



Briefing Note: Ngā Haeata Mātauranga o Aotearoa (2019) Report

To:	Hon. Kelvin Davis, Associate Minister of Education (Māori Education)		
Cc:	Hon. Chris Hipkins, Minister of Education		
Date:	13 July 2020	Priority:	Medium
Security Level:	In Confidence	METIS No:	1235024
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Messaging seen by Communications team:	No	Round Robin:	No

Purpose of Report

The purpose of this report is for you to:

Approve the publication of Ngā Haeata Mātauranga o Aotearoa (2019) to coincide with the release of the refreshed Ka Hikitia and Tau Mai Te Reo strategies onto Education Counts on Monday 20 July 2020.

Approved Not approved

KD

Summary

- The Ngā Haeata Mātauranga o Aotearoa (2019) Report (Ngā Haeata) outlines the current situation of Māori education and Māori language in education and supports the release of the refreshed Ka Hikitia and Tau Mai te Reo strategies.
- Ngā Haeata is divided into two parts, each report focusing on one of the two refreshed strategies (attached as Annex 1 and 2).
- Ngā Haeata is a compilation of indicators already published on Education Counts or readily available. The information will be updated as new data becomes available.
- Ngā Haeata is proposed to be released onto Education Counts on Monday 20 July, in conjunction with the release of the refreshed Ka Hikitia and Tau Mai te Reo strategies.



Damian Edwards
**Tumuaki Tuarua,
Te Puna Mōhiotanga**

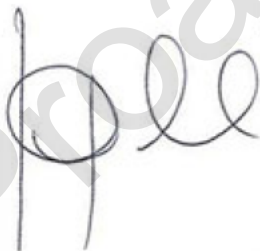
13/07/2020



Hon Kelvin Davis
**Assoc. Minister of Education
(Māori Education)**

17/07/2020

Daryn Bean
**Kaiwhakarite Matamuri mo te
Mātauranga Māori Group**



_13 / _07 / _2020_

Background

1. As part of the Education Work Programme, the Government committed to refresh and update the key Māori education strategy documents Ka Hikitia (Māori Education Strategy) and Tau Mai Te Reo (Māori Language in Education Strategy). Cabinet approved the refreshed documents in May 2020 (SWC-20-MIN-0061, CAB-20-MIN-0261).
2. Ka Hikitia and Tau Mai Te Reo are closely aligned to the overall 30 Year Education Vision and Objectives that sit at the heart of the Education Work Programme. The refreshed strategies provide the vision, outcomes and principles for Māori Education and Māori Language in Education.
3. The strategies also set out an action plan for the Ministry of Education and education agencies that support the achievement of the strategic direction. Many actions are linked to new funding approved in Budget 2020 (and previous Budgets) including: Te Hurihanganui, Te Ahu o te Reo Māori, Strengthening Kōhanga Reo and Support for Māori Learners and Whānau. The actions are also linked to proposed legislation changes incorporated in the Education and Training Bill and other strategy documents.
4. Ka Hikitia has five outcome domains to support excellent outcomes for Māori learners and whānau. The outcome domains reflect key messages that we have heard from Māori over an extended period of time and our evidence base about what works for Māori.

Ngā Haeata Mātauranga

5. Ngā Haeata Mātauranga (Ngā Haeata) collates a number of existing indicators together to outline progress towards the vision of Ka Hikitia and Tau Mai te Reo. It is attached as Annex 1 and 2.
6. Ngā Haeata is divided into two parts, each focusing on one of the strategies: Ka Hikitia and Tau Mai te Reo. Within these two parts the indicators are grouped into outcome domains. Indicators that fall under more than one domain are reported in the domain of best fit.
7. The reports draws data from multiple sources and information will be updated as new data becomes available.
8. Over time the Ministry intends to improve the Māori education indicators available so that they better reflect the outcomes which are to be measured.

Key Risks and Benefits

9. When all the indicators are brought together the overall picture could appear to be more negative than when the indicators are looked at separately.

Next Steps

10. Ngā Haeata is to be released onto Education Counts on Monday 20 July, in conjunction with the release of the refreshed Ka Hikitia and Tau Mai te Reo strategies.
11. The attached reports will have the final numbers and editorial quality assurance before publication.

12. Material to support the launch will be provided to your office on 13 July (METIS 1234805 refers).

Proactive Release

13. We recommend that this Briefing is proactively released as per your expectation that information be released as soon as possible. Any information which may need to be withheld will be done so in line with the provisions of the Official Information Act 1982.

Annexes

Annex 1: Ngā Haeata o Aotearoa: Ka Hikitia

Annex 2: Ngā Haeata o Aotearoa: Tau Mai te Reo

Proactively Released

Ngā Haeata o Aotearoa: Ka Hikitia 2019 Report

How is the Education System performing
for Māori learners?

Karakia Tīmata



KA HIKITIA KA
HĀPAITIA

The Māori Education Strategy

A CROSS AGENCY STRATEGY FOR THE EDUCATION SECTOR

Ka hikitia! Ka hikitia!

Hiki, hikitia! Whakarewa ki runga rawa

Herea kia kore e hoki whakamuri mai

Poua atu Te Pūmanawa Māori

He Mana Tikanga

Me Te Uri o Māia

Poipoia ngā mokopuna

Ngā rangatira mo āpōpō

Ka tihei! Tihei mauriora!

Encourage and support!

And raise it to its highest level!

Ensure that high achievement is maintained

Hold fast to our Māori potential

Our cultural advantage

And our inherent capability

Nurture our young generation

The leaders of the future

Behold, we move onwards and upwards!

Ka Hikitia

Ka Hikitia (the Māori Education Strategy) sets out how we will work with education services to achieve system shifts in education and support Māori learners and their whānau, hapu and iwi to achieve excellent and equitable outcomes.

Ka Hikitia has **five outcome domains** to support excellent outcomes for Māori learners and whānau. The outcome domains reflect key messages that we have heard from Māori over an extended period of time and our evidence base about what works for Māori.

Ka Hikitia is a companion to Tau Mai Te Reo, the Māori Language in Education strategy. For more information about these two strategies, visit www.education.govt.nz

Ka tae Māori atu ngā ākonga Māori ki ngā taumata angitu o te mātauranga, kā whai pūkenga hoki e whai ai wāhi ai rātau ki te ao Māori, ki Aotearoa me to ao whānui

Māori are enjoying and achieving educational success as Māori, as they develop the skills to participate in te ao Māori, Aotearoa and the wider world

Whāia te iti Kahurangi Outcome Domains

TE WHANAU

Education provision responds to learners within the context of their whānau

TE TANGATA

Māori are free from racism, discrimination and stigma in education

TE KANORAUTANGA

Māori are diverse and need to be understood in the context of their diverse aspirations and lived experiences.

TE TUAKIRITANGA

Identity, language and culture matter for Māori learners

TE RANGATIRATANGA

Māori exercise their authority and agency in education

About this report

This report outlines how well we are progressing towards the vision of Ka Hikitia by looking at each outcome domain.

