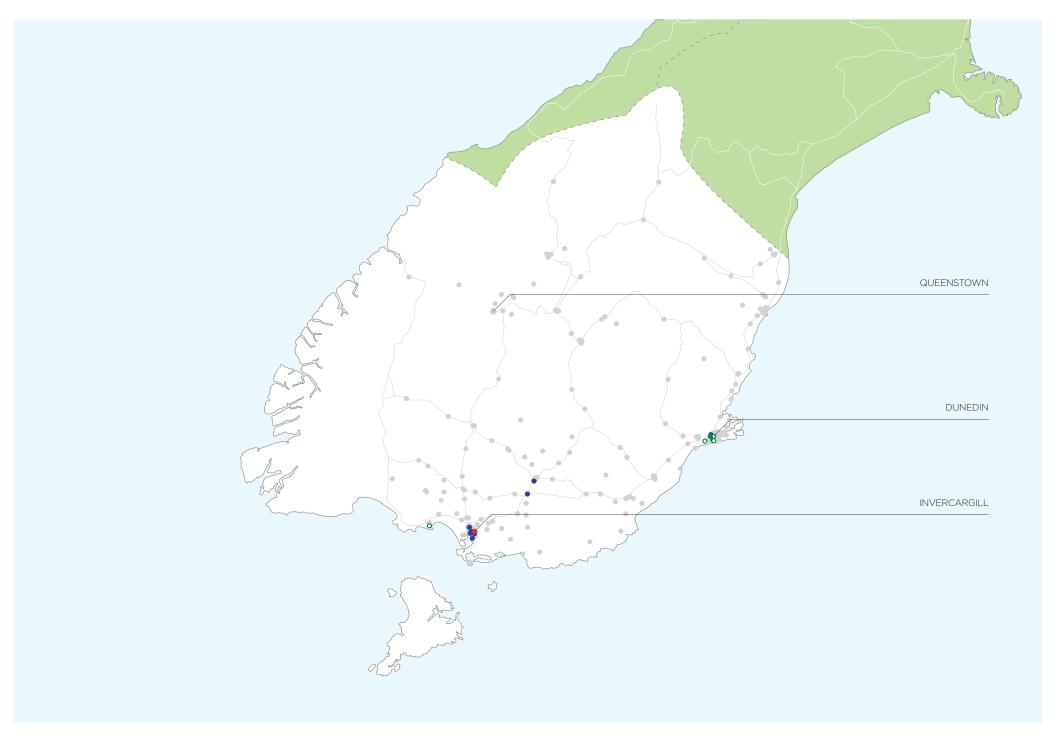
Composite	
Primary	•
Secondary	•
Special	
Kōhanga reo	•
Dedicated setting	•
Mixed medium setting	0
English medium setting	

Summary

Grand total	16
Primary	3
Mixed medium	3
Kōhanga reo	11
Primary	1
Composite	1
Māori medium	13

Sourced from LINZ data. Crown and Critchlow. Copyright reserved.

Census boundaries from Statistics NZ.



Otago/Southland

Te Rāngai Kāhui Ako ā-Iwi



Community and Iwi Context

COMMUNITY 1/ MĀORI POPULATION 3/ IWI RELATIONSHIP WITH THE MINISTRY OF EDUCATION Hokonui have active relationships with the Ministry of Education 36,900 29,050 There is limited iwi engagement on MĀORI Māori educational achievement MĀORI 4/ MĀORI LANGUAGE PROFICIENCY RATE In 2013, there were 29,050 Māori in the region with a projected growth of 27% by 2023. 49 **POPULATION GROWTH BY 2023** MĀORI MĀORI SPEAK PHRASES IN TE REO MĀORI 19% NON MÃORI -4% Have a conversational Can speak more than a For the **0-14** year age group, the Māori population is proficiency in few words or phrases projected to grow by 19% by 2023 compared to -4% for in Māori language Māori language the non-Māori population. There is a limited language capability and capacity within the region to support Māori medium education Potential student pool increasing provision and drive whānau demand 2/ CULTURAL VALUE **5/ MĀORI LANGUAGE** TRANSMISSION/USE/LEARNING Believe it is very or quite important to be engaged in Māori culture Taught or shared Māori language with others in MĀORI MĀORI CULTURAL ENGAGEMENT COMPARED TAUGHT OR SHARED TE REC NATIONALLY Cultural context requires development to be The majority of Māori share their language conducive to Māori medium education provision knowledge with others







