



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.

Te Rāngai Kāhui Ako ā-Iwi

Foreword

Tēnā koutou kei ngā pūreke mōwai o tō tātou nei reo

I am delighted to introduce *Te Rāngai Kāhui Ako ā-Iwi*. 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-Iwi* fundamentally supports iwi, as key contributors, to ensure high-quality Māori medium education is available in their rohe.

Te Rāngai Kāhui Ako ā-Iwi 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-Iwi* 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-Iwi*** – 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-Iwi* to support learners and their whānau to thrive in Māori medium education.

Kāti rā.



Hon Hekia Parata
Minister of Education



Te Rāngai Kāhui Ako ā-Iwi

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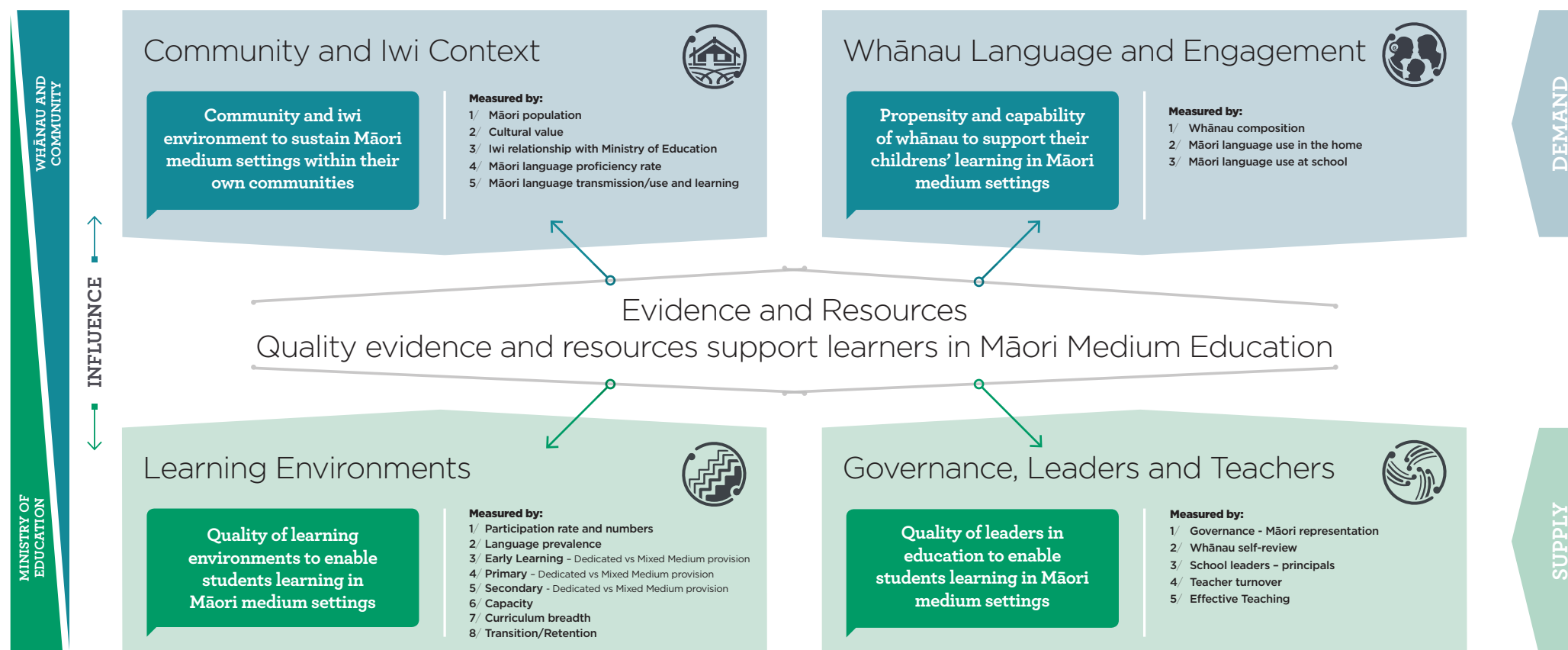
Te Rāngai Kāhui Ako ā-Iwi Framework

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

INDICATOR	Data Description	Analysis Statement	Data Description	Analysis Statement	Data Description	Analysis Statement
	GOOD		DEVELOPING		CRITICAL	
1/ Māori Population <small>Source: Census (2013)</small>	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 <small>Source: Te Kupenga (2013)</small>	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 <small>Source: Ministry of Education (2016)</small>	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
4/ Māori Language Proficiency Rate <small>Source: Te Kupenga (2013)</small>	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
5/ Māori Language Transmission/Use/Learning <small>Source: Te Kupenga (2013)</small>	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

INDICATOR	Data Description	Analysis Statement	Data Description	Analysis Statement	Data Description	Analysis Statement
	GOOD		DEVELOPING		CRITICAL	
1/ Whānau Composition <small>Source: Te Kupenga (2013)</small>	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 whānau is multigenerational and includes cousins, aunts etc which will support successful Māori medium education engagement and provision	At least 42% of Māori in the rohe report that whānau composition includes grandparents, grandchildren, aunts, uncles, cousins etc	{ Whānau composition is typically wider than national averages which will support Māori medium education engagement and provision	Less than 42% of Māori in the rohe report that whānau composition includes grandparents, grandchildren, aunts, uncles, cousins etc	{ Whānau composition typically limited to immediate family which is less conducive to Māori medium education engagement and provision
2/ Māori Language use in the Home <small>Source: Te Kupenga (2013)</small>	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	{ Evidence of significant intergenerational Māori language use within whānau	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	{ Intergenerational Māori language use within whānau is higher than national averages	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	{ Intergenerational Māori language use within whānau is less frequent than national averages
3/ Māori Language use at School <small>Source: Te Kupenga (2013)</small>	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

INDICATOR	Data Description	Analysis Statement	Data Description	Analysis Statement	Data Description	Analysis Statement
	GOOD		DEVELOPING		CRITICAL	
1/ Participation Rate and Numbers <small>Source: Ministry of Education (2010-2014)</small>	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 <small>Source: Education Review Office (2010-2015)</small>	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 <small>Source: Ministry of Education (2014)</small>	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 <small>Source: Ministry of Education (2014)</small>	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 <small>Source: Ministry of Education (2014)</small>	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 <small>Source: Ministry of Education (2014)</small>	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 <small>Source: Ministry of Education (2010-2014)</small>	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 <small>Source: Ministry of Education (2014-2015)</small>	Over 80% Level 1 retention	{ Retention of Level 1 Māori medium education learners is high	Over 50% Level 1 retention	{ Retention of Level 1 Māori medium education learners is moderate	Less than 60% Level 1 retention	{ Retention of Level 1 Māori medium education learners is low

Data + Analysis Rating Framework

Te Rāngai Kāhui Ako ā-Iwi



Governance, Leaders and Teachers

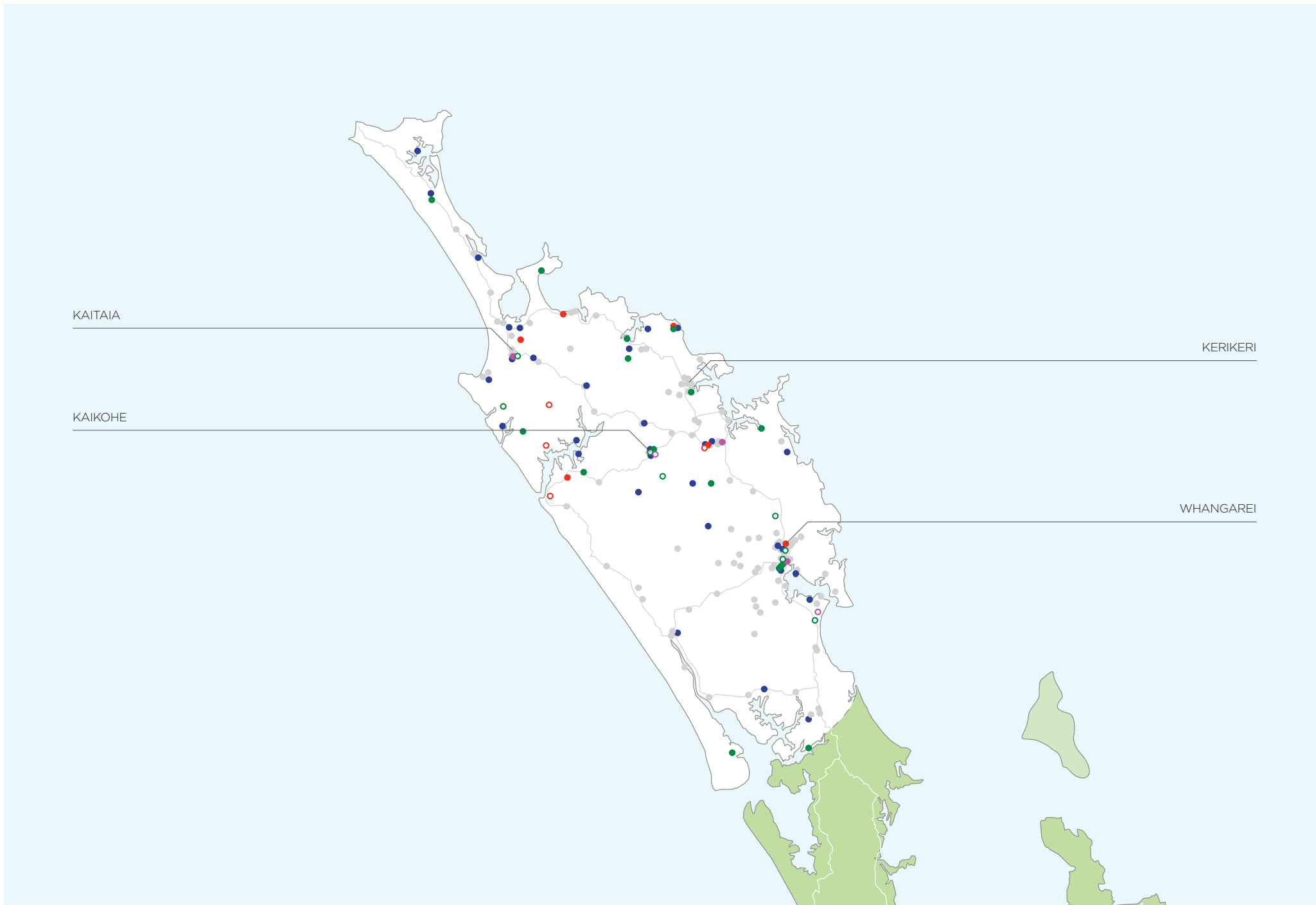
INDICATOR	Data Description	Analysis Statement	Data Description	Analysis Statement	Data Description	Analysis Statement
	GOOD		DEVELOPING		CRITICAL	
1/ Governance – Māori Representation <small>Source: Ministry of Education (2014)</small>	Over 80% Māori representation on Board of Trustees in dedicated settings and over 30% Māori representation on Board of Trustees in mixed medium settings	Māori participation in governance is very high	Over 80% Māori representation on Board of Trustees in dedicated settings and over 19% Māori representation on Board of Trustees in mixed medium settings	Māori participation in governance is higher than national averages	Less than 19% Māori representation on Board of Trustees in Māori medium education settings	Māori participation in governance low
2/ Whānau Self Review <small>Source: Education Review Office (2010-2015)</small>	ERO reports for the majority of settings assess whānau self-review for majority of kōhanga as effective or highly effective	Whānau self review is effective	ERO reports for the majority of settings assess whānau self-review for majority of kōhanga as developing	Whānau self review is developing	ERO reports for the majority of settings assess whānau self-review for majority of kōhanga as needing support	Whānau self review needs support
3/ School Leaders – Principals <small>Source: Ministry of Education (2015)</small>	At least 10 years' experience as a principal	MME School principals are very experienced	At least 8 years' experience as a principal	School principals are relatively experienced	Less than 8 years' experience as a principal	School principals are comparatively less experienced
4/ Teacher Turnover <small>Source: Ministry of Education (2014)</small>	Less than 19% annual teacher turnover	Teacher turnover is less than national averages	More than 19% annual teacher turnover	Teacher turnover is slightly higher than national averages	More than 25% annual teacher turnover	Teacher turnover is relatively high
5/ Effective Teaching <small>Source: Education Review Office (2010-2015)</small>	ERO reports for the majority of settings assess teaching as effective or highly effective	Māori medium education providers have effective teaching and learning practices	ERO reports for the majority of settings assess teaching as developing	Māori medium education providers are 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	●	Māori medium	60
Primary	●	Composite	6
Secondary	●	Primary	10
Special	●	Secondary	1
Kōhanga reo	●	Kōhanga reo	43
Dedicated setting	●	Mixed medium	24
Mixed medium setting	○	Composite	6
English medium setting	●	Primary	14
		Secondary	4
Sourced from LINZ data. Crown and Critchlow. Copyright reserved.		Grand total	84
Census boundaries from Statistics NZ.			



Tai Tokerau

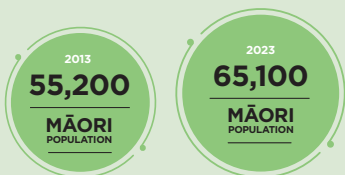
Te Rāngai Kāhui Ako ā-Iwi



Community and Iwi Context

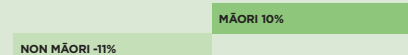
COMMUNITY

1/ MĀORI POPULATION



In 2013, there were 55,200 Māori in the region with a projected growth of 18% by 2023.

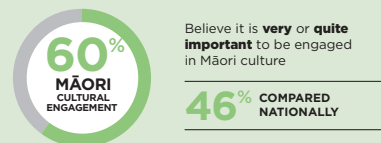
POPULATION GROWTH BY 2023



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



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

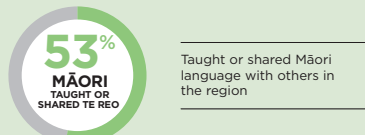


Have a conversational proficiency in Māori language

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 provision and drive demand

5/ MĀORI LANGUAGE TRANSMISSION/USE/LEARNING



The majority of Māori share their language knowledge with others

GOOD

DEVELOPING

CRITICAL

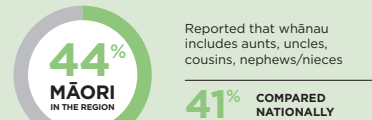
→ DEMAND



Whānau Language and Engagement

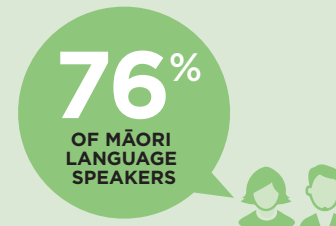
WHĀNAU

1/ WHĀNAU COMPOSITION



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

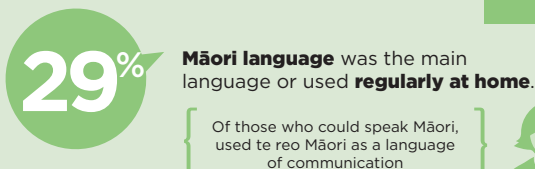
3/ MĀORI LANGUAGE USE AT SCHOOL



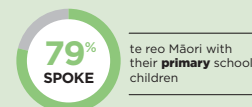
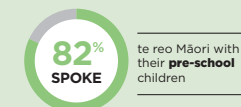
SPOKE MĀORI when helping at school at least some of the time.