Some indicators may fall under more than one domain but for ease of reporting, these indicators are reported under the domain of best fit.

There are limitations in the data we currently have available to measure our progress towards certain aspects of each outcome domain. In future work, we will look at ways we can improve our reporting capabilities.

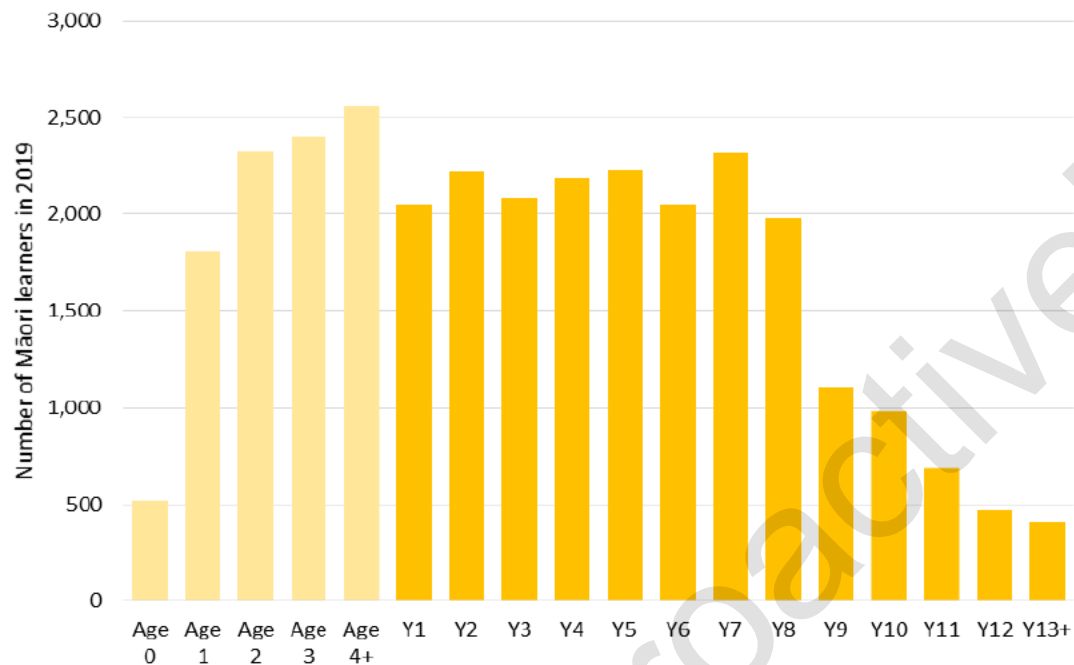
This report draws data from multiple sources that are on individual release cycles. Information will be updated on at least an annual basis as new data becomes available.

Distribution of Māori learners in 2019, by medium

In 2019, there were 46,020 Māori enrolments/attendances in early learning services and 197,343 Māori learners in school.

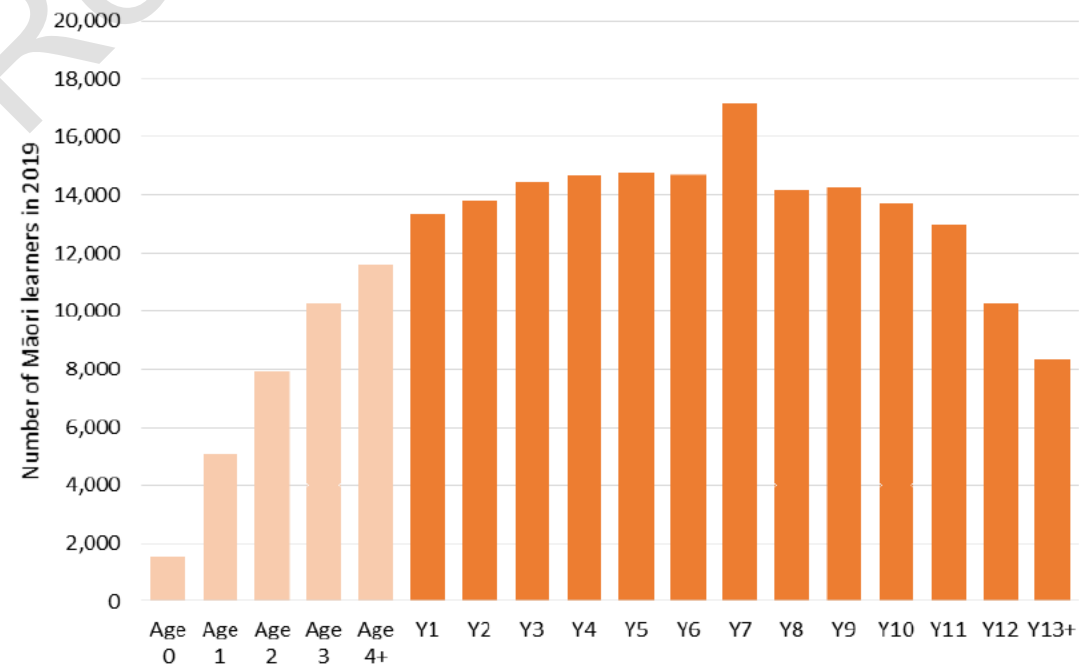
In 2019, 21% (9,605) of Māori enrolments/attendances were in Māori medium early learning services; and 11% (20,778) of Māori learners in school were in Māori medium education.

Figure 1: Number of Māori learners in Māori medium education, 2019



In 2019, 79% (36,415) of Māori enrolments/attendances were in English medium early learning services; and 89% (176,565) of Māori learners in school were in English medium education.

Figure 2: Number of Māori learners in English medium education, 2019



Notes: Early learning services only include Education and Care, Home-based, Kindergarten, Play Centre, and Te Kōhanga Reo services. Enrolments/attendances in other types of early learning services are excluded. In early learning services, the count used is the number of enrolments/attendances, not the number of learners as tamariki are able to be enrolled in multiple services. The count for learners aged 0-4+ excludes enrolments/attendances where age is unknown. In early learning services, Māori medium education includes enrolments/attendances in services where te reo Māori is spoken at least 51% of the time. In schooling, Māori medium education includes all learners taught in te reo Māori between 12.5 and up to 25 hours per week.

Distribution of Māori learners in schooling by region, 2019

In 2019, there were 134,123 Māori learners in primary education and 63,220 Māori learners in secondary education. Altogether there were 197,343 Māori learners in school.

In 2019, there were more Māori learners in the Auckland region than for any other region. However there were more Māori learners enrolled in Māori medium education in the Bay of Plenty, Waiariki region. This was the case for both primary and secondary education.