Whānau Language and Engagement

WHĀNAU 1/ WHĀNAU COMPOSITION 3/ MĀORI LANGUAGE USE AT SCHOOL Reported that whanau includes aunts, uncles, cousins, nephews/nieces MĀORI COMPARED NATIONALLY OF MĀORI **LANGUAGE** Reported that whanau **SPEAKERS** includes grandparents and grandchildren MĀORI COMPARED NATIONALLY when helping at school **SPOKE MĀORI** at least some of the time. Whānau composition typically limited to immediate family which is less conducive to MME engagement and provision Whānau use the Māori language at school from time to time 2/ MĀORI LANGUAGE USE IN HOME Intergenerational Māori language use within whānau is less frequent than national averages Māori language was the main language or used regularly at home. Of those who could speak Māori, used te reo Māori as a language of communication te reo Māori with te reo Māori with 66 te reo Māori with 64 their secondary their pre-school their primary school SPOKE children SPOKE children SPOKE school-aged children

Otago/Southland

Te Rāngai Kāhui Ako ā-Iwi



Learning Environments

EARLY LEARNING PRIMARY SECONDARY

1/ PARTICIPATION RATE AND NUMBERS



163 Māori Jearners are in MME early learning settings, Increase in numbers since 2010.



COMPARED NATIONALLY



169 Māori learners are in MME primary settings. Increase in numbers since 2010. COMPARED



31 Māori learners are in MME secondary settings. Decrease in numbers since 2010

COMPARED NATIONALLY

2/ LANGUAGE PREVALENCE



The 10% random sample of Māori medium education providers indicates that language quality and prevalence is generally developing.

4 DEVELOPING 1 STRONG

The quality and prevalence of Māori language in MME providers is generally developing. 1 provider was assessed as strong and 4 as developing. There was no significant variance in language prevalence between dedicated and mixed medium providers.

3/ DEDICATED VS MIXED MEDIUM PROVISION



EARLY LEARNING ~ are in dedicated MME settings

All 11 MME early learning settings were dedicated MMF settings.

6/ DEDICATED CAPACITY/UTILISATION

4/ DEDICATED VS MIXED MEDIUM PROVISION



were in dedicated MMF settings were in mixed

medium settings

Of the 5 settings 2 were dedicated MME settings and 3 were mixed medium settings

SECONDARY were in dedicated MME settings

There is only 1 dedicated MME setting for secondary learners.

5/ DEDICATED VS MIXED MEDIUM PROVISION

45

The average capacity of dedicated MME primary settings is 45%. Of the 2 dedicated settings none were over 100% or 85% capacity.

64

There was only 1 dedicated MME secondary setting

7/ CURRICULUM BREADTH



MMF secondary school settings have delivered 14 of the 83 (17%) recorded secondary subjects recorded since 2010.

8/ TRANSITION/RETENTION

Early Learning



Māori learners in Māori medium education 2014

Māori learners in Māori medium education 2015 **YR9**

YR 8

91% retention of Level 1 cohort.

DEVELOPING

CRITICAL

SUPPLY





Governance, Leaders and Teachers

EARLY LEARNING **PRIMARY SECONDARY**



are actively governed and managed by whanau



19% COMPARED NATIONALLY

Māori representation ~ IN 2014 ~

in school BOTs

2/ WHĀNAU SELF REVIEW



The 10% random sample of MME providers indicates that whanau self review is generally developing

3/ SCHOOL LEADERS - PRINCIPALS YEARS YEARS DEDICATED

9.3 YEARS MIXED MME POSITION

In 2014, teacher

school settings

compared to a

national average

of 19% across all

was 21% in

schools.

turnover in MME

primary schooling

The average years

4/ TEACHER TURNOVER - PRIMARY



10

COMPARED NATIONALLY 4/ TEACHER TURNOVER - SECONDARY In 2014, teacher

turnover in MME

8% in secondary

compared to a

national average

of 19% across all

schooling

school settings was



COMPARED NATIONALLY

schools.

5/ EFFECTIVE TEACHING



were assessed as EFFECTIVE

were assessed as **DEVELOPING**

The effectiveness of teaching and learning in MME providers is generally developing. 40% of providers were assessed as effective and 60% as developing. There was no notable variance in teaching and learning effectiveness between dedicated and mixed medium providers.