Whānau use the Māori language at school regularly

2/ MĀORI LANGUAGE USE IN HOME



Evidence of significant intergenerational Māori language use within whānau

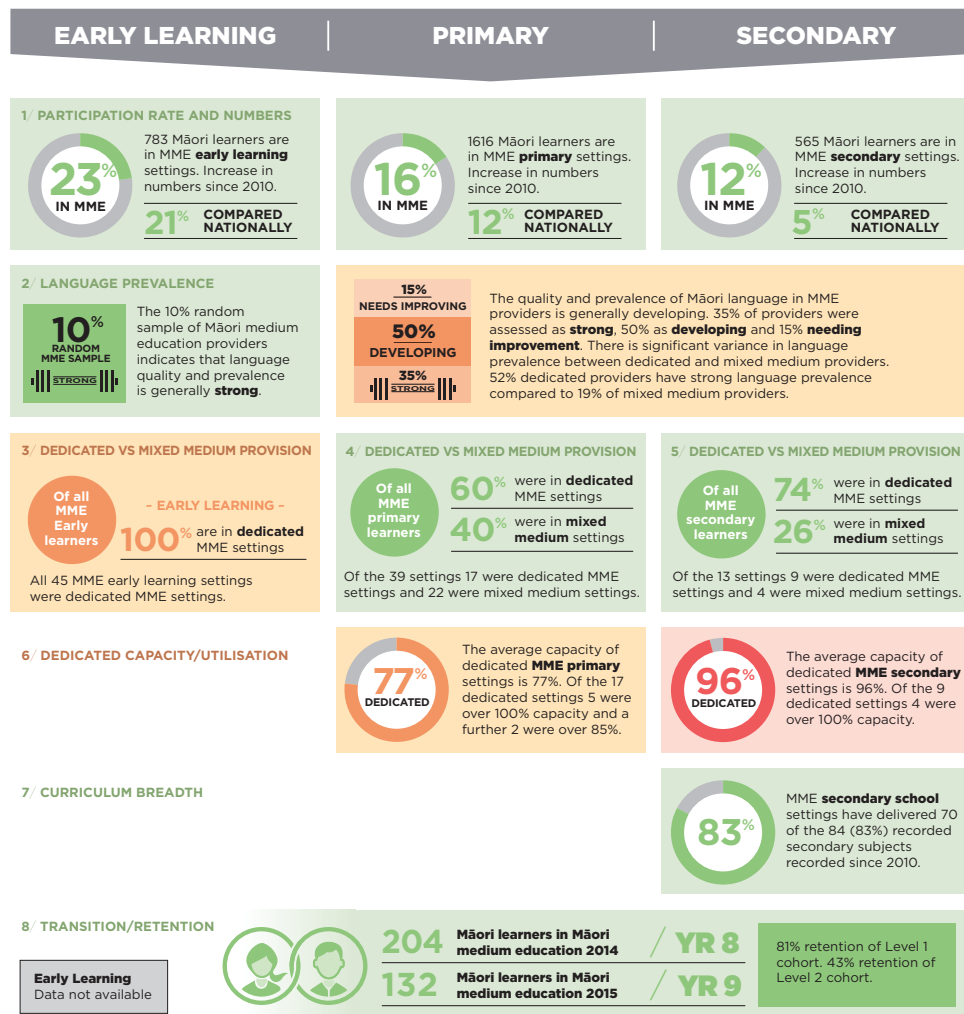


Tai Tokerau

Te Rāngai Kāhui Ako ā-Iwi



Learning Environments



GOOD

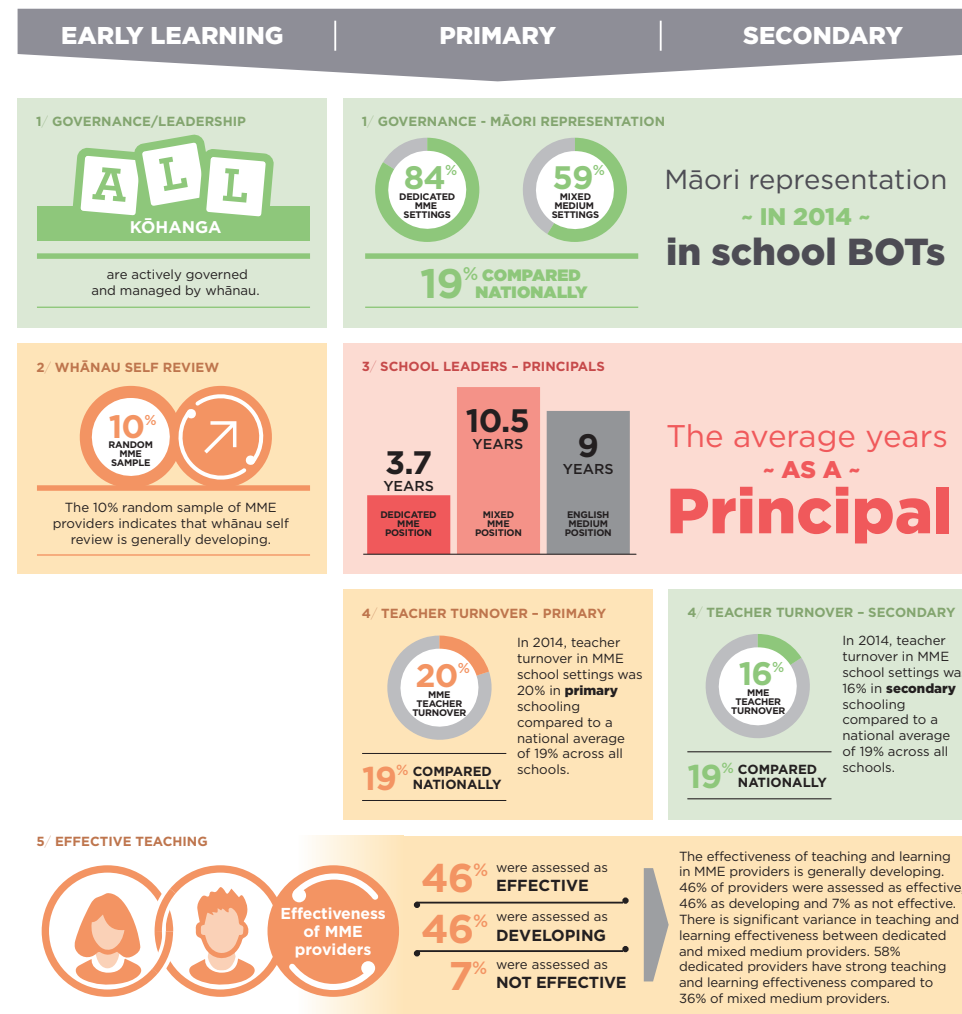
DEVELOPING

CRITICAL

SUPPLY



Governance, Leaders and Teachers



Auckland

Te Rāngai Kāhui Ako ā-Iwi

Type of Education

Composite	●
Primary	●
Secondary	●
Special	●
Kōhanga reo	●
Dedicated setting	●
Mixed medium setting	○
English medium setting	●

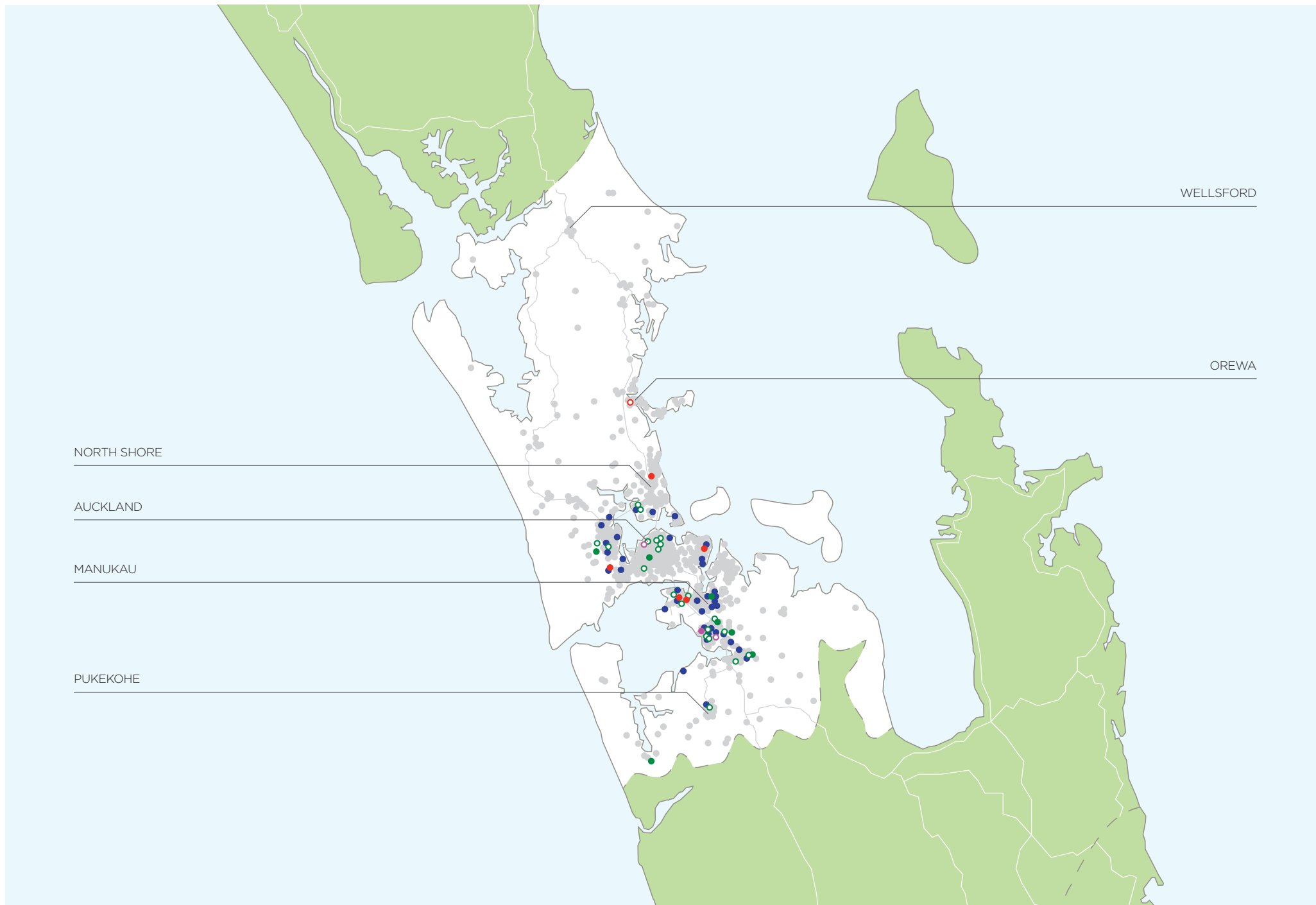
Summary

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

Grand total	89
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Census boundaries from Statistics NZ.



Auckland

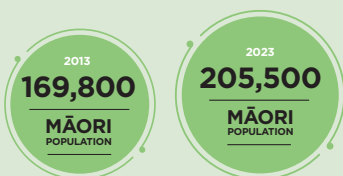
Te Rāngai Kāhui Ako ā-Iwi



Community and Iwi Context

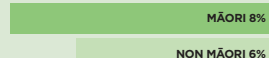
COMMUNITY

1/ MĀORI POPULATION



In 2013, there were 169,800 Māori in the region with a projected growth of 21% by 2023.

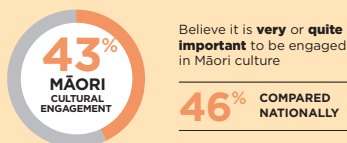
POPULATION GROWTH BY 2023



For the 0-14 year age group, the Māori population is **projected to grow** 8% by 2023 compared to 6% for the non-Māori population.

Potential student pool increasing

2/ CULTURAL VALUE



Cultural context requires development to be conducive to Māori medium education provision

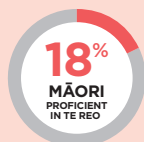
3/ IWI RELATIONSHIP WITH THE MINISTRY OF EDUCATION

Orakei & Tamaoho

have active relationships with the Ministry of Education

Some iwi are engaged in Māori educational achievement

4/ MĀORI LANGUAGE PROFICIENCY RATE



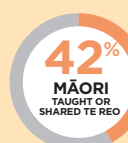
Have a conversational proficiency in Māori language



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

There is a limited language capability and capacity within the region to support Māori medium education provision and drive demand

5/ MĀORI LANGUAGE TRANSMISSION/USE/LEARNING



Taught or shared Māori language with others in the region

Less than half of Māori share their language knowledge with others

GOOD

DEVELOPING

CRITICAL

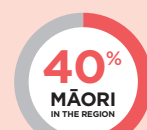
→ DEMAND



Whānau Language and Engagement

WHĀNAU

1/ WHĀNAU COMPOSITION



Reported that whānau includes aunts, uncles, cousins, nephews/nieces

41% COMPARED NATIONALLY



Reported that whānau includes grandparents and grandchildren

42% COMPARED NATIONALLY

Whānau composition typically limited to immediate family which is less conducive to MME engagement and provision

3/ MĀORI LANGUAGE USE AT SCHOOL



SPOKE MĀORI when helping at school at least some of the time.

Whānau use the Māori language at school from time to time

2/ MĀORI LANGUAGE USE IN HOME



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

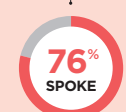
Of those who could speak Māori, used te reo Māori as a language of communication



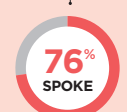
Intergenerational Māori language use within whānau is less frequent than national averages