Figure 3: Number of Māori learners in primary schooling by region, 2019

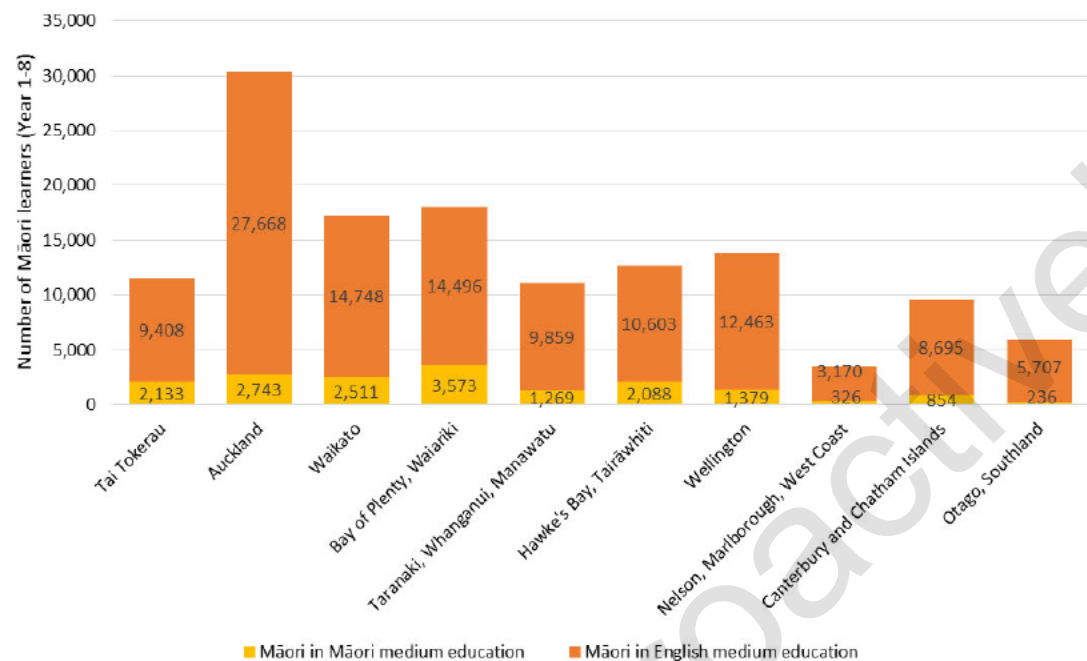
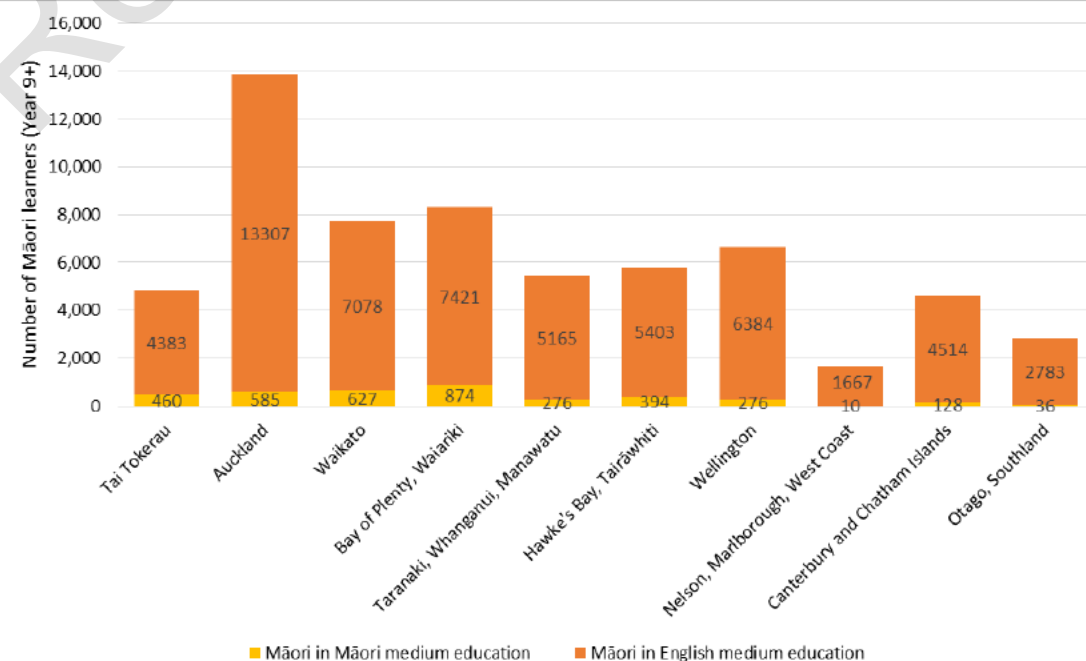


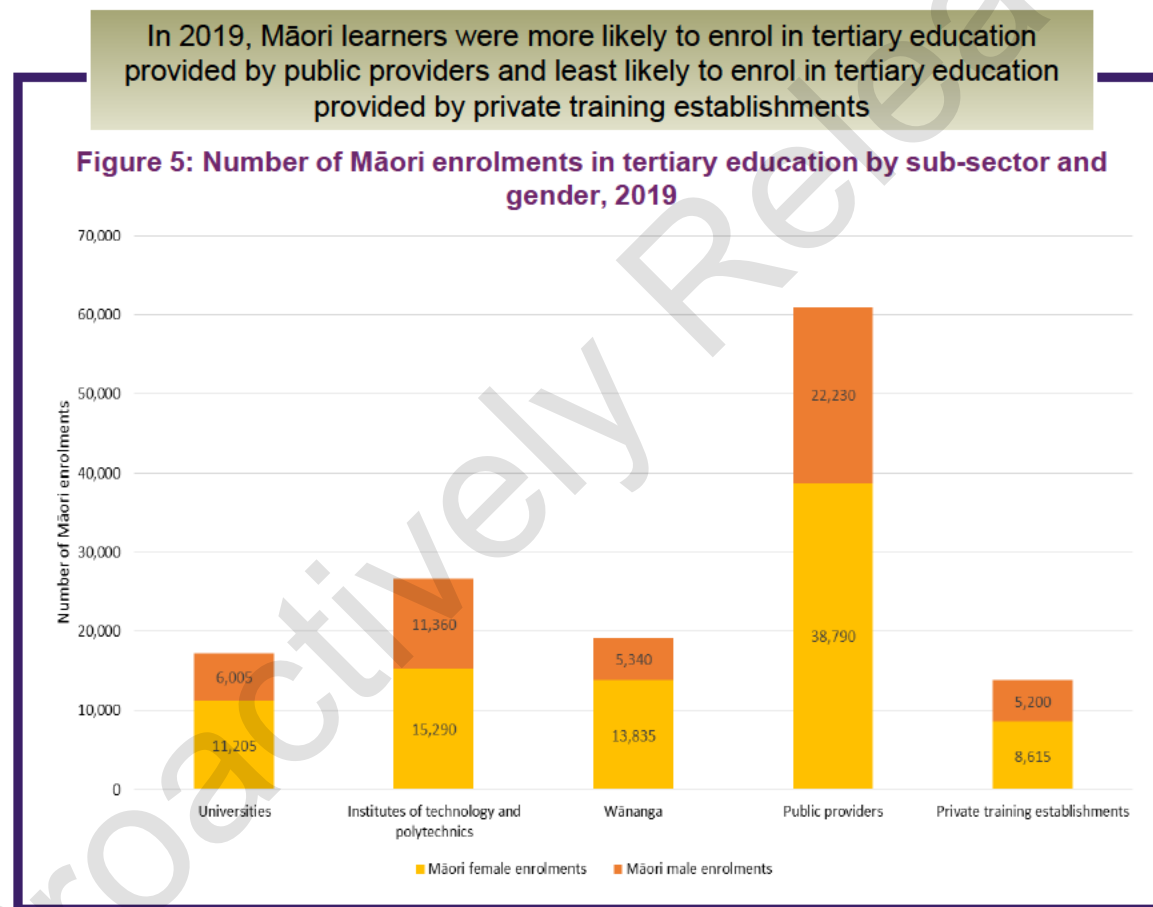
Figure 4: Number of Māori learners in secondary schooling by region, 2019



Notes: The number of total Māori learners also include Māori learners enrolled in Te Aho o Te Kura Pounamu (Correspondence School), 194 Māori learners in primary education and 1,449 Māori learners in secondary education. The region type used here is Education Region.