te reo Māori with their **pre-school** children



te reo Māori with their **primary** school children

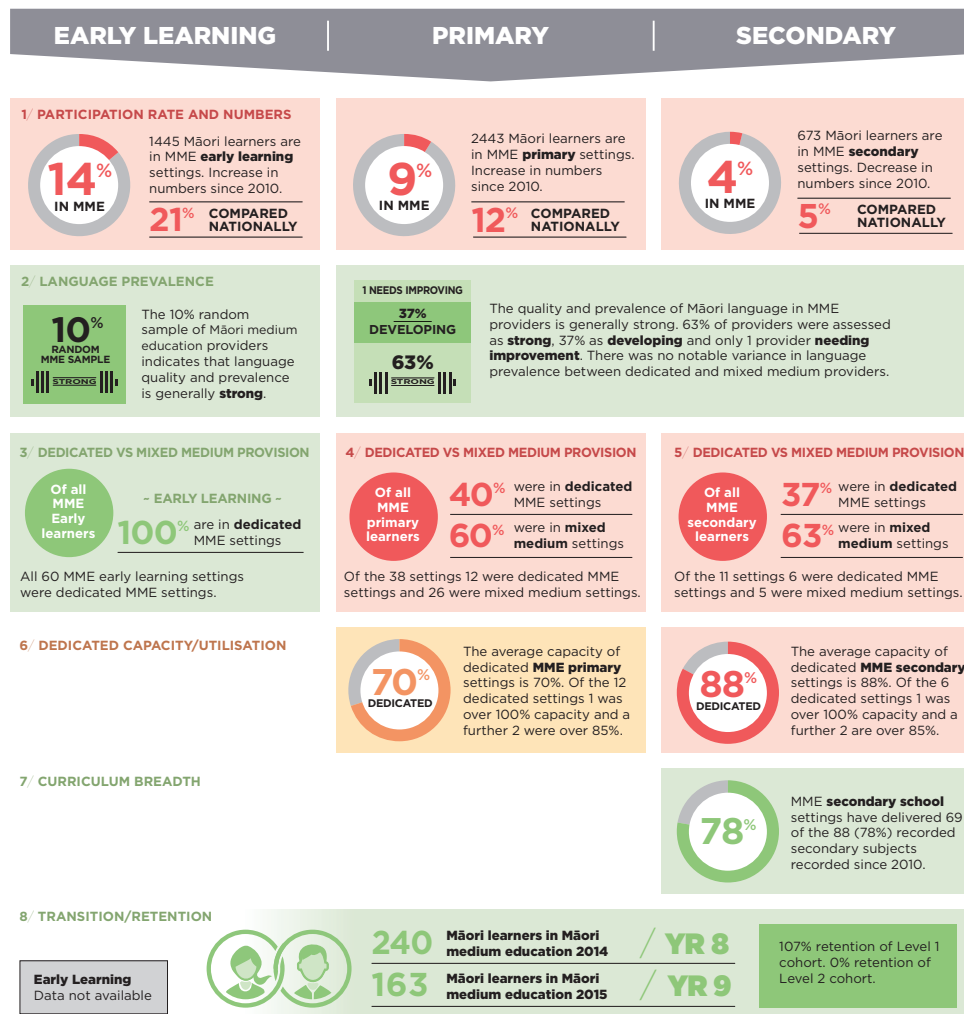


te reo Māori with their **secondary** school-aged children

Auckland

Te Rāngai Kāhui Ako ā-Iwi

Learning Environments



GOOD

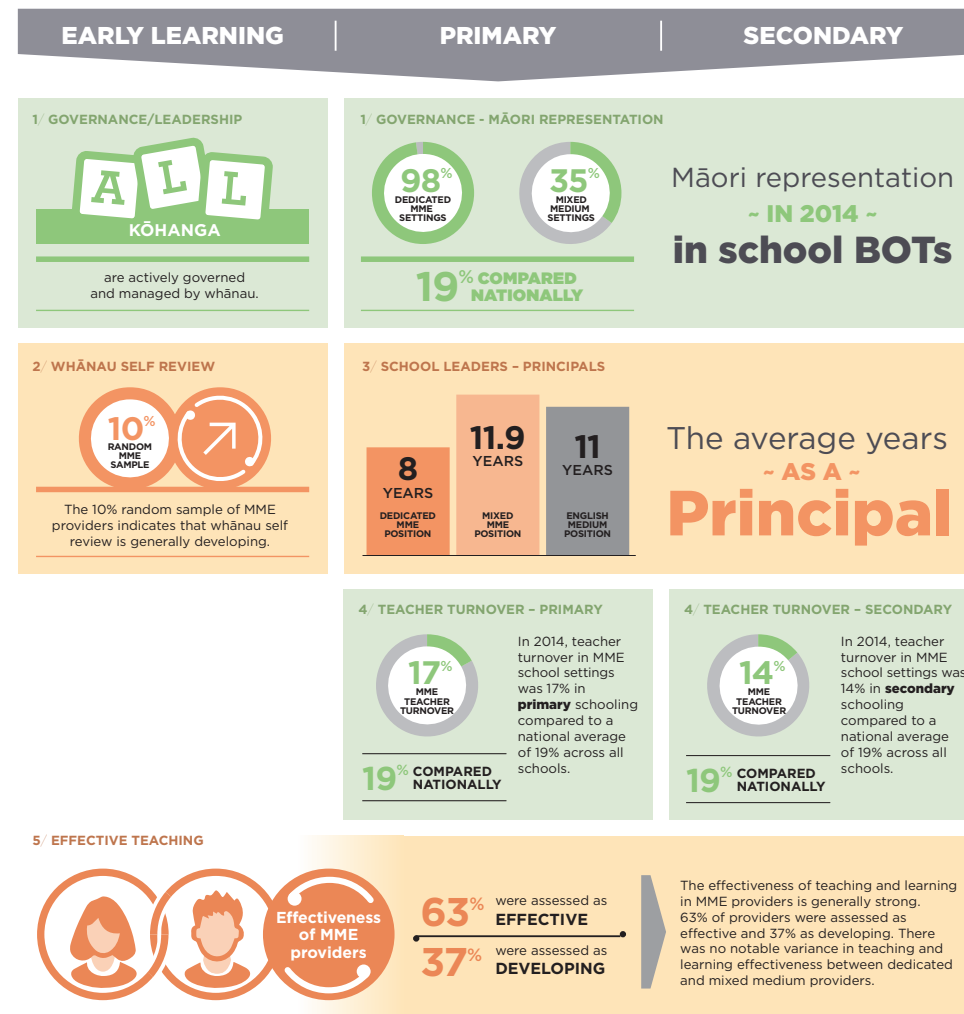
DEVELOPING

CRITICAL

SUPPLY



Governance, Leaders and Teachers

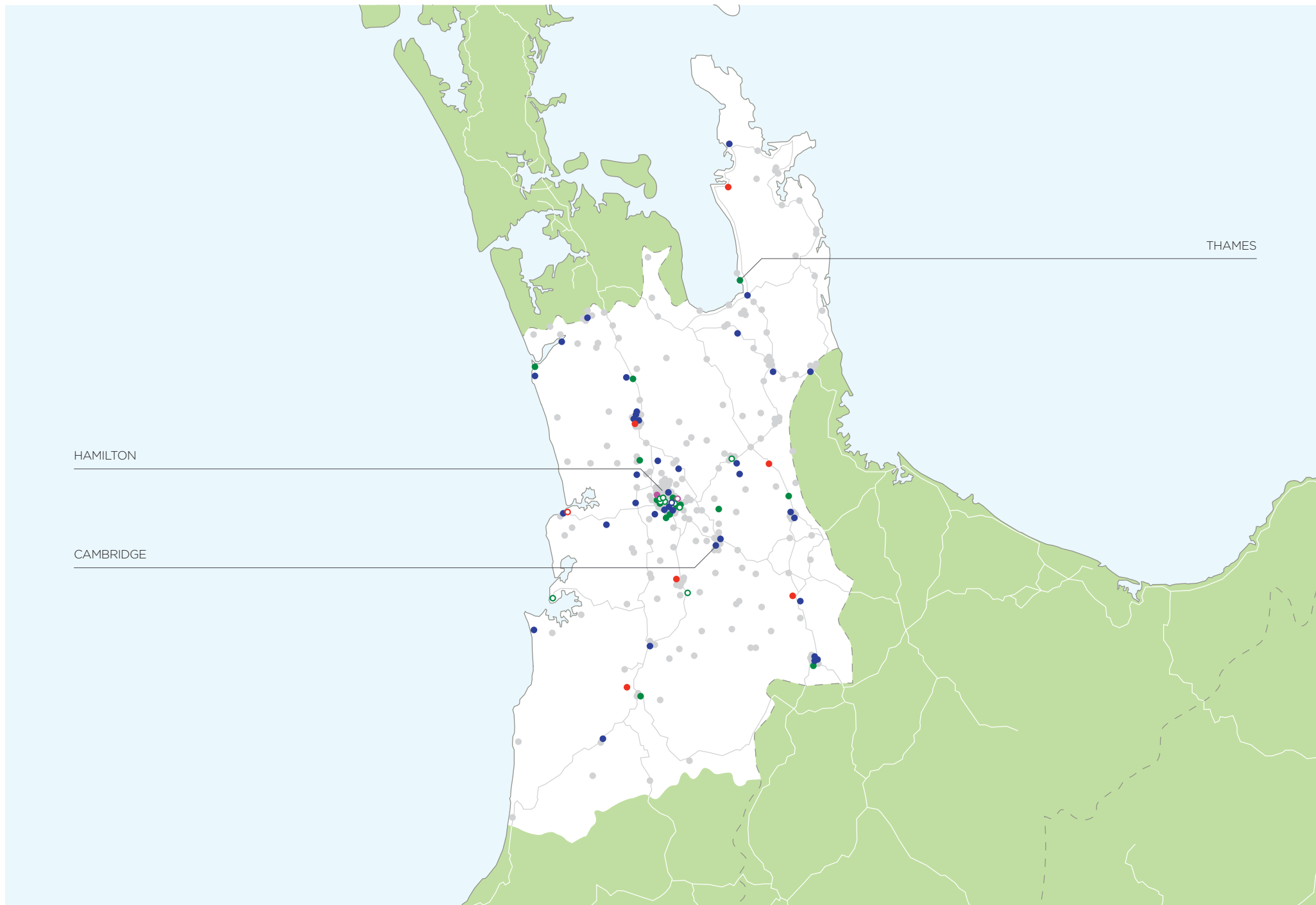




Waikato

Te Rāngai Kāhui Ako ā-Iwi

Type of Education		Summary	
Composite	●	Māori medium	76
Primary	●	Composite	6
Secondary	●	Primary	11
Special	●	Secondary	1
Kōhanga reo	●	Kōhanga reo	58
Dedicated setting	●	Mixed medium	14
Mixed medium setting	○	Composite	1
English medium setting	●	Primary	12
		Secondary	1
Sourced from LINZ data. Crown and Critchlow. Copyright reserved.		Grand total	90
Census boundaries from Statistics NZ.			

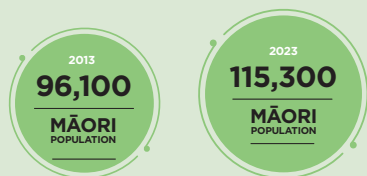




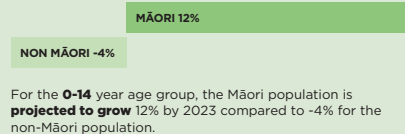
Community and Iwi Context

COMMUNITY

1/ MĀORI POPULATION

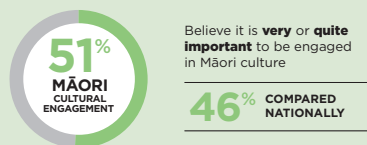


POPULATION GROWTH BY 2023



Potential student pool increasing

2/ CULTURAL VALUE



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/ MAORI LANGUAGE PROFICIENCY RATE

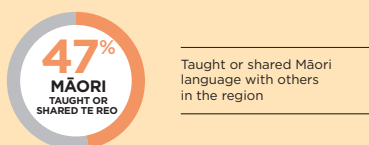


Have a conversational proficiency in Māori language

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

There is some language capability and capacity within the region to support Māori medium education provision and drive demand

5/ MAORI LANGUAGE TRANSMISSION/USE/LEARNING



Less than half of Māori share their language knowledge with others

GOOD

DEVELOPING

CRITICAL

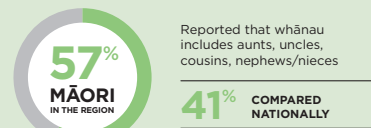
→ DEMAND



Whānau Language and Engagement

WHĀNAU

1/ WHĀNAU COMPOSITION



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

3/ MĀORI LANGUAGE USE AT SCHOOL

64%
OF MĀORI LANGUAGE SPEAKERS



SPOKE MĀORI when helping at school at least some of the time.

Whānau use the Māori language at school from time to time

2/ MĀORI LANGUAGE USE IN HOME

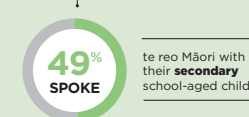
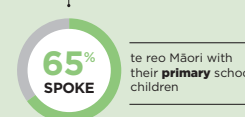
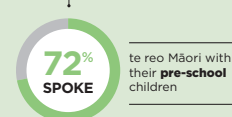
27%

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

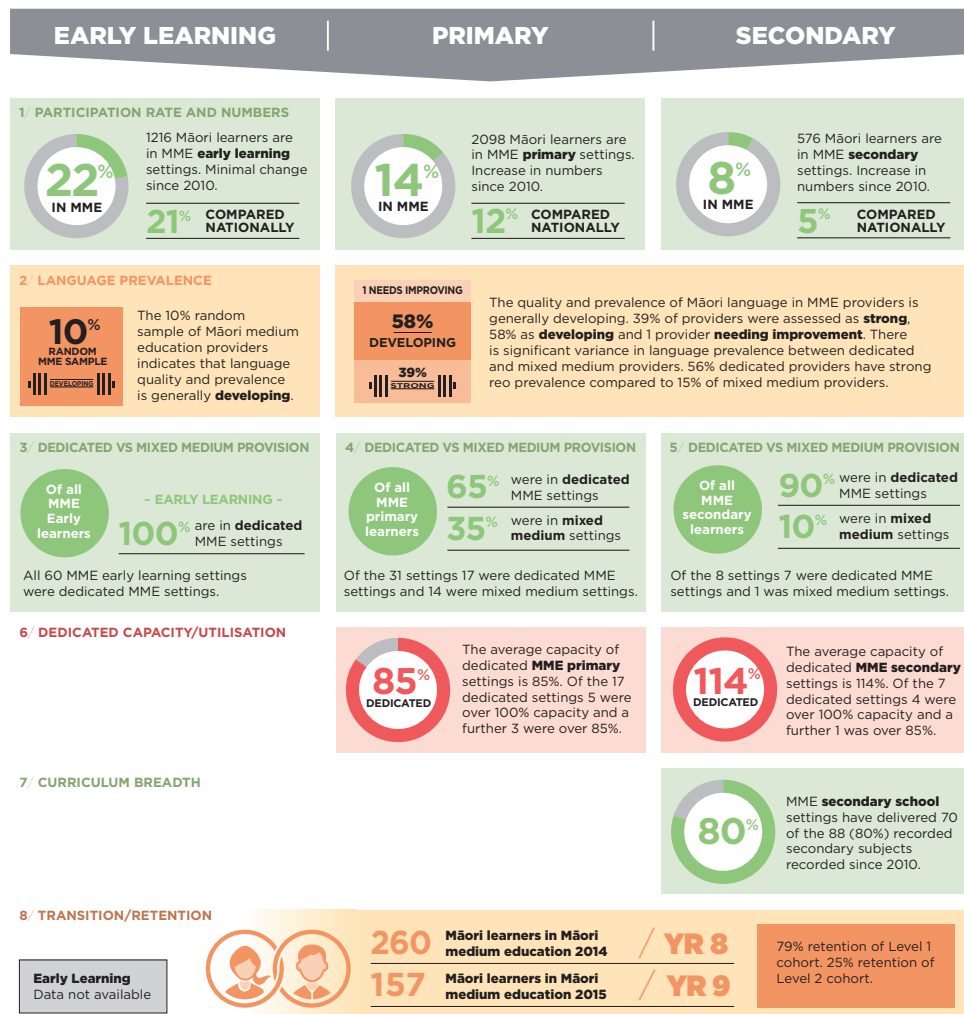


Evidence of significant intergenerational Māori language use within whānau

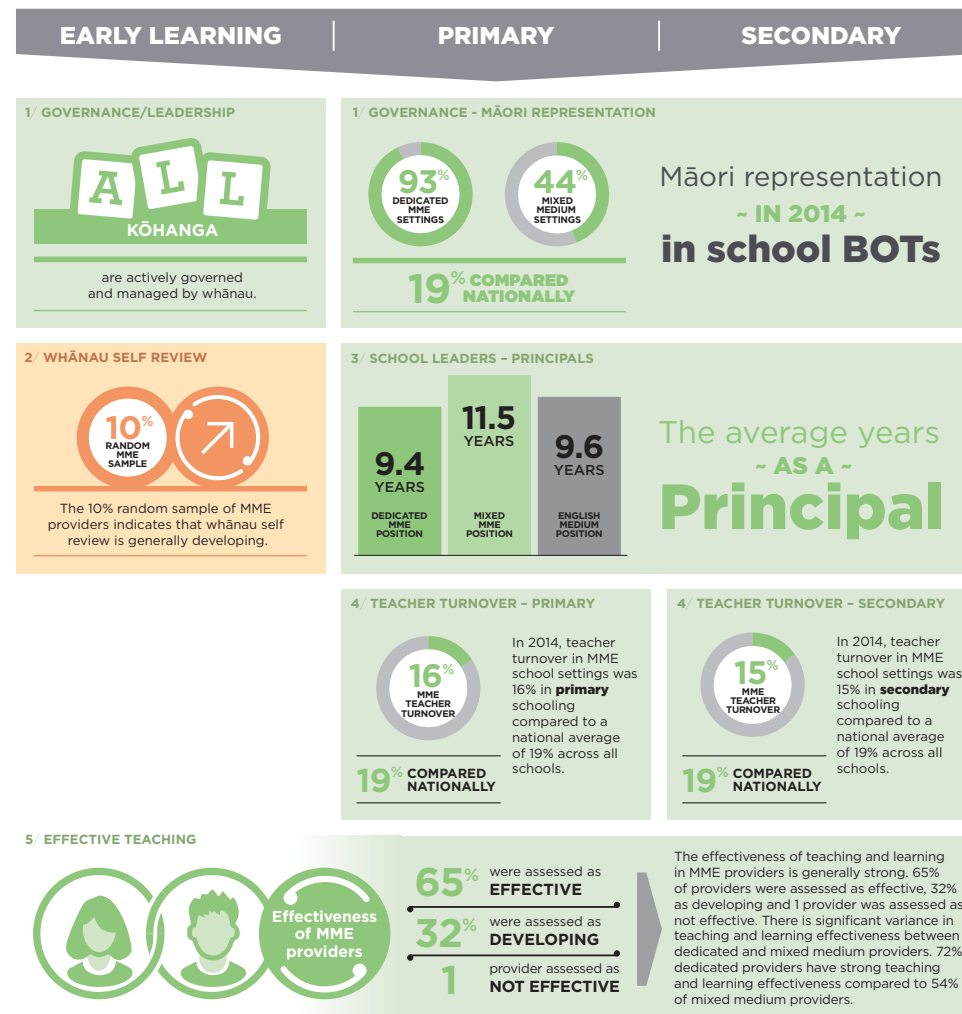




Learning Environments



Governance, Leaders and Teachers

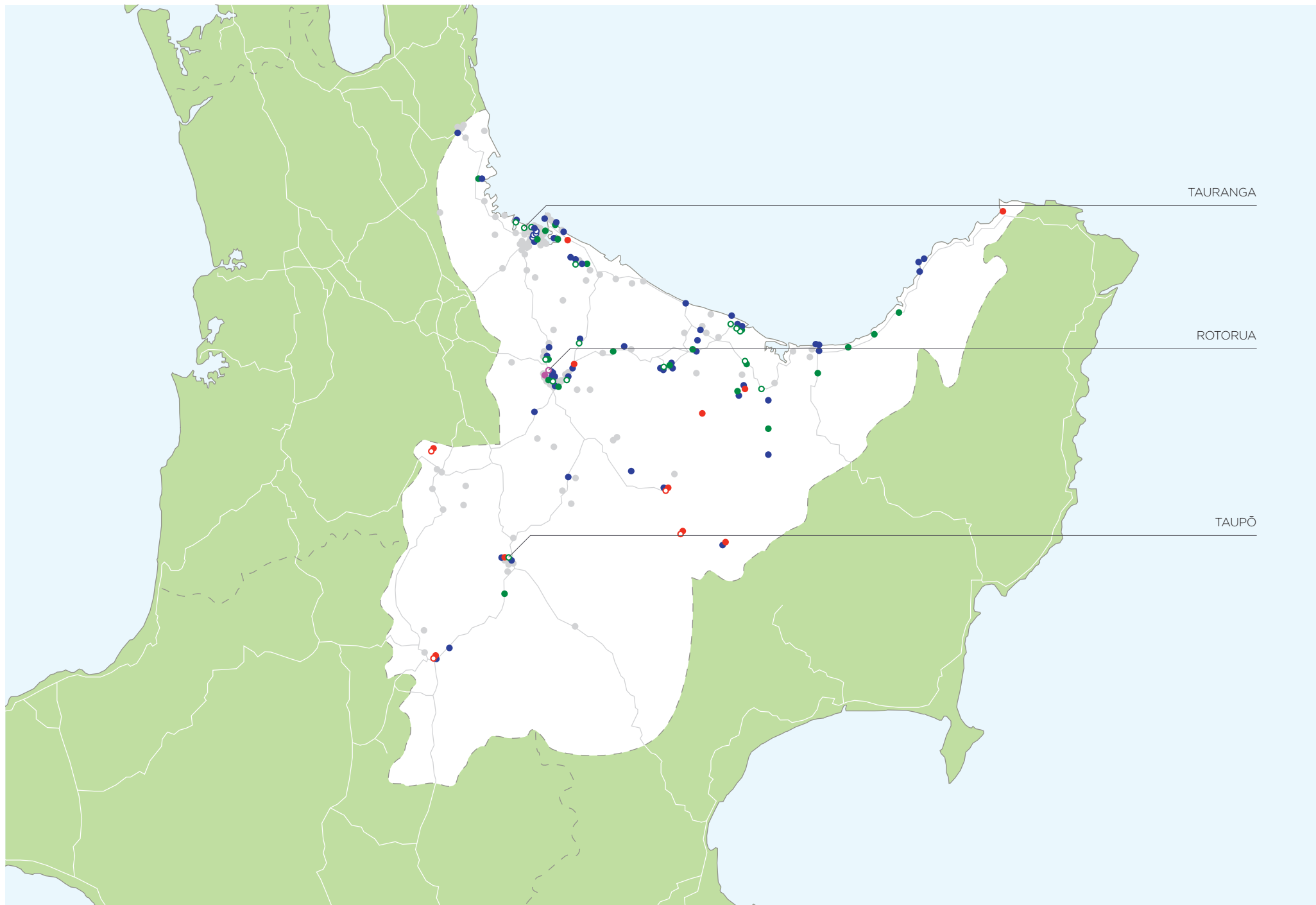




Bay of Plenty/Waiariki

Te Rāngai Kāhui Ako ā-Iwi

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



Bay of Plenty/Waiariki

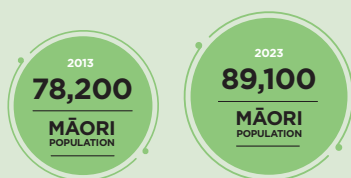
Te Rāngai Kāhui Ako ā-Iwi



Community and Iwi Context

COMMUNITY

1/ MĀORI POPULATION



In 2013, there were 78,200 Māori in the region with a projected growth of 14% by 2023.