Distribution of Māori learners in tertiary education, 2019

In 2019, there were 73,490 Māori learners in tertiary education. 46,445 were female and 26,990 were male.



Notes: Data relates to students enrolled at any time during the year with a tertiary education provider in formal qualifications of greater than 0.03 EFTS (more than one week's full-time duration).

Data excludes all non-formal learning and on-job industry training.

Data includes those private training establishments that received Student Achievement Component funding, and/or had students with student loans or allowances, and/or Youth Guarantee programmes.

Public provider includes universities, institutes of technology/polytechnics, and wānanga.

Students are counted in each sub-sector they enrol in, so the sum of the various sub-sectors may not add to the total.

Key Findings

TE WHĀNAU



In 2019, Māori children accounted for 94% of enrolments in Te Kōhanga Reo



In 2019, 44% of Māori learners attended school regularly



In 2018, 71% of Māori learners remain in school until age 17 or above



50% of Māori who left school in 2017 were enrolled in tertiary education in 2018



24.5 out of every 1,000 Māori learners received an early leaving exemption in 2019

TE RANGATIRATANGA



In 2019, 40% of schools had proportional Māori representation on the Board of Trustees

TE TANGATA



In 2018, only 63% of Māori 15-year-olds reported feeling like they belong at school



In 2018, Māori 15-year-olds were more likely to report experiencing bullying behaviours from other students than the national average.



In 2018, 28% of Māori 15-year-olds did not agree with "I feel like my teacher understands me"



In 2018, 24% of Māori 15-year-olds reported not feeling safe at school



Schools suspended 7.9 out of every 1,000 Māori learners in 2018



Since 2015, stand-down rates for Māori learners have been increasing

TE KANORAUTANGA



Only 70% of Māori 15-year-olds reached the minimum level of proficiency in reading in 2018



66% of Māori left school in 2018 with NCEA Level 2 or above



59% of Māori in Māori medium and 35% of Māori in English medium left school with NCEA Level 3 or UE



22% of tertiary enrolments in 2019 were Māori



26% of all completed tertiary education qualifications in 2018 were attained by Māori



In 2019, 8% of early learning teachers and 12% of school teachers were Māori

TE TUAKIRITANGA



In 2019, 21% of Māori enrolments/attendances were in Māori medium early learning services



In 2019, 13% of Māori in primary and 6% of Māori in secondary schools were in Māori medium education.



Māori in Māori medium education are more likely to do standards that reflect Māori culture, identity and language than Māori in English medium education.

TE WHĀNAU

*We will support Māori learners and their whānau to be informed and demanding decision-makers, with high expectations of our education services.
We will also support Māori learners and their whānau to plan and pursue the education pathways that they aspire to.*

Outcome

Me aronui tonu ngā ratonga mātauranga ki ngā ākonga i roto i te āhuatanga o rātou whānau.
Education provision responds to learners within the context of their whānau

Measures

Māori learners have high levels of attendance and participation in our education services

Māori whānau have regular and positive engagements with our education services*

Indicators

Māori enrolments/attendances in early learning services

Proportion of Māori learners attending school regularly

Rate of Māori learners receiving an early leaving exemption

Proportion of Māori learners who remained in school until age 17 or above

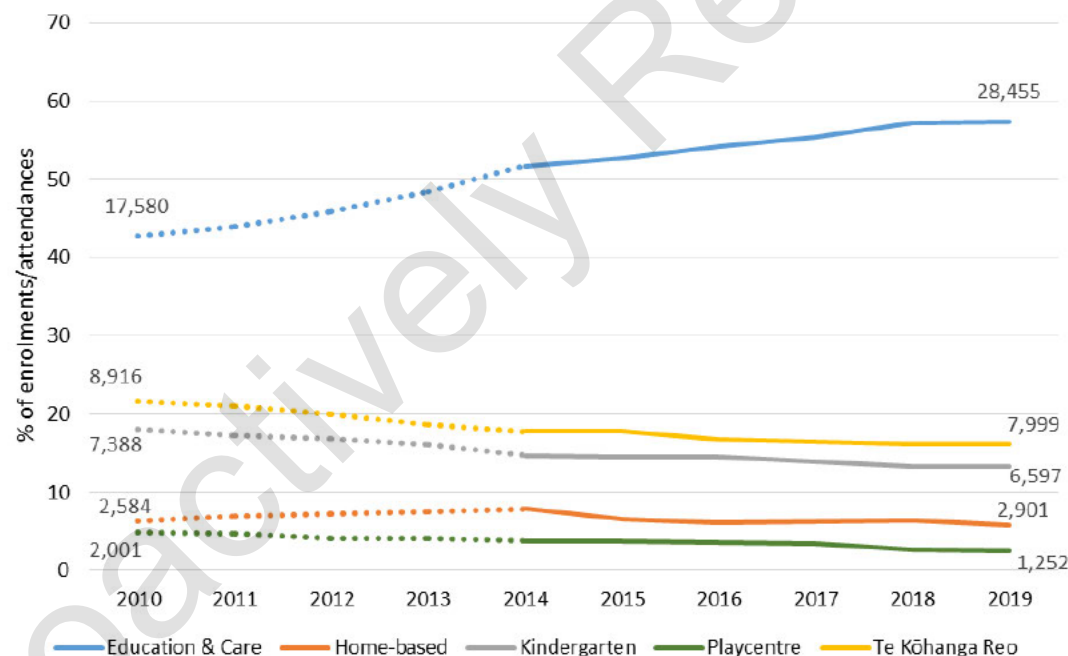
Proportion of Māori school leavers enrolled in tertiary education

*Data limitations: There is no national level data available which measures Māori whānau engagement with our education services, and therefore progress in this area cannot be currently measured. In future work, we will look at ways we can improve our reporting capabilities.

Enrolment with an early learning provider is a choice. The number of tamariki whose whānau have made this choice is indicative of the numbers for whom early learning is available, accessible and valued as being of benefit. In 2019, the majority of Māori enrolments/attendances were for Education and Care services (60%), 17% of Māori enrolments/attendances were for Te Kōhanga Reo, 14% were for kindergartens, 6% of were for home-based services and 3% were for Playcentres. Māori children accounted for 94% of enrolments at Te Kōhanga Reo.

17% of Māori enrolments/attendances were for Te Kōhanga Reo (Māori tamariki accounted for 94% of enrolments at Te Kōhanga Reo).

Figure 6: Māori enrolments/attendances in Early Learning Services, 2010-2019



Notes: The number of enrolments/attendances in early learning services does not necessarily translate to the number of learners as tamariki are able to be enrolled in multiple services at any one time.

The change in lines from dotted to solid represents that the method for data collection for enrolments in Early Learning changed in 2014 and so it is not appropriate to compare 2014 data onwards with previous years.



Education provision responds to learners within the context of their whānau



Māori learners have high levels of attendance and participation in our education services

Attendance is an indicator of how engaged learners and their whānau are with their school. Between 2011-2019, the proportion of Māori learners attending school regularly (more than 90% of the time) dropped from 56% in 2011 to 44% in 2019. Historically, school attendance for Māori learners has been lower than for all learners but the pattern of attendance is similar between the two groups. This tells us that lower attendance rates are affecting all groups of learners and not just Māori. Similar proportions of Māori females and Māori males attended school regularly.

44% of Māori learners attended school regularly in 2019

Figure 6: School attendance for Māori learners, 2011-2019

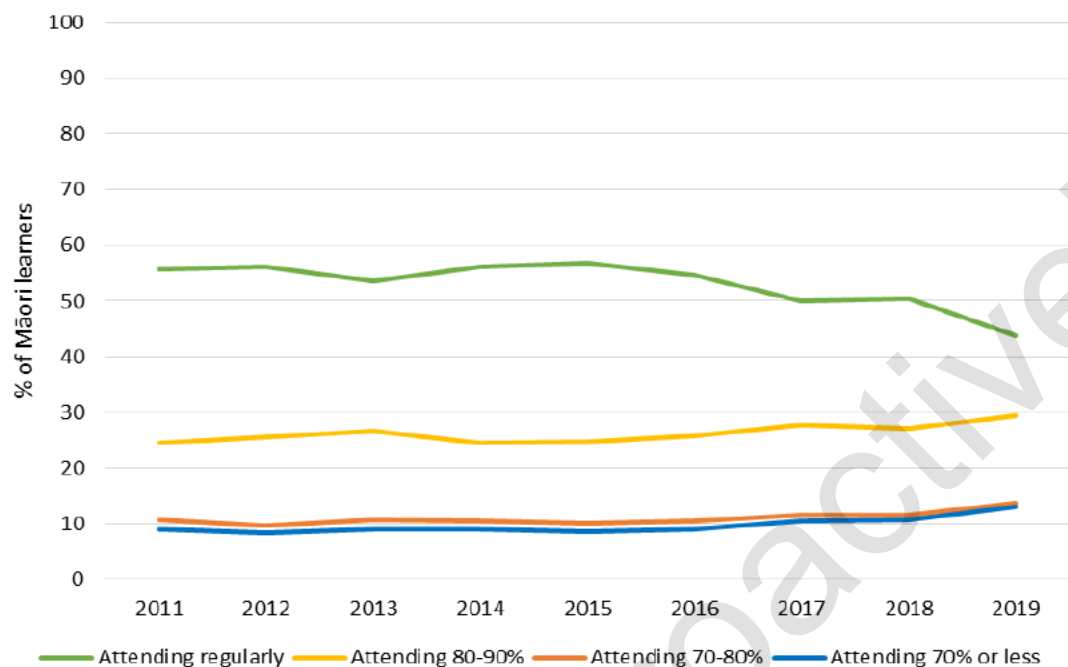
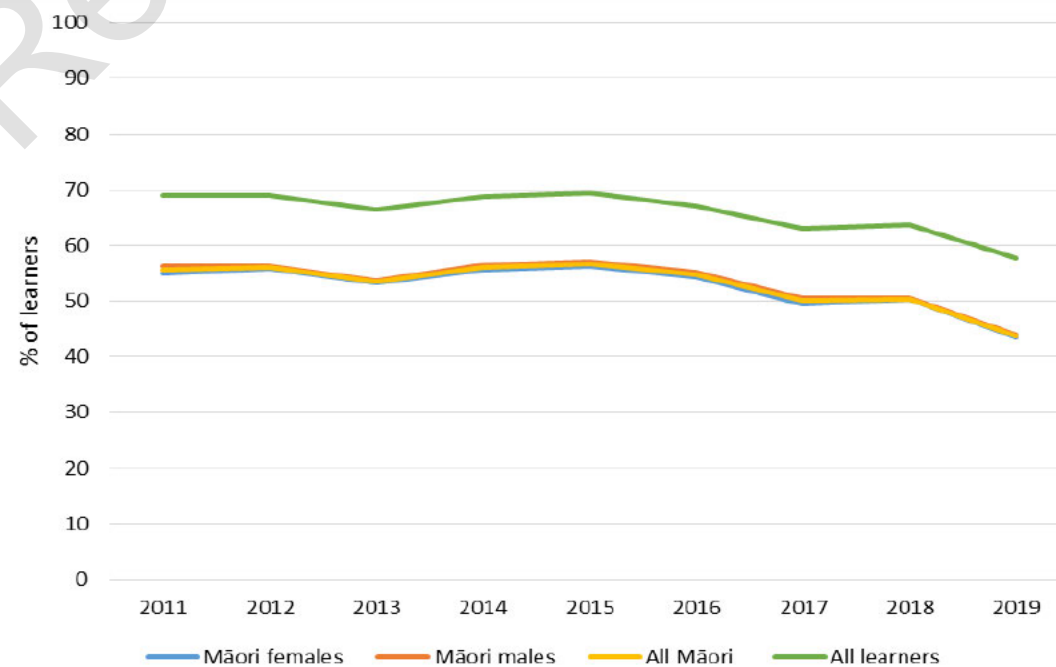


Figure 7: Proportion of Māori learners attending school regularly, 2011-2019



Notes: Regular attendance is defined as attending school more than 90% of the time.

This data comes from the Term 2 Attendance Survey administered every year. It is not compulsory for schools to participate in this survey, therefore the percentages and numbers reported only relate to those students in schools that took part in the survey for that particular year.



Education provision responds to learners within the context of their whānau



Māori learners have high levels of attendance and participation in our education services

Enrolment in school is compulsory for all learners between 6-16 years old, however parents of 15-year-olds may apply for an exemption from schooling (early leaving exemption) in order for their child to engage in an alternate path toward their career goals. Māori learners were more likely to apply for an early leaving exemption. In 2018, 667 (out of 673) early leaving exemptions were approved, of which 330 were Māori. Early leaving exemptions were granted at a rate of 24.5 for every 1,000 Māori learners compared to 11.2 for all learners. This rate was even higher for Māori males (28). The majority of Māori learners who have been approved an early leaving exemption enrol in a tertiary provider course.