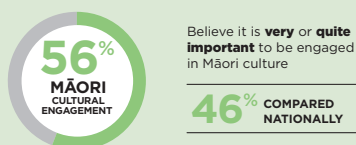
POPULATION GROWTH BY 2023



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

Cultural context conducive to Māori medium education provision

3/ IWI RELATIONSHIP WITH THE MINISTRY OF EDUCATION

Fourteen iwi

have active relationships with the Ministry of Education

A number of iwi are actively 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 a significant language capability and capacity within the region to support Māori medium education provision and drive demand

5/ MĀORI LANGUAGE TRANSMISSION/USE/LEARNING



Taught or shared Māori language with others in the region

Less than half of Māori share their language knowledge with others

GOOD

DEVELOPING

CRITICAL

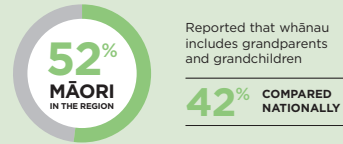
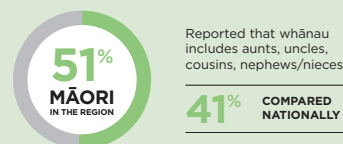
→ DEMAND



Whānau Language and Engagement

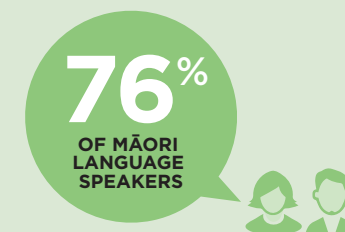
WHĀNAU

1/ WHĀNAU COMPOSITION



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

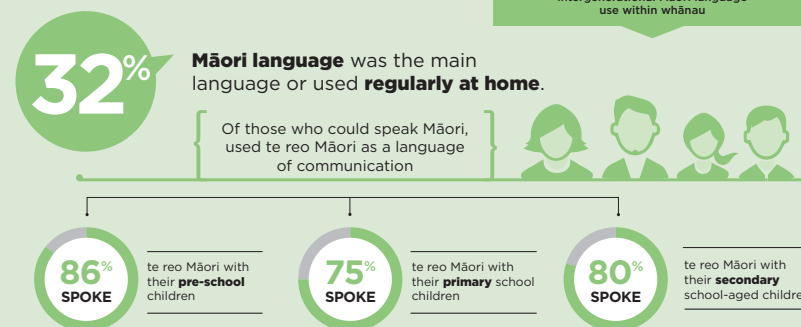
3/ MĀORI LANGUAGE USE AT SCHOOL



SPOKE MĀORI when helping at school at least some of the time.

Whānau use the Māori language at school regularly

2/ MĀORI LANGUAGE USE IN HOME

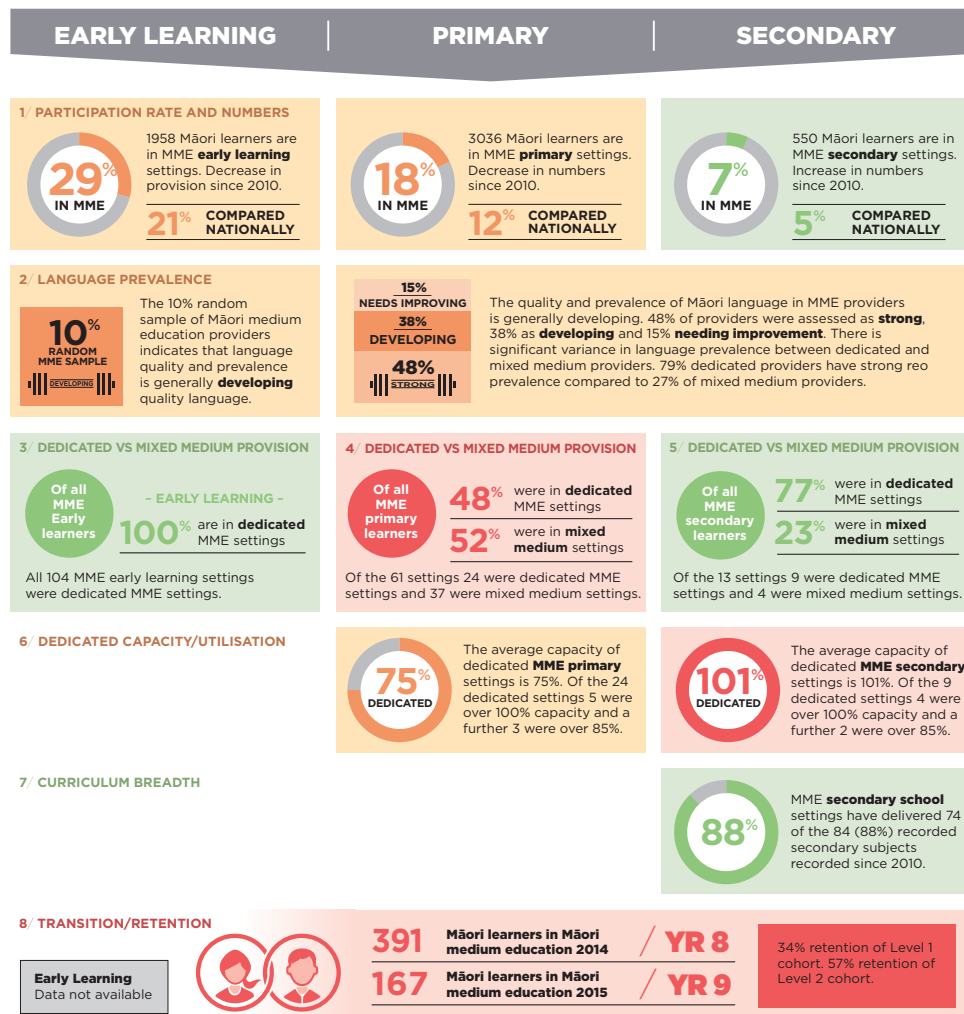


Evidence of significant intergenerational Māori language use within whānau

Bay of Plenty/Waiariki

Te Rāngai Kāhui Ako ā-Iwi

Learning Environments



GOOD

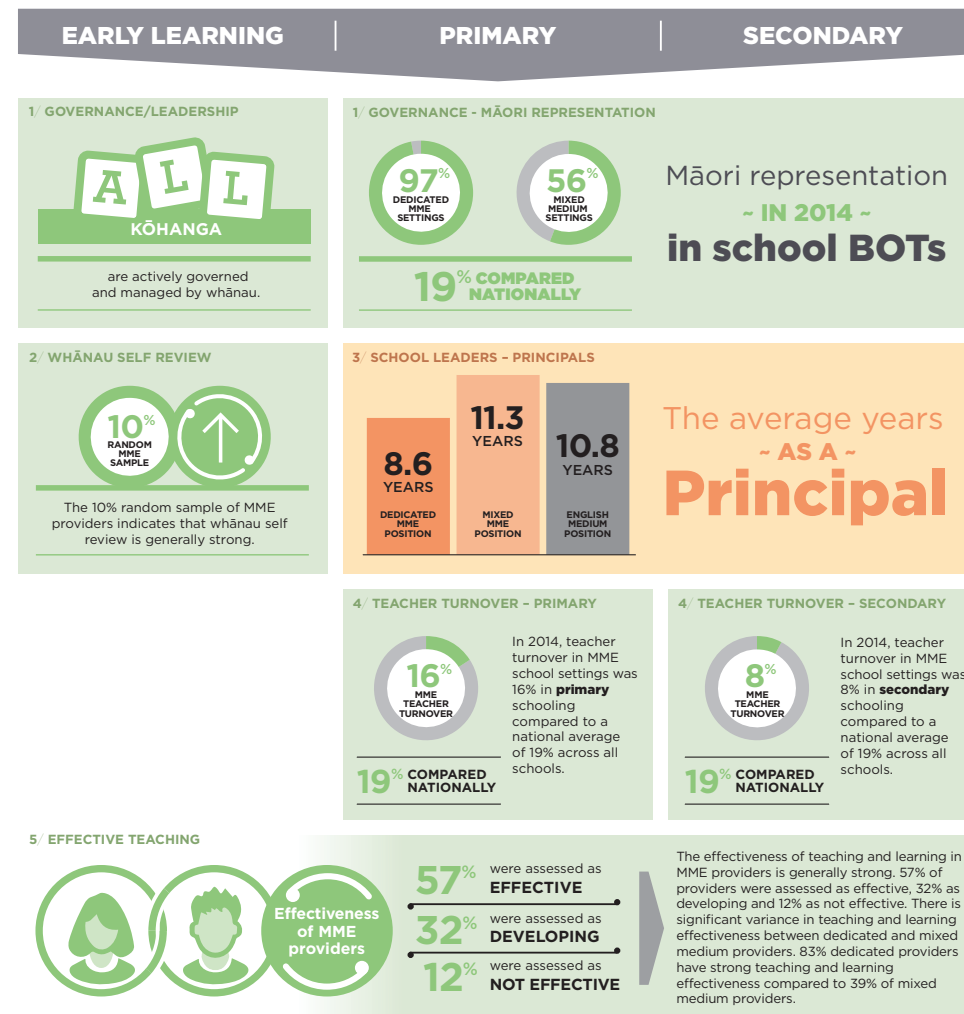
DEVELOPING

CRITICAL

SUPPLY



Governance, Leaders and Teachers



Hawke's Bay/Tairāwhiti

Te Rāngai Kāhui Ako ā-Iwi

Type of Education

Composite	●
Primary	●
Secondary	●
Special	●
Kōhanga reo	●
Dedicated setting	●
Mixed medium setting	○
English medium setting	●

Summary

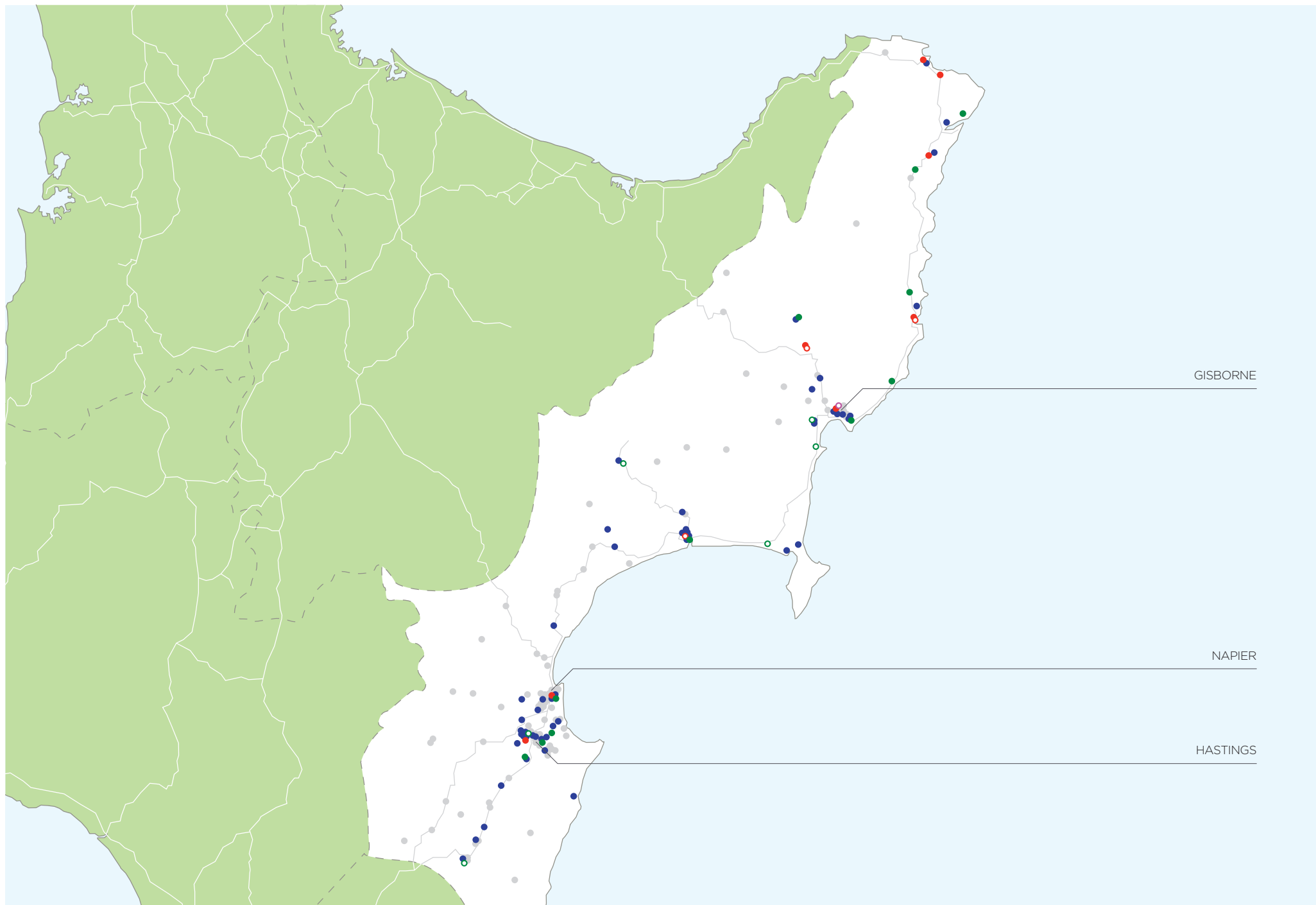
Māori medium	105
Composite	6
Primary	10
Kōhanga reo	89

Mixed medium	14
Composite	3
Primary	9
Secondary	2

Grand total	119
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Census boundaries from Statistics NZ.



Hawke's Bay/Tairāwhiti

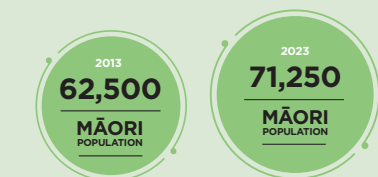
Te Rāngai Kāhui Ako ā-Iwi



Community and Iwi Context

COMMUNITY

1/ MĀORI POPULATION



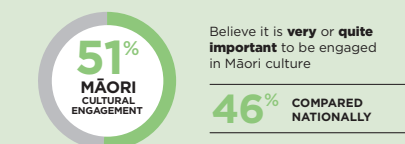
POPULATION GROWTH BY 2023



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

Potential student pool increasing

2/ CULTURAL VALUE



Cultural context conducive to Māori medium education provision

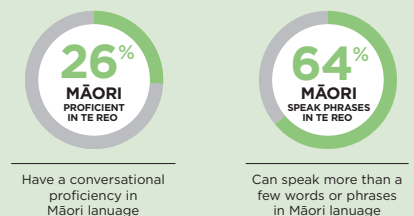
3/ IWI RELATIONSHIP WITH THE MINISTRY OF EDUCATION

No iwi

have active relationships with the Ministry of Education

There is limited iwi engagement on Māori educational achievement

4/ MĀORI LANGUAGE PROFICIENCY RATE



There is a significant language capability and capacity within the region to support Māori medium education provision and drive demand