24.5 out of every 1,000 Māori learners received an early leaving exemption in 2019

Figure 8: Early leaving exemption rates for Māori 15-year-olds, 2009-2018

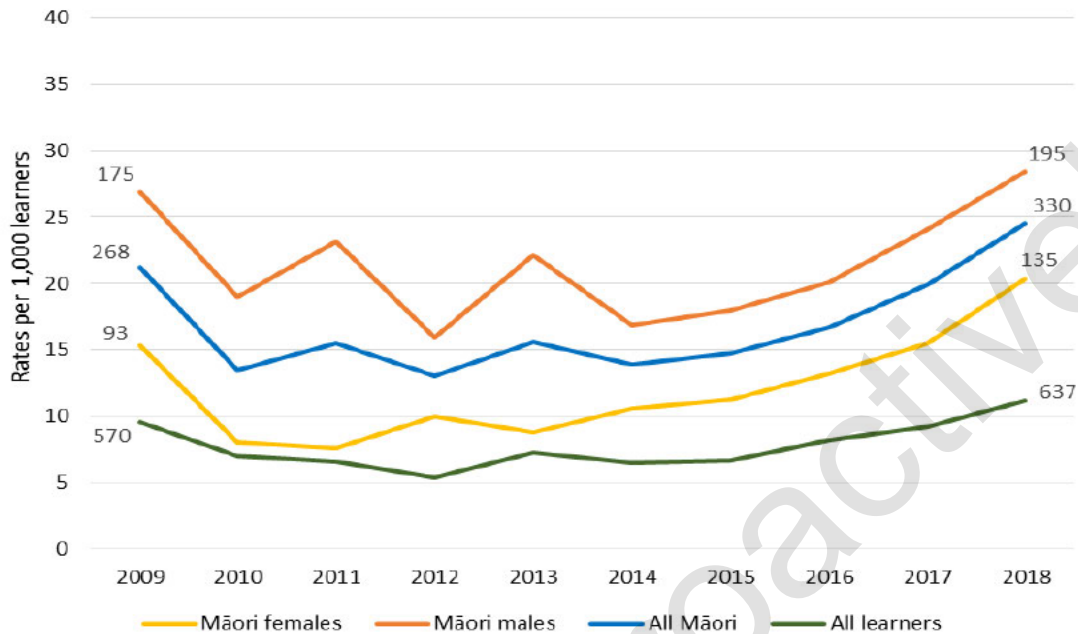
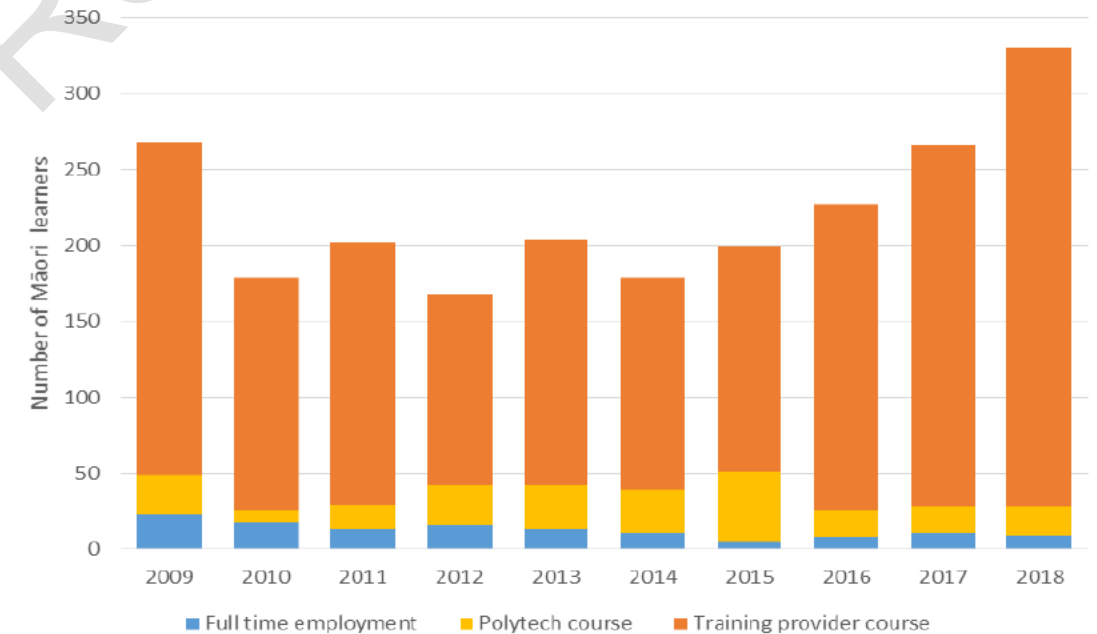


Figure 9: Reasons for early leaving exemptions for Māori 15-year-olds, 2009-2018



Notes: The numbers on either side of the line refer to the actual number of early learning exemptions approved in 2009 and 2018.



From 2009-2018, the proportion of Māori learners remaining in school increased by 4 percentage points for Māori in Māori medium education and 8 percentage points for Māori in English medium education. Māori in Māori medium education were more likely to stay in school than Māori in English medium education, however these proportions remain lower than for all learners. School retention rates were higher for Māori females than Māori males, independent of medium.

71% of Māori learners remained in school until age 17 or above in 2019

Figure 10: Percentage of Māori school leavers remaining in school until age 17 or above, by medium, 2009-2018

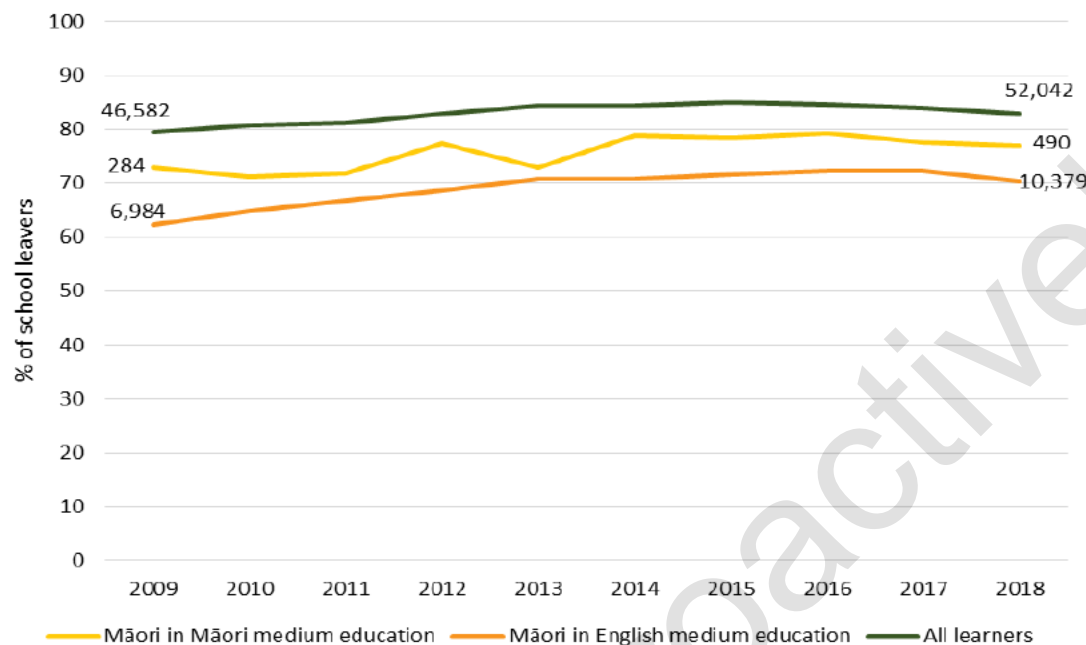
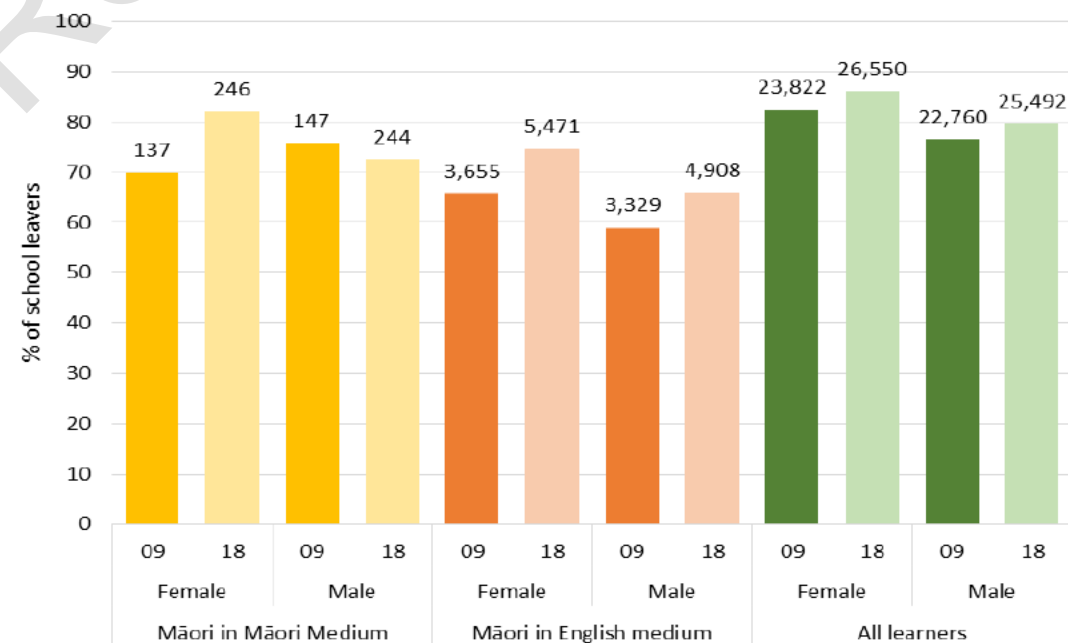


Figure 11: Percentage of Māori school leavers remaining in school until age 17 or above, by gender



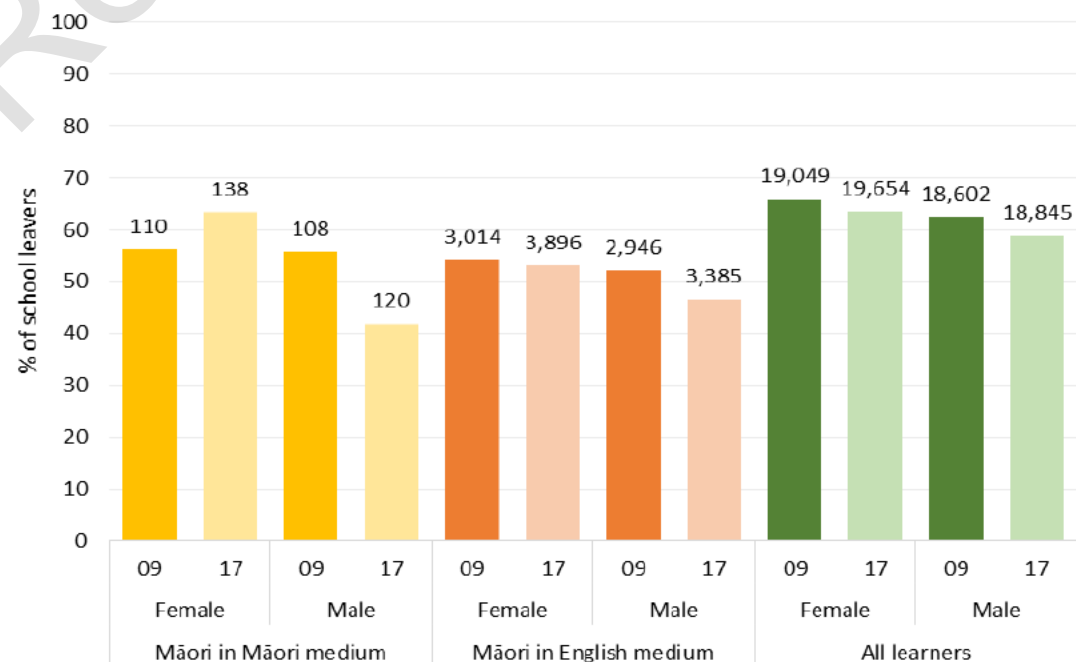
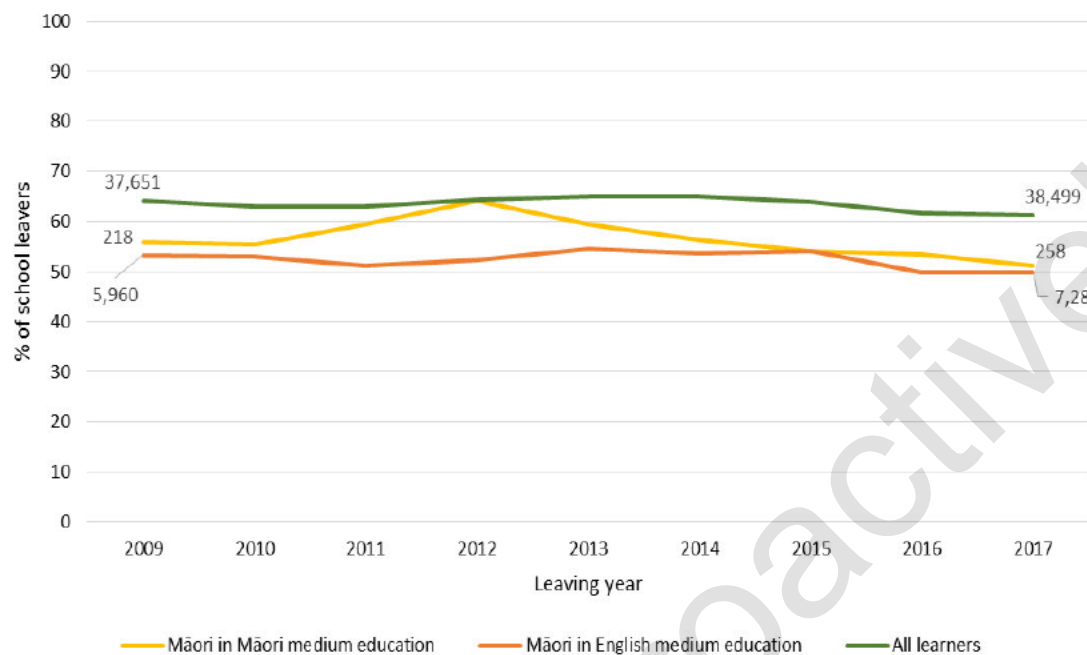
Notes: The numbers on each side of the line refer to the actual number of school leavers remaining in school until age 17 or above in 2009 and 2018. The numbers above the bar refer to the actual number of school leavers remaining in school until age 17 or above in 2009 and 2018.