5/ MĀORI LANGUAGE TRANSMISSION/USE/LEARNING



The majority of Māori share their language knowledge with others

GOOD

DEVELOPING

CRITICAL

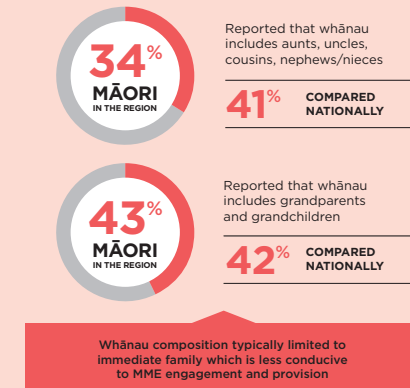
→ DEMAND



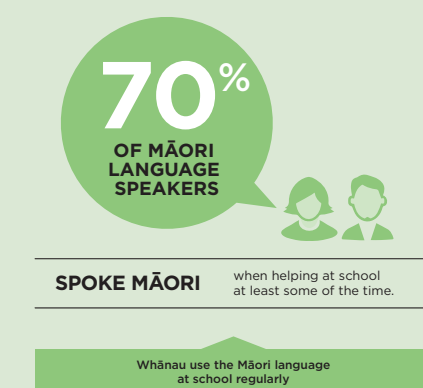
Whānau Language and Engagement

WHĀNAU

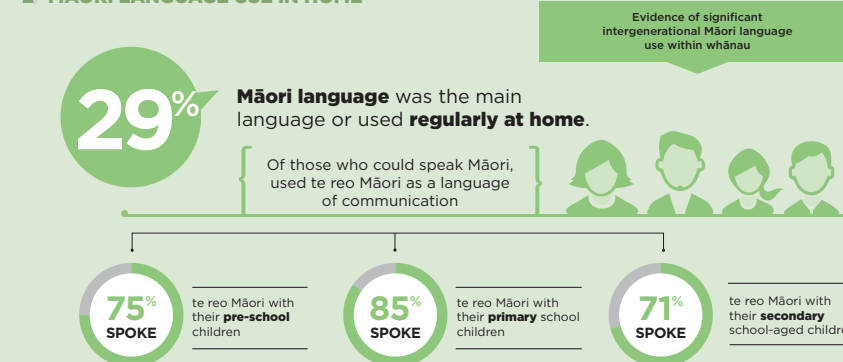
1/ WHĀNAU COMPOSITION



3/ MĀORI LANGUAGE USE AT SCHOOL



2/ MĀORI LANGUAGE USE IN HOME

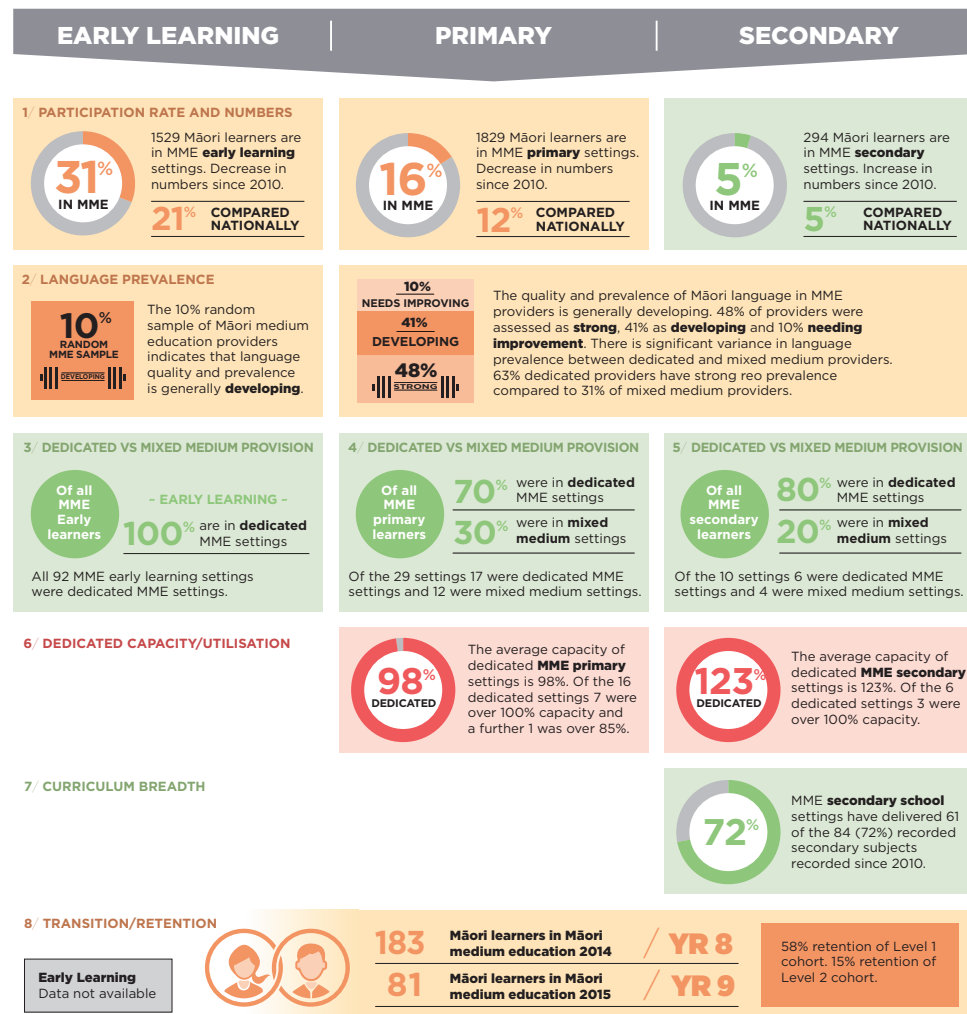


Hawke's Bay/Tairāwhiti

Te Rāngai Kāhui Ako ā-Iwi



Learning Environments



GOOD

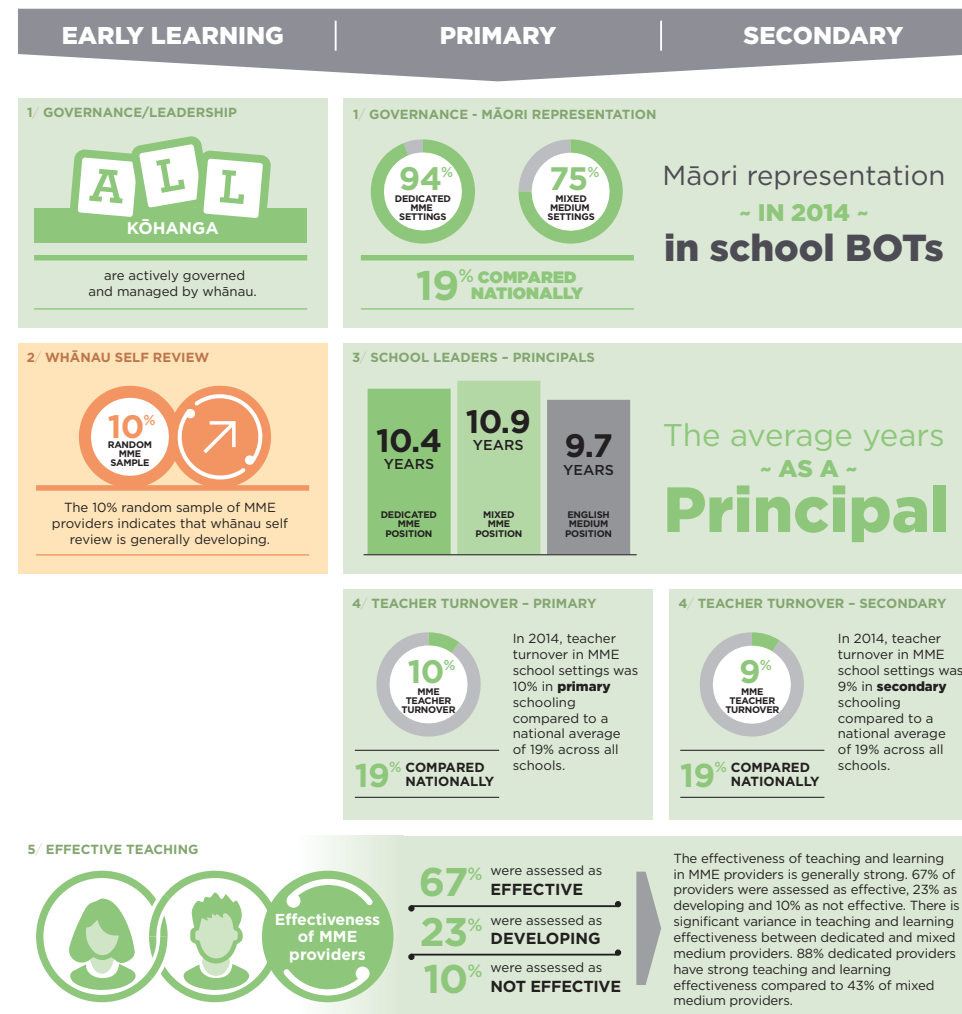
DEVELOPING

CRITICAL

SUPPLY



Governance, Leaders and Teachers





Taranaki/Whanganui/Manawatu

Te Rāngai Kāhui Ako ā-Iwi

Type of Education

Composite	●
Primary	●
Secondary	●
Special	●
Kōhanga reo	●
Dedicated setting	●
Mixed medium setting	○
English medium setting	●

Summary

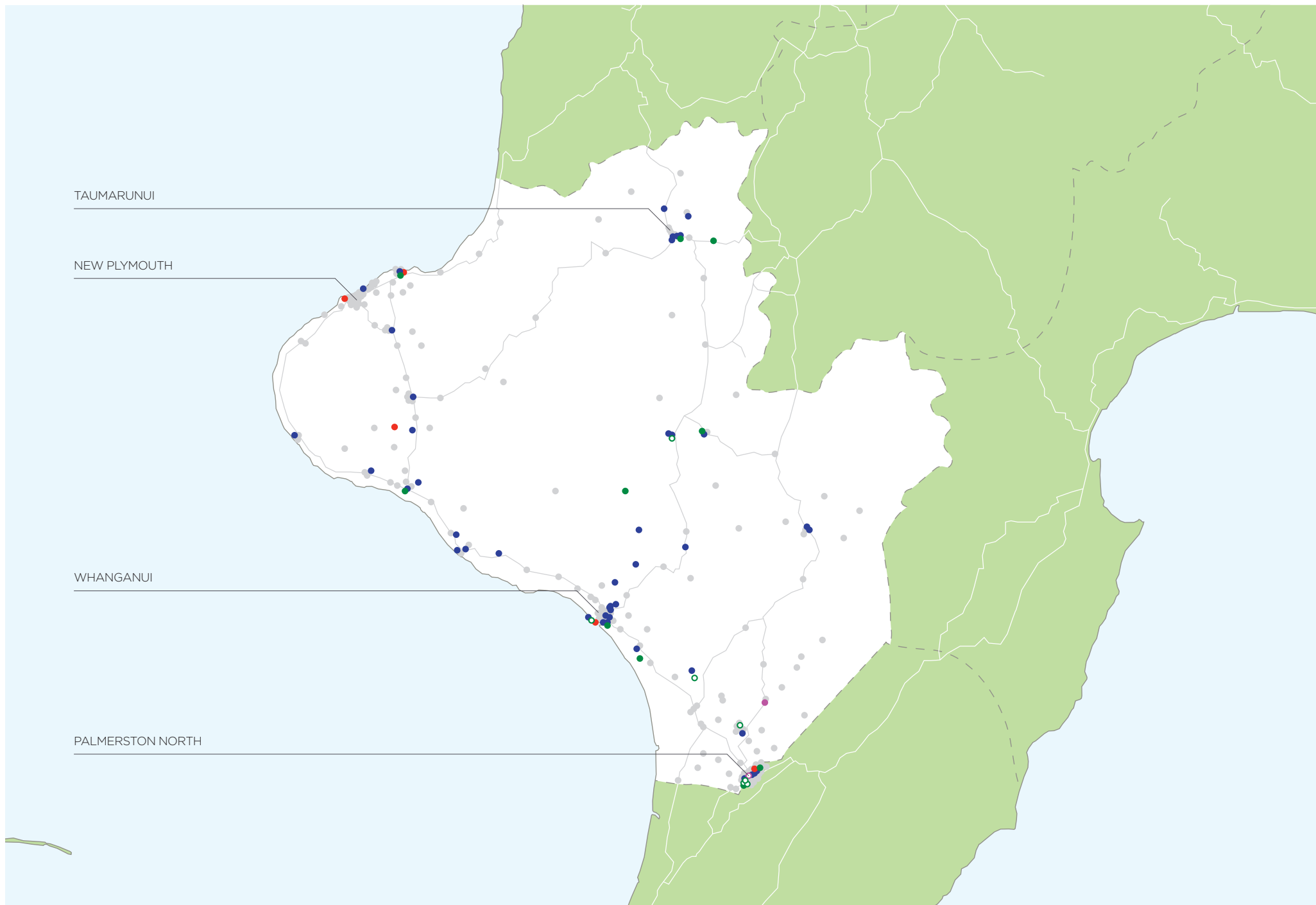
Māori medium	59
Composite	5
Primary	7
Secondary	1
Kōhanga reo	46

Mixed medium	13
Primary	12
Secondary	1

Grand total	72
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Census boundaries from Statistics NZ.



Taranaki/Whanganui/Manawatu

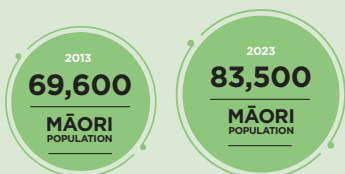
Te Rāngai Kāhui Ako ā-Iwi



Community and Iwi Context

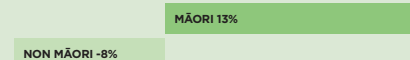
COMMUNITY

1/ MĀORI POPULATION



In 2013, there were 69,600 Māori in the region with a projected growth of 20% by 2023.

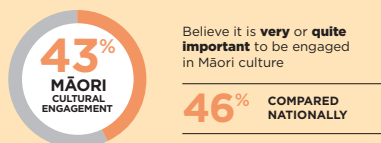
POPULATION GROWTH BY 2023



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

2/ CULTURAL VALUE



Cultural context requires development to be conducive to Māori medium education provision

3/ IWI RELATIONSHIP WITH THE MINISTRY OF EDUCATION

Four iwi

have active relationships with the Ministry of Education

A number of iwi actively 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 some language capability and capacity within the region to support Māori medium education provision and drive demand

5/ MĀORI LANGUAGE TRANSMISSION/USE/LEARNING



Taught or shared Māori language with others in the region

Less than half of Māori share their language knowledge with others

GOOD

DEVELOPING

CRITICAL

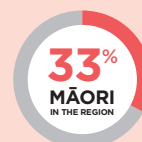
→ DEMAND



Whānau Language and Engagement

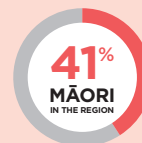
WHĀNAU

1/ WHĀNAU COMPOSITION



Reported that whānau includes aunts, uncles, cousins, nephews/nieces

41% COMPARED NATIONALLY



Reported that whānau includes grandparents and grandchildren

42% COMPARED NATIONALLY

Whānau composition typically limited to immediate family which is less conducive to MME engagement and provision

3/ MĀORI LANGUAGE USE AT SCHOOL

53% OF MĀORI LANGUAGE SPEAKERS



SPOKE MĀORI when helping at school at least some of the time.

Whānau use the Māori language at school from time to time

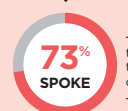
2/ MĀORI LANGUAGE USE IN HOME

Intergenerational Māori language use within whānau is less frequent than national averages



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

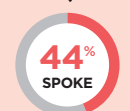
Of those who could speak Māori, used te reo Māori as a language of communication



te reo Māori with their pre-school children



te reo Māori with their primary school children



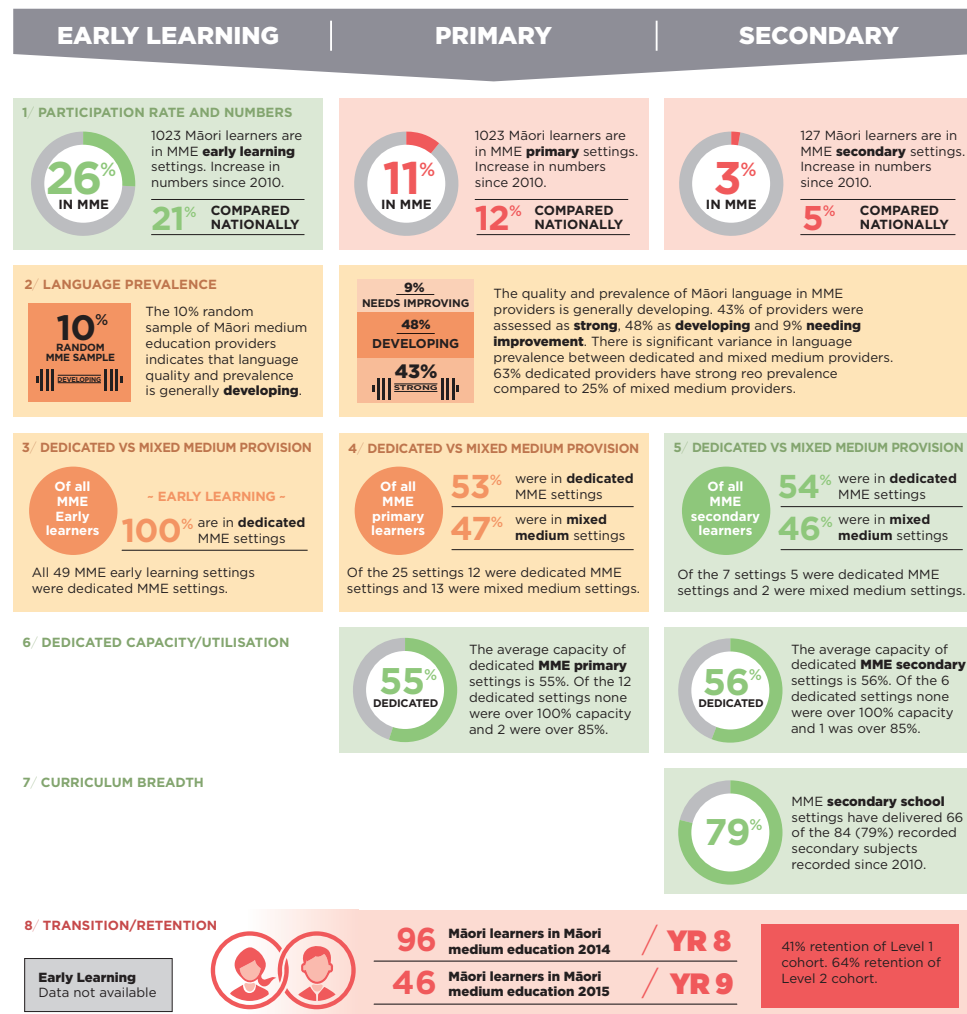
te reo Māori with their secondary school-aged children

Taranaki/Whanganui/Manawatu

Te Rāngai Kāhui Ako ā-Iwi



Learning Environments



GOOD

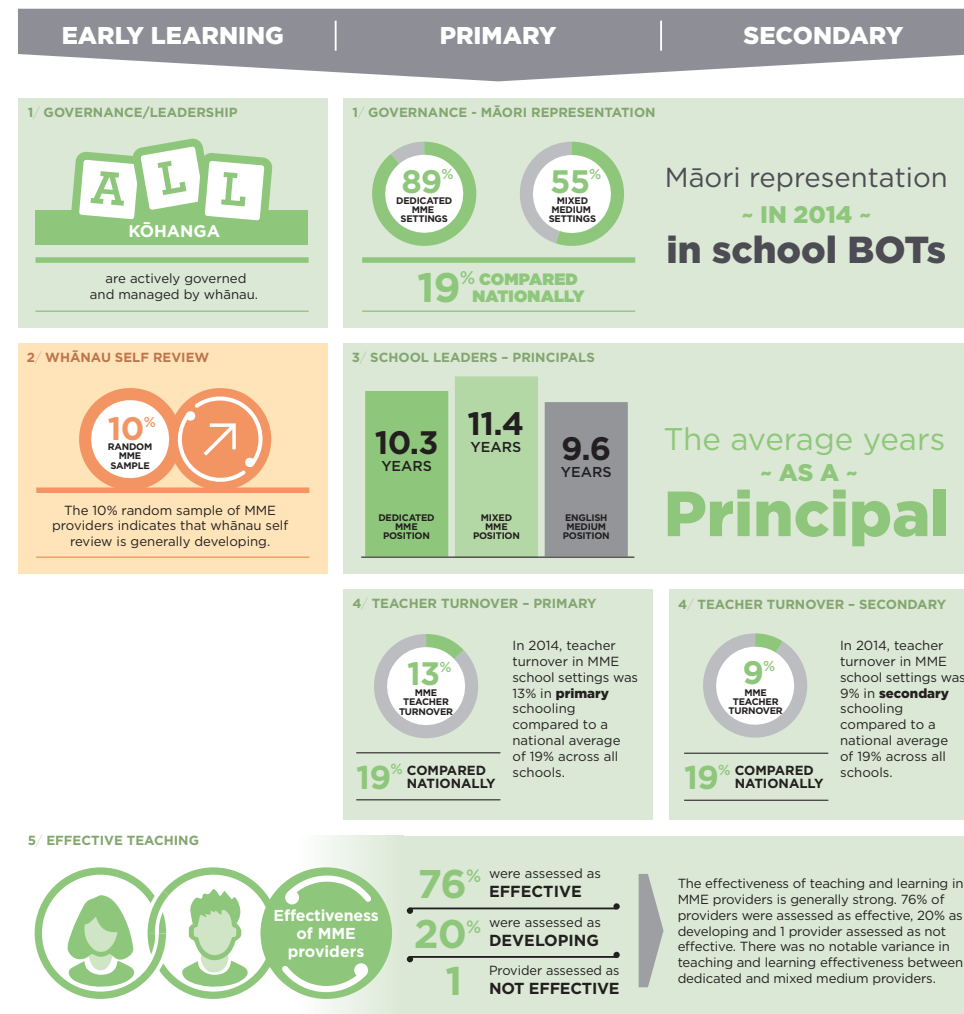
DEVELOPING

CRITICAL

SUPPLY



Governance, Leaders and Teachers





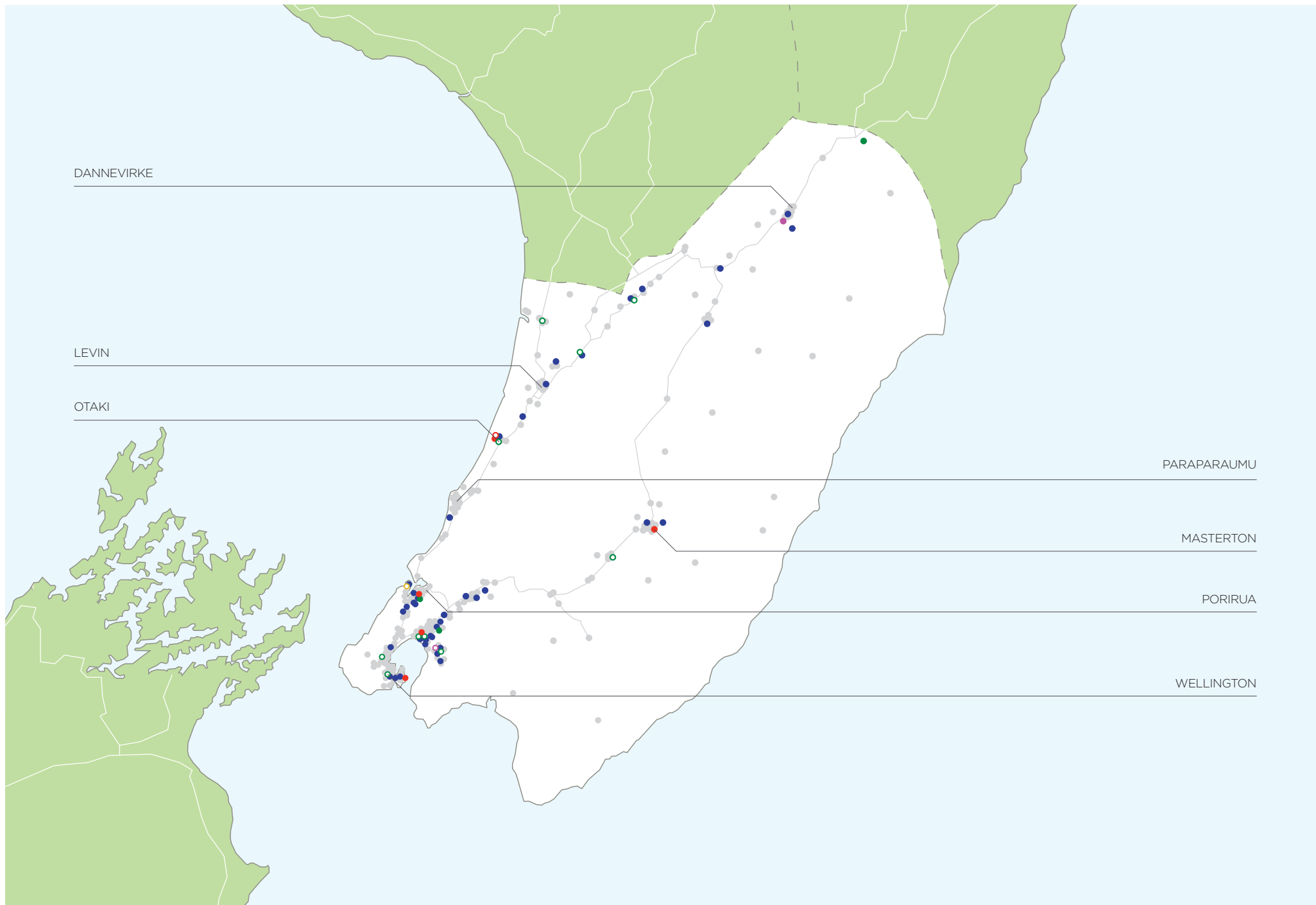
Wellington

Te Rāngai Kāhui Ako ā-Iwi

Type of Education		Summary	
Composite	●	Māori medium	51
Primary	●	Composite	6
Secondary	●	Kōhanga reo	45
Special	●		
Kōhanga reo	●	Mixed medium	14
		Composite	1
Dedicated setting	●	Primary	12
Mixed medium setting	○	Secondary	1
English medium setting	●		
		Grand total	65

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Census boundaries from Statistics NZ.



Wellington

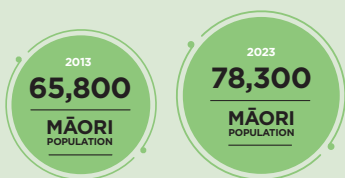
Te Rāngai Kāhui Ako ā-Iwi



Community and Iwi Context

COMMUNITY

1/ MĀORI POPULATION



In 2013, there were 65,800 Māori in the region with a projected growth of 19% by 2023.

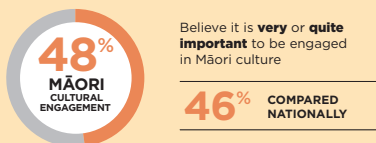
POPULATION GROWTH BY 2023



For the **0-14** year age group, the Māori population is **projected to grow** 12% by 2023 compared to -7% for the non-Māori population.

Potential student pool increasing

2/ CULTURAL VALUE



Cultural context requires development to be conducive to Māori medium education provision

3/ IWI RELATIONSHIP WITH THE MINISTRY OF EDUCATION

Four iwi

have active relationships with the Ministry of Education

A number of iwi actively engaged in Māori educational achievement

4/ MĀORI LANGUAGE PROFICIENCY RATE

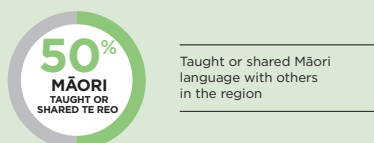


Have a conversational proficiency in Māori language

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

There is some language capability and capacity within the region to support Māori medium education provision and drive demand

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

GOOD

DEVELOPING

CRITICAL

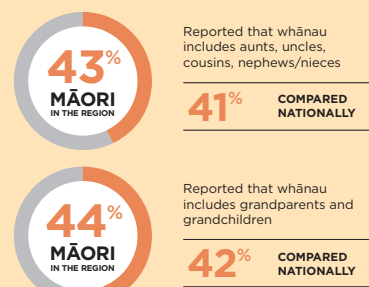
→ DEMAND



Whānau Language and Engagement

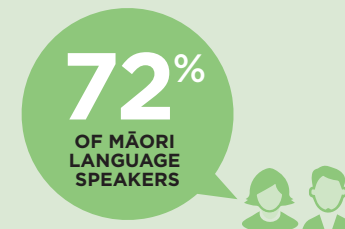
WHĀNAU

1/ WHĀNAU COMPOSITION



Whānau composition is typically wider than national averages which will support MME engagement and provision

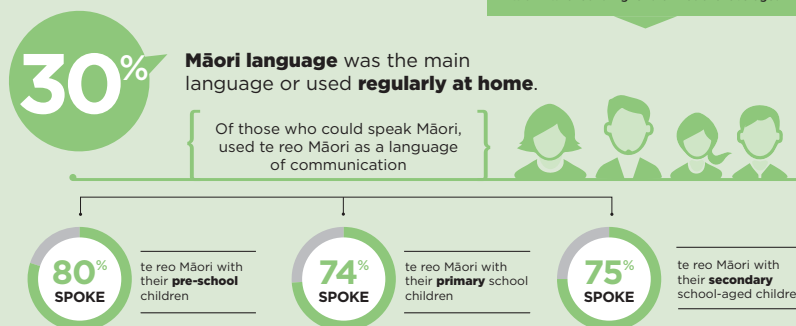
3/ MĀORI LANGUAGE USE AT SCHOOL



SPOKE MĀORI when helping at school at least some of the time.

Whānau use the Māori language at school regularly

2/ MĀORI LANGUAGE USE IN HOME

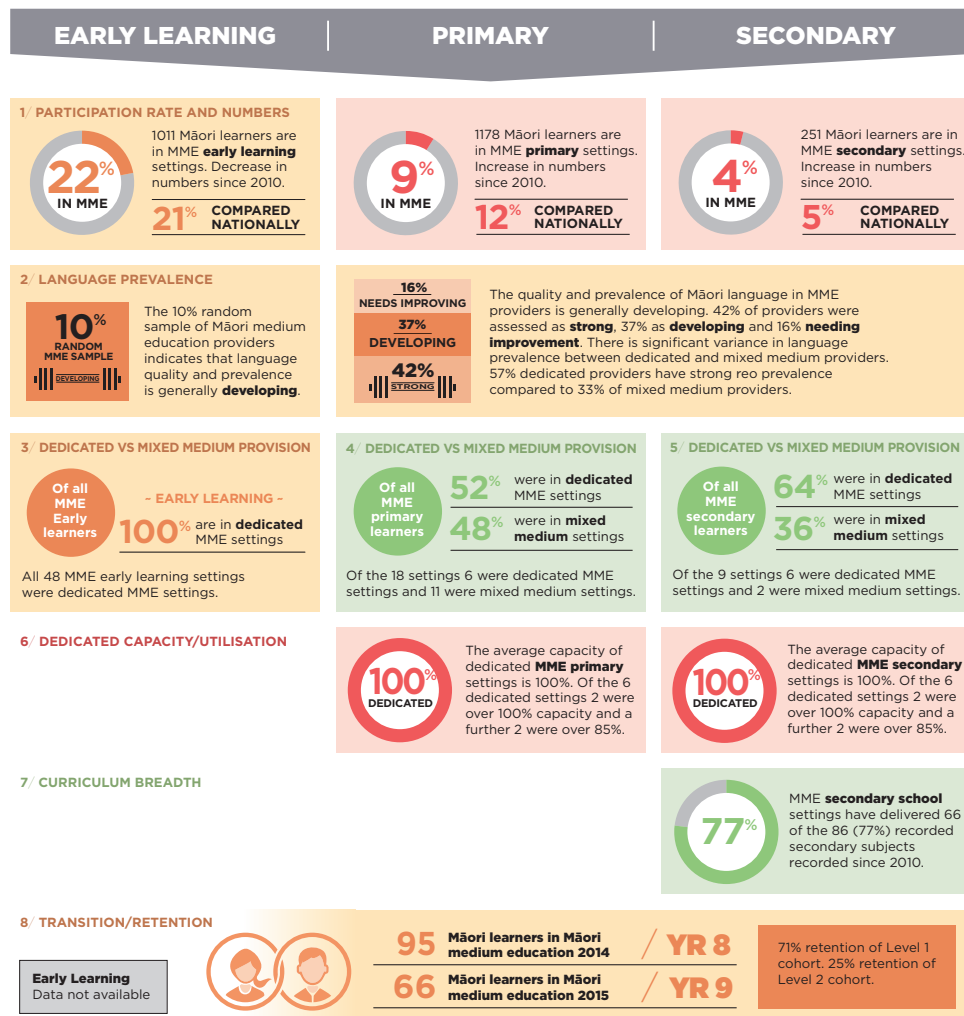


Intergenerational Māori language use within whānau is higher than national averages

Wellington

Te Rāngai Kāhui Ako ā-Iwi

Learning Environments



GOOD

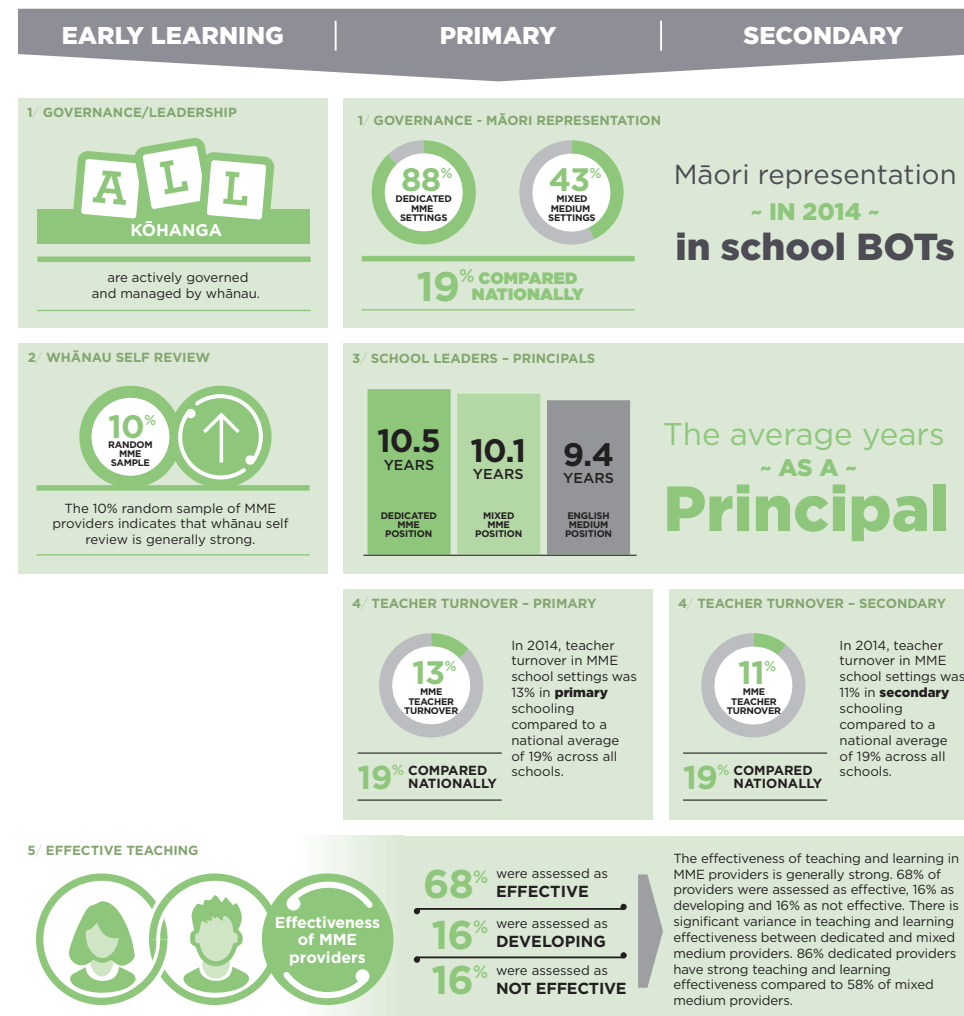
DEVELOPING

CRITICAL

SUPPLY



Governance, Leaders and Teachers



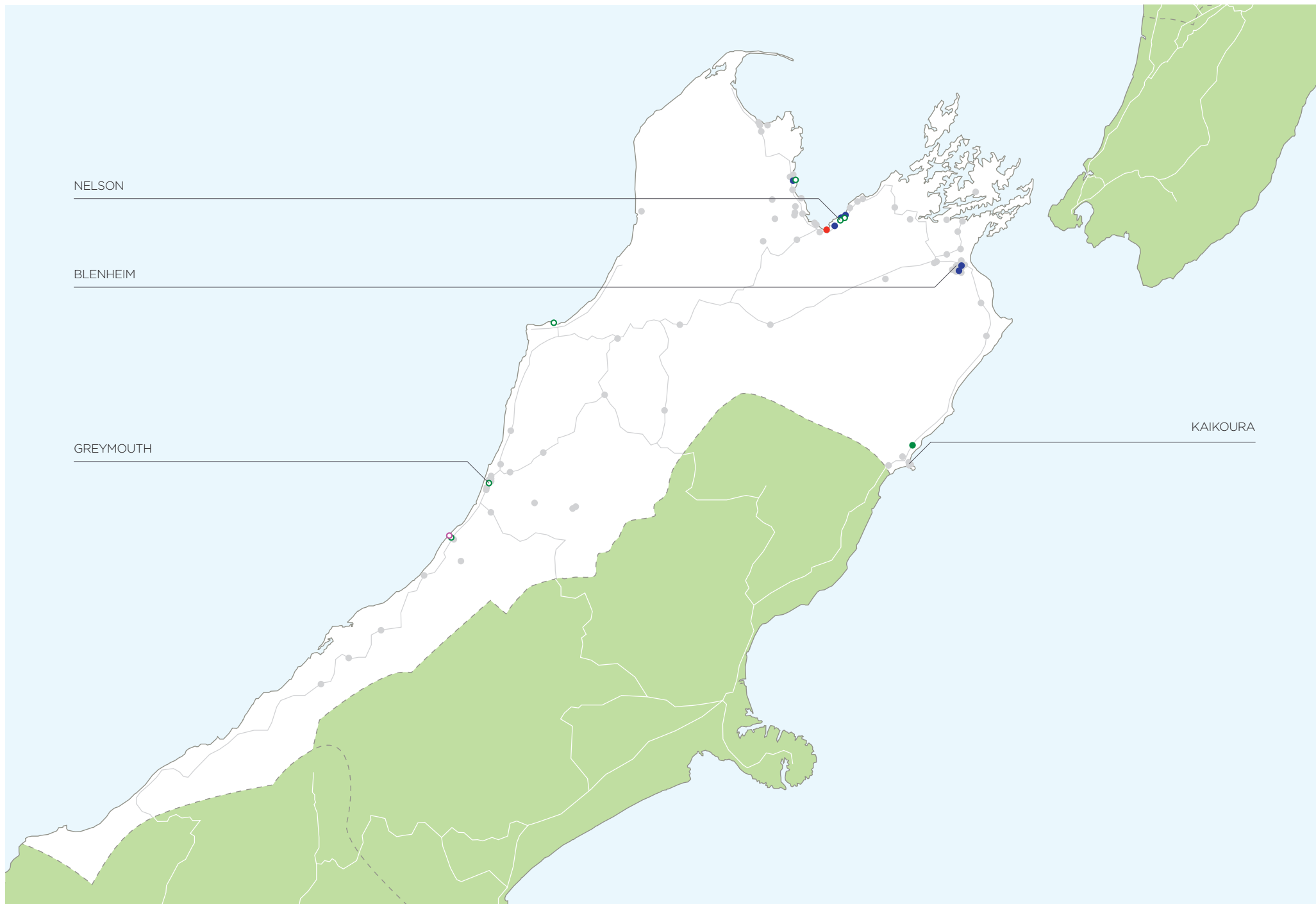


Nelson/Marlborough/West Coast

Te Rāngai Kāhui Ako ā-Iwi

Type of Education		Summary	
Composite	●	Māori medium	9
Primary	●	Composite	1
Secondary	●	Primary	1
Special	●	Kōhanga reo	7
Kōhanga reo	●		
Dedicated setting	●	Mixed medium	8
Mixed medium setting	○	Primary	7
English medium setting	●	Secondary	1
		Grand total	17

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Census boundaries from Statistics NZ.



Nelson/Marlborough/West Coast

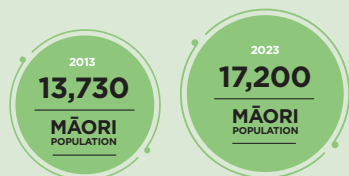
Te Rāngai Kāhui Ako ā-Iwi



Community and Iwi Context

COMMUNITY

1/ MĀORI POPULATION



In 2013, there were 13,730 Māori in the region with a projected growth of 25% by 2023.

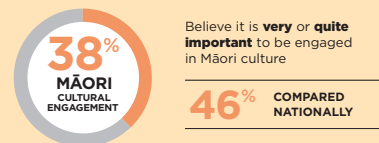
POPULATION GROWTH BY 2023



For the **0-14** year age group, the Māori population is **projected to grow** by 20% by 2023 compared to -6% for the non-Māori population.

Potential student pool increasing

2/ CULTURAL VALUE



Cultural context requires development to be conducive to Māori medium education provision

3/ IWI RELATIONSHIP WITH THE MINISTRY OF EDUCATION

No iwi

have active relationships with the Ministry of Education

There is limited iwi engagement on Māori educational achievement

4/ MĀORI LANGUAGE PROFICIENCY RATE

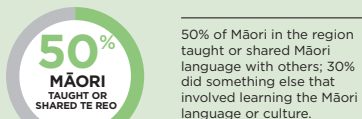


Have a conversational proficiency in Māori language

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

There is a limited language capability and capacity within the region to support Māori medium education provision and drive demand

5/ MĀORI LANGUAGE TRANSMISSION/USE/LEARNING



The majority of Māori share their language knowledge with others

GOOD

DEVELOPING

CRITICAL

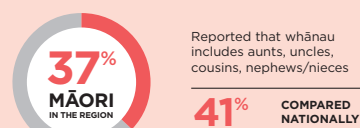
→ DEMAND



Whānau Language and Engagement

WHĀNAU

1/ WHĀNAU COMPOSITION



Whānau composition typically limited to immediate family which is less conducive to MME engagement and provision

3/ MĀORI LANGUAGE USE AT SCHOOL

56%
OF MĀORI LANGUAGE SPEAKERS

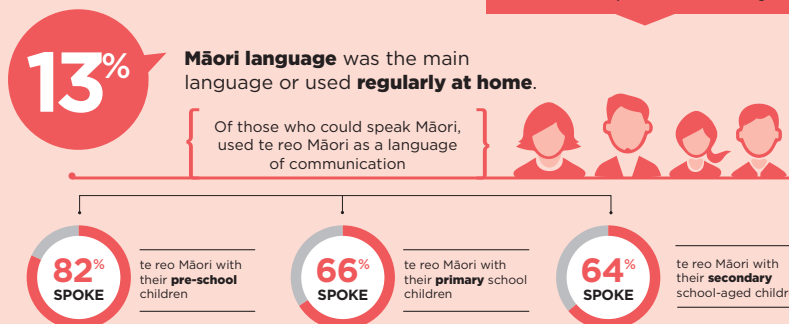


SPOKE MĀORI when helping at school at least some of the time.

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

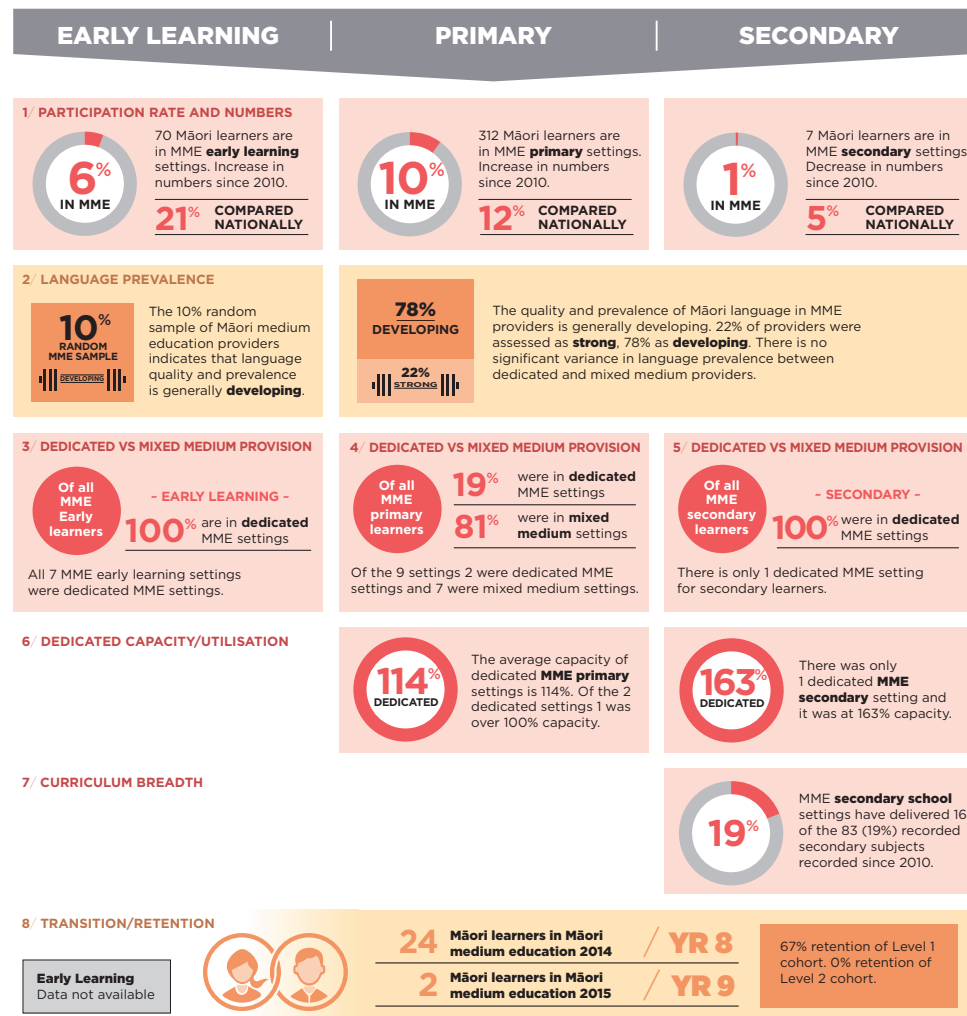


Nelson/Marlborough/West Coast

Te Rāngai Kāhui Ako ā-Iwi



Learning Environments



GOOD

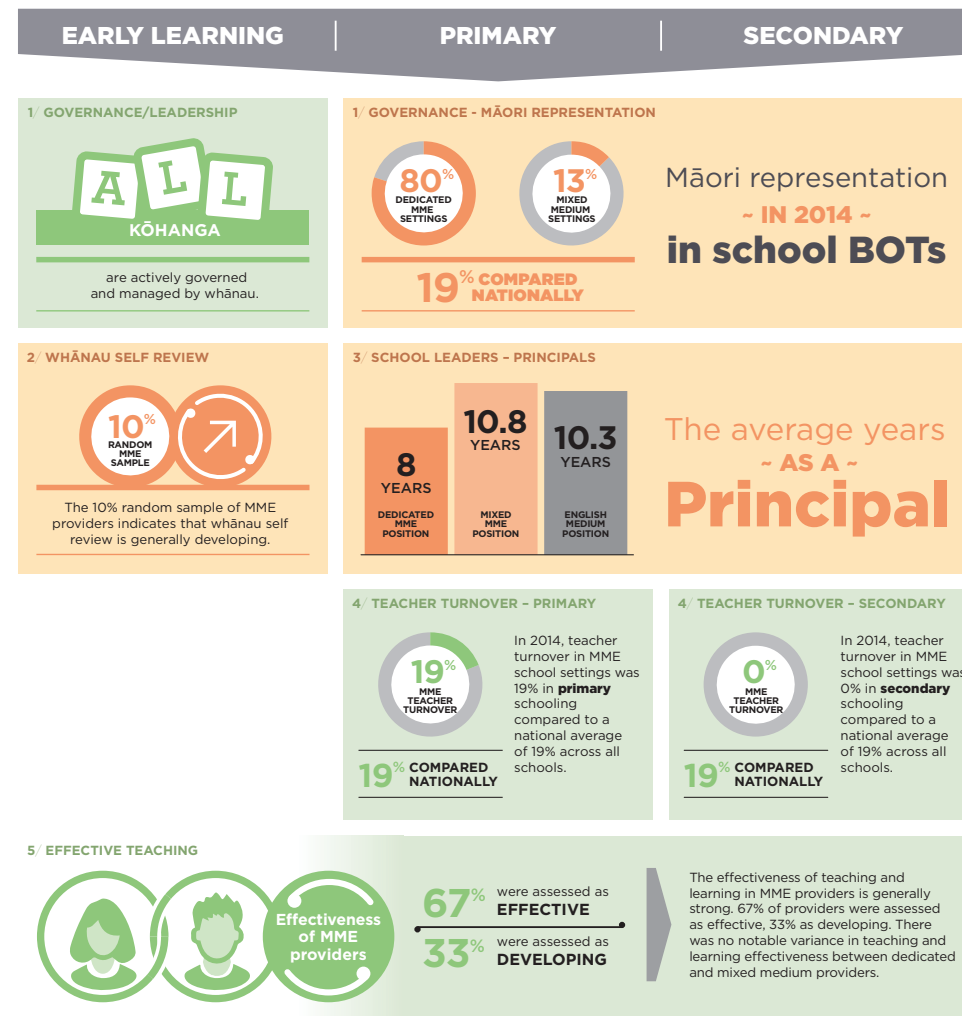
DEVELOPING

CRITICAL

SUPPLY



Governance, Leaders and Teachers



Canterbury/Chathams

Te Rāngai Kāhui Ako ā-Iwi

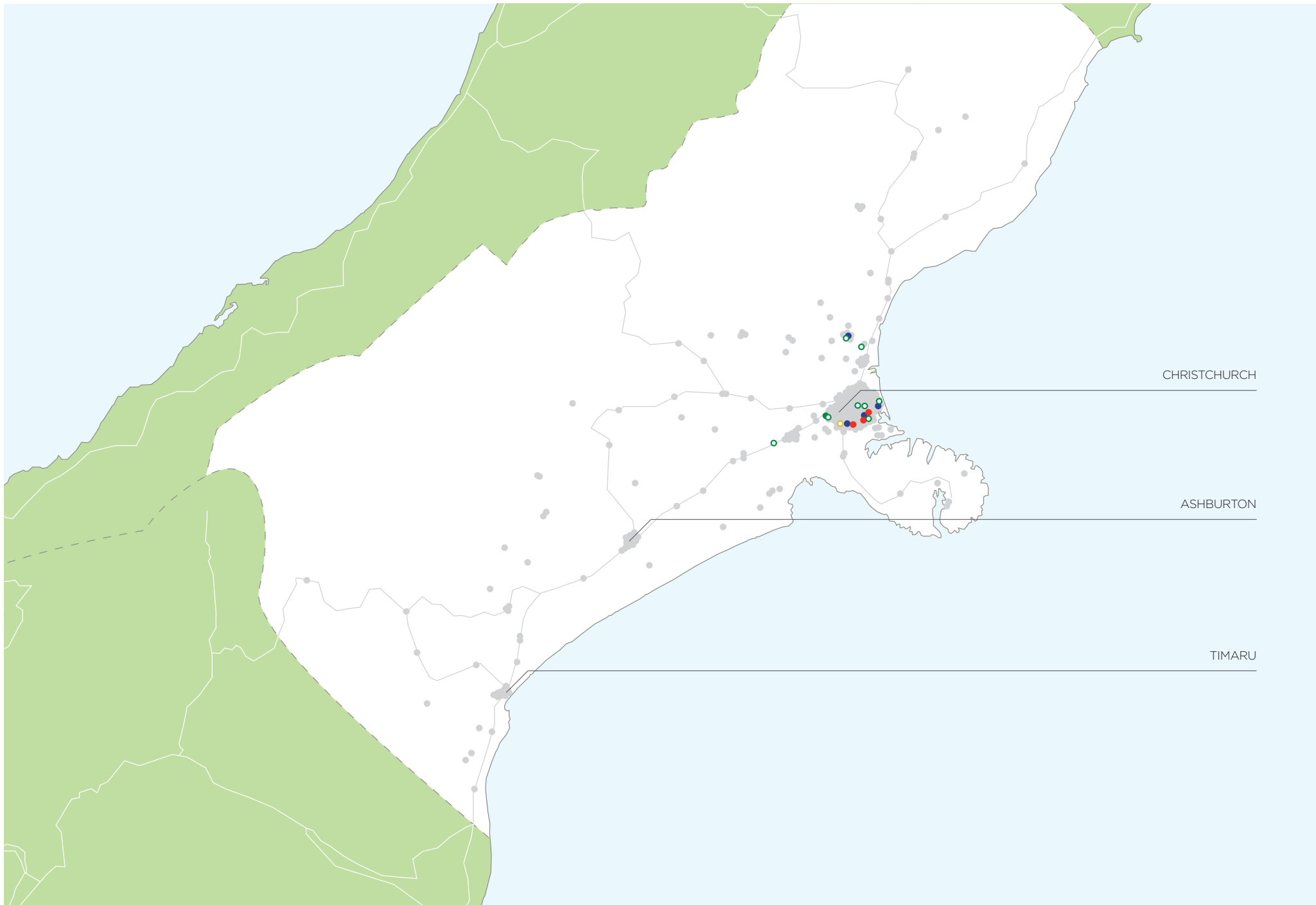
Type of Education

Composite	●
Primary	●
Secondary	●
Special	●
Kōhanga reo	●
Dedicated setting	●
Mixed medium setting	○
English medium setting	●

Summary

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

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Census boundaries from Statistics NZ.

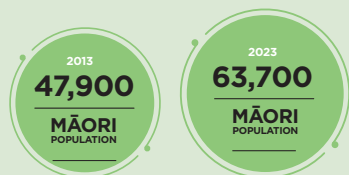




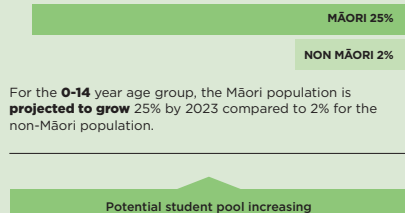
Community and Iwi Context

COMMUNITY

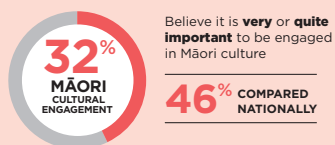
1/ MĀORI POPULATION



POPULATION GROWTH BY 2023



2/ CULTURAL VALUE



Cultural context is not conducive to Māori medium education provision

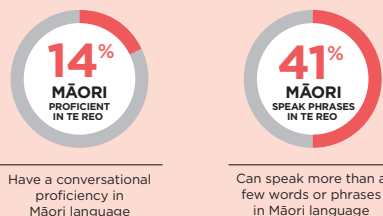
3/ IWI RELATIONSHIP WITH THE MINISTRY OF EDUCATION

No Iwi

have active relationships with the Ministry of Education

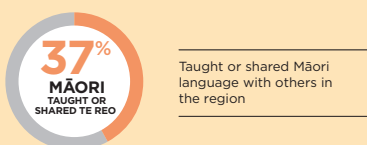
There is limited iwi engagement on Māori educational achievement

4/ MĀORI LANGUAGE PROFICIENCY RATE



There is a limited language capability and capacity within the region to support Māori medium education provision and drive demand

5/ MĀORI LANGUAGE TRANSMISSION/USE/LEARNING



Less than half of Māori share their language knowledge with others

GOOD

DEVELOPING

CRITICAL

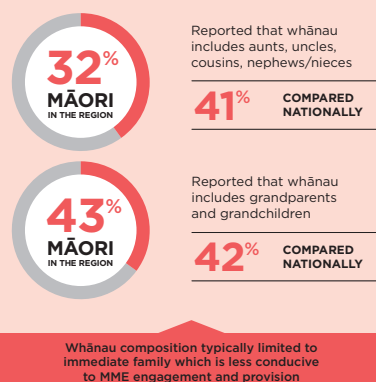
→ DEMAND



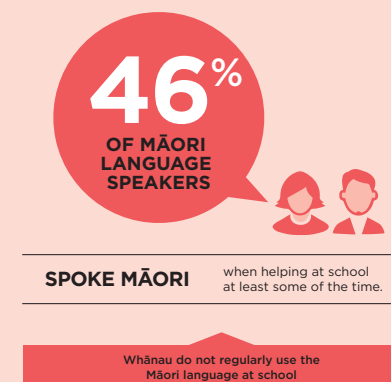
Whānau Language and Engagement

WHĀNAU

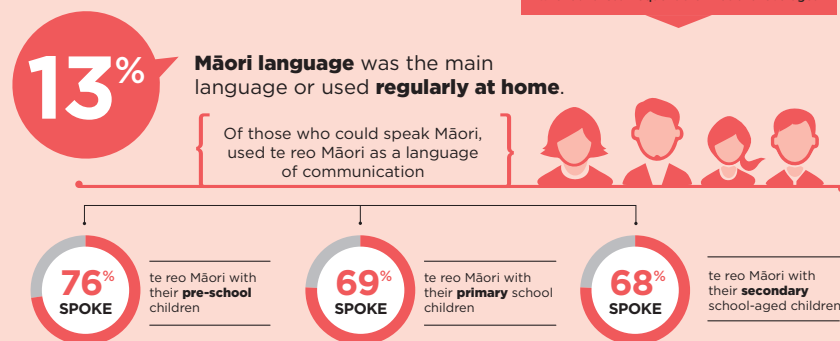
1/ WHĀNAU COMPOSITION



3/ MĀORI LANGUAGE USE AT SCHOOL



2/ MĀORI LANGUAGE USE IN HOME

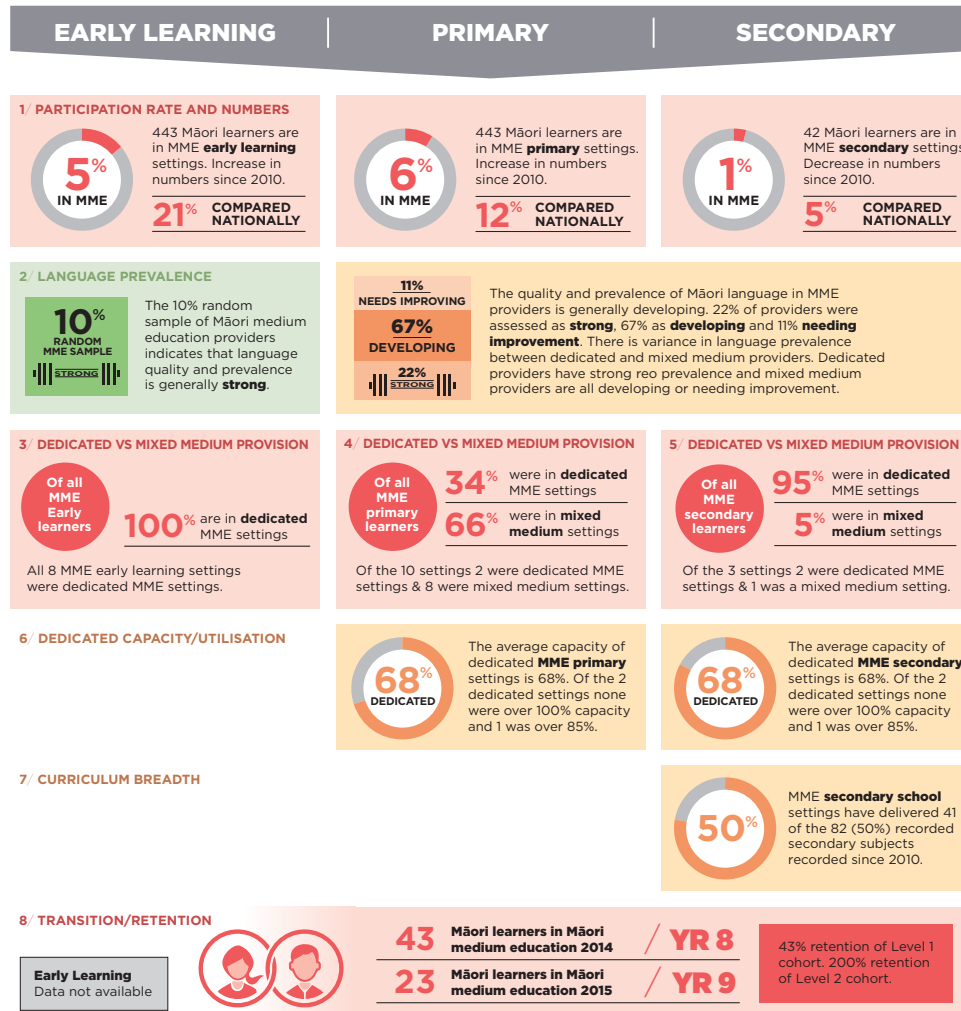


Canterbury/Chathams

Te Rāngai Kāhui Ako ā-Iwi



Learning Environments



GOOD

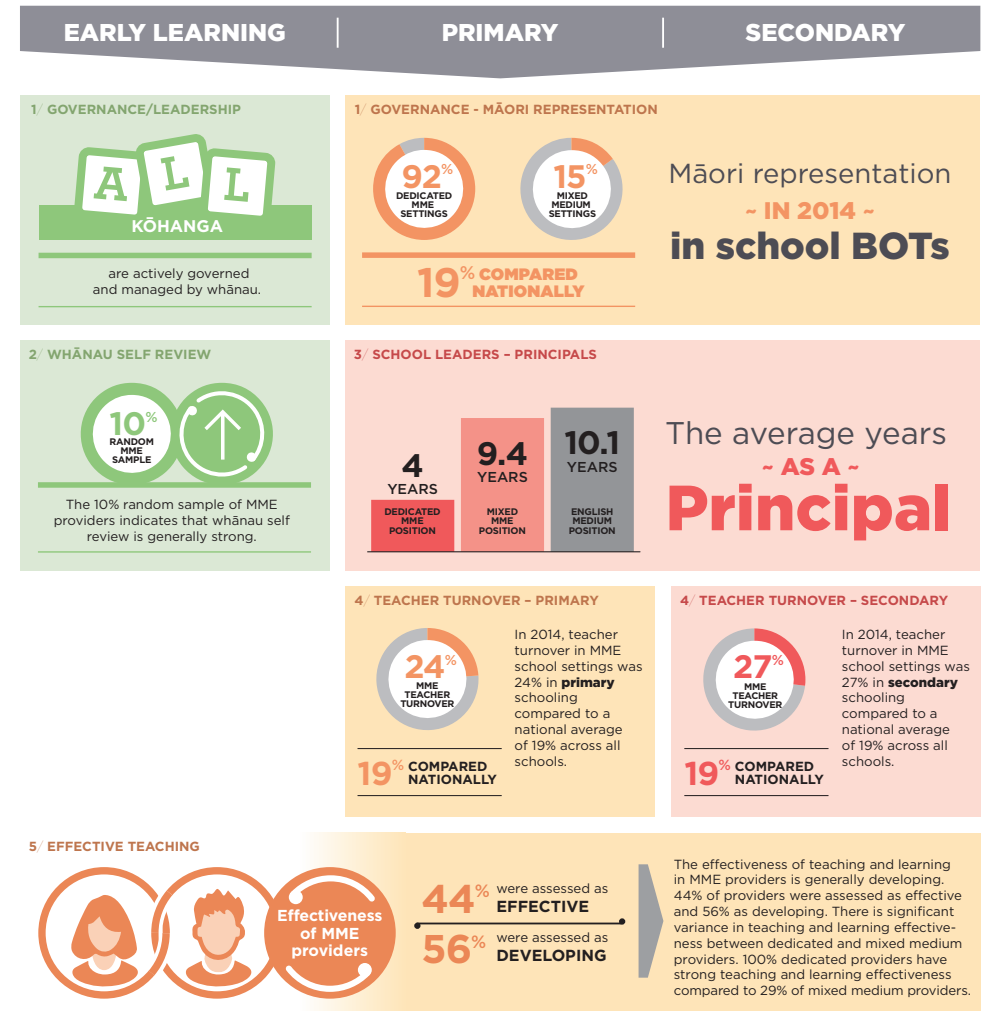
DEVELOPING

CRITICAL

SUPPLY



Governance, Leaders and Teachers





Otago/Southland

Te Rāngai Kāhui Ako ā-Iwi

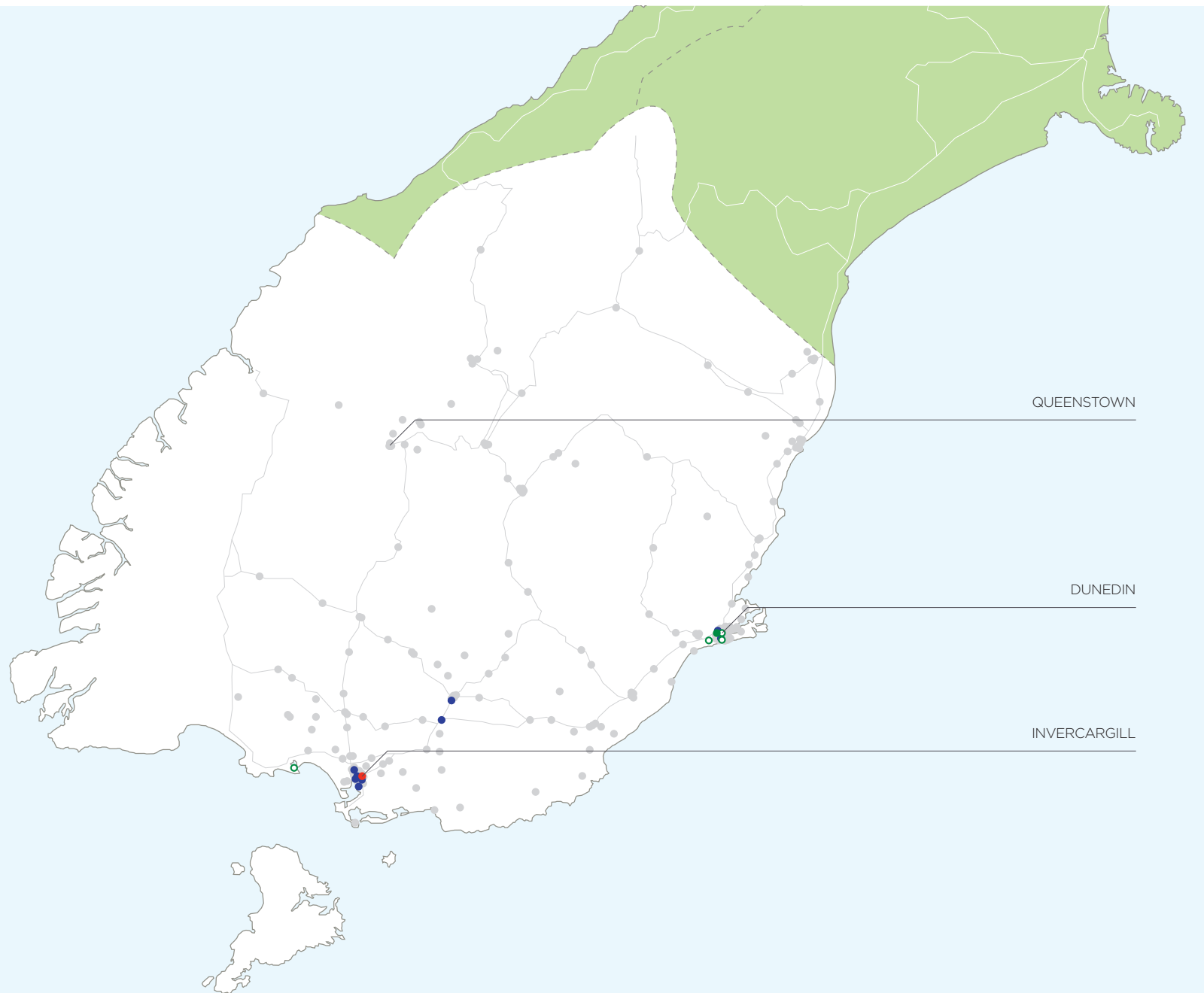
Type of Education

Composite	●
Primary	●
Secondary	●
Special	●
Kōhanga reo	●
Dedicated setting	●
Mixed medium setting	○
English medium setting	●

Summary

Māori medium	13
Composite	1
Primary	1
Kōhanga reo	11
Mixed medium	3
Primary	3
<hr/>	
Grand total	16

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Census boundaries from Statistics NZ.

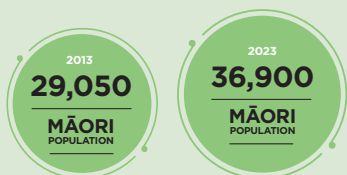




Community and Iwi Context

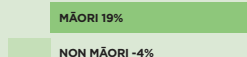
COMMUNITY

1/ MĀORI POPULATION



In 2013, there were 29,050 Māori in the region with a projected growth of 27% by 2023.

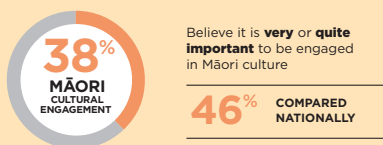
POPULATION GROWTH BY 2023



For the **0-14** year age group, the Māori population is **projected to grow** by 19% by 2023 compared to -4% for the non-Māori population.

Potential student pool increasing

2/ CULTURAL VALUE



Cultural context requires development to be conducive to Māori medium education provision

3/ IWI RELATIONSHIP WITH THE MINISTRY OF EDUCATION

Hokonui

have active relationships with the Ministry of Education

There is limited iwi engagement on Māori educational achievement

4/ MĀORI LANGUAGE PROFICIENCY RATE



There is a limited language capability and capacity within the region to support Māori medium education provision and drive whānau demand

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

GOOD

DEVELOPING

CRITICAL

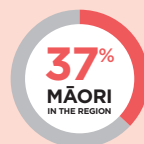
→ DEMAND



Whānau Language and Engagement

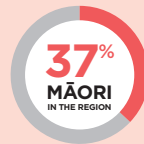
WHĀNAU

1/ WHĀNAU COMPOSITION



Reported that whānau includes aunts, uncles, cousins, nephews/nieces

41% COMPARED NATIONALLY



Reported that whānau includes grandparents and grandchildren

42% COMPARED NATIONALLY

Whānau composition typically limited to immediate family which is less conducive to MME engagement and provision

3/ MĀORI LANGUAGE USE AT SCHOOL

56%
OF MĀORI LANGUAGE SPEAKERS



SPOKE MĀORI when helping at school at least some of the time.

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

13%

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



82%
SPOKE

te reo Māori with their **pre-school** children

66%
SPOKE

te reo Māori with their **primary** school children

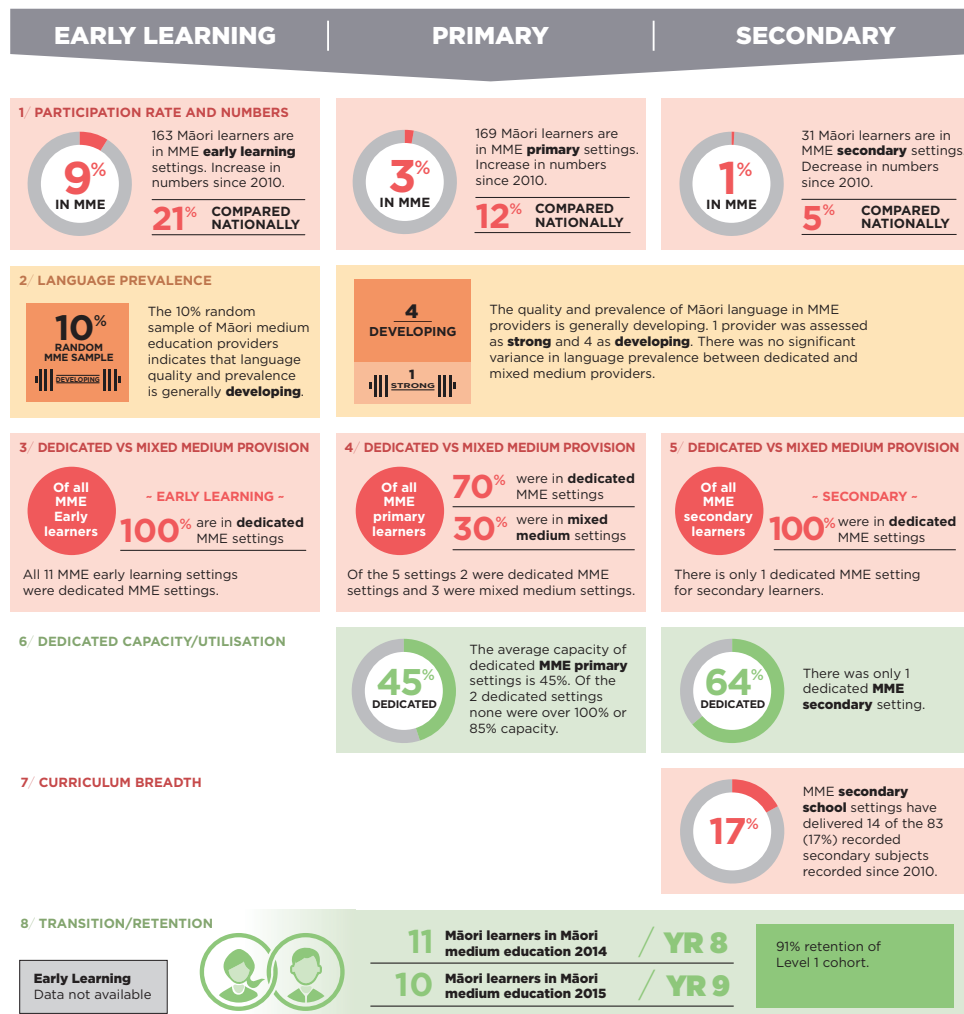
64%
SPOKE

te reo Māori with their **secondary** school-aged children

Otago/Southland

Te Rāngai Kāhui Ako ā-Iwi

Learning Environments



GOOD

DEVELOPING

CRITICAL

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Governance, Leaders and Teachers