The proportion of Māori school leavers going on to tertiary education declined from 53% of the 2009 leavers to 50% of the 2017 leavers. This decline is most obvious for Māori in Māori medium education (a high of 64% in 2012 to 51% in 2017), which is now similar to Māori in English medium education (50% in 2017). Māori females were more likely to be enrolled in tertiary study one year after leaving school compared to Māori males. However, Māori males in English medium education were more likely than Māori males in Māori medium education to be enrolled in tertiary study one year after leaving school.

50% of Māori who left school in 2017 were enrolled in tertiary education in 2018

Figure 12: Proportion of Māori school leavers enrolled in tertiary education one year after leaving school, 2009-2017



Notes: The numbers on each side of the line refer to the actual number of school leavers who left school in 2009 and 2017 and were enrolled in tertiary education one year after leaving school. The numbers above the bar refer to the actual number of school leavers who left school in 2009 and 2017 and were enrolled in tertiary education one year after leaving school.

TE TANGATA

Māori learners and whānau have identified racism as a major barrier in our education system. We will address this, provide equitable access to services, and in ways that promote fairness and are respectful and culturally appropriate, so that Māori learners and their whānau have a strong sense of belonging.

Outcome

Kei te Watea a Ngāi Māori i te whakatoi haratanga iwi, i te whakahāweatanga me to whatataunu
Māori are free from racism, discrimination and stigma in education

Measures

Māori learners and whānau feel a strong sense of belonging in our education system and are free from racism

Indicators

Proportion of Māori 15-year-olds who reported feeling like they belong at school

Proportion of Māori 15-year-olds who reported experiencing bullying behaviours at school

Proportion of Māori 15-year-olds who reported feeling emotionally supported by their teacher

Proportion of Māori 15-year-olds who reported feeling safe at school

Rate of Māori learners receiving stand-downs, suspensions, exclusions, and expulsions

Findings from the Programme for International Student Assessment (PISA) 2018 found that sense of belonging among Māori learners in school is falling (from 87% in 2000 to 63% in 2018). In the past decade or so, a higher proportion of Māori 15-year-olds reported feeling like an outsider, awkward or out of place, or lonely at school. Conversely, a lower proportion reported feeling like they belong at school, were able to make friends easily, or that other students liked them.

In 2018, only 63% of Māori 15-year-olds reported feeling like they belong at school

Figure 14a: Proportion of Māori 15-year-olds who agreed with the statement “I feel like I belong at school”

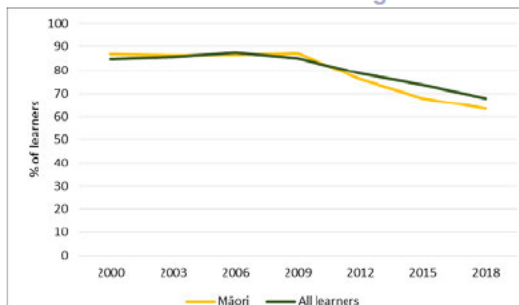


Figure 14d: Proportion of Māori 15-year-olds who agreed with the statement “I feel like an outsider at school”

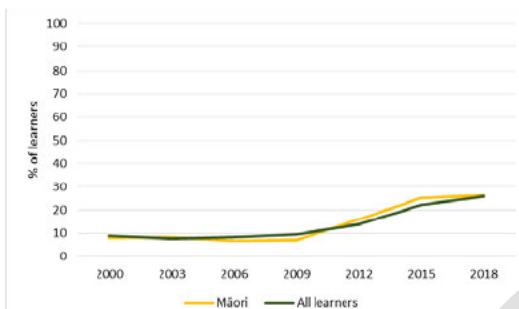


Figure 14b: Proportion of Māori 15-year-olds who agreed with the statement “I make friends easily at school”

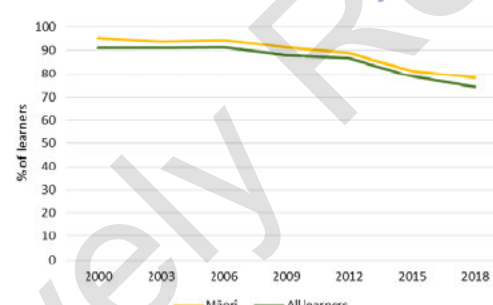


Figure 14e: Proportion of Māori 15-year-olds who agreed with the statement “I feel awkward and out of place in my school”

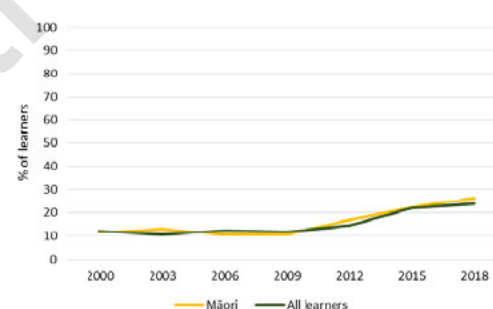


Figure 14c: Proportion of Māori 15-year-olds who agreed with the statement “Other students seem to like me”

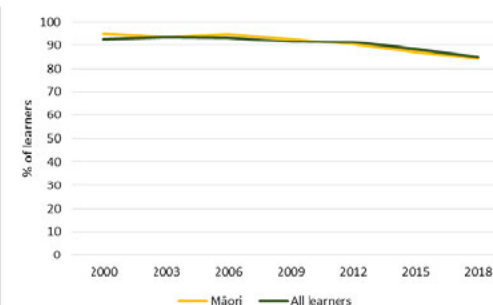
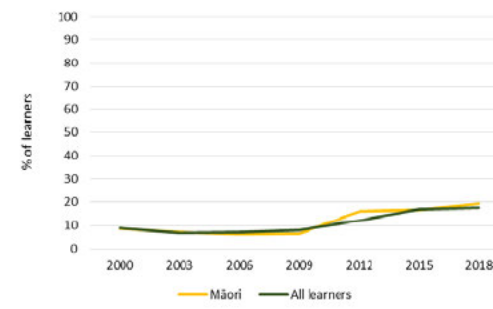


Figure 14f: Proportion of Māori 15-year-olds who agreed with the statement “I feel lonely at school”

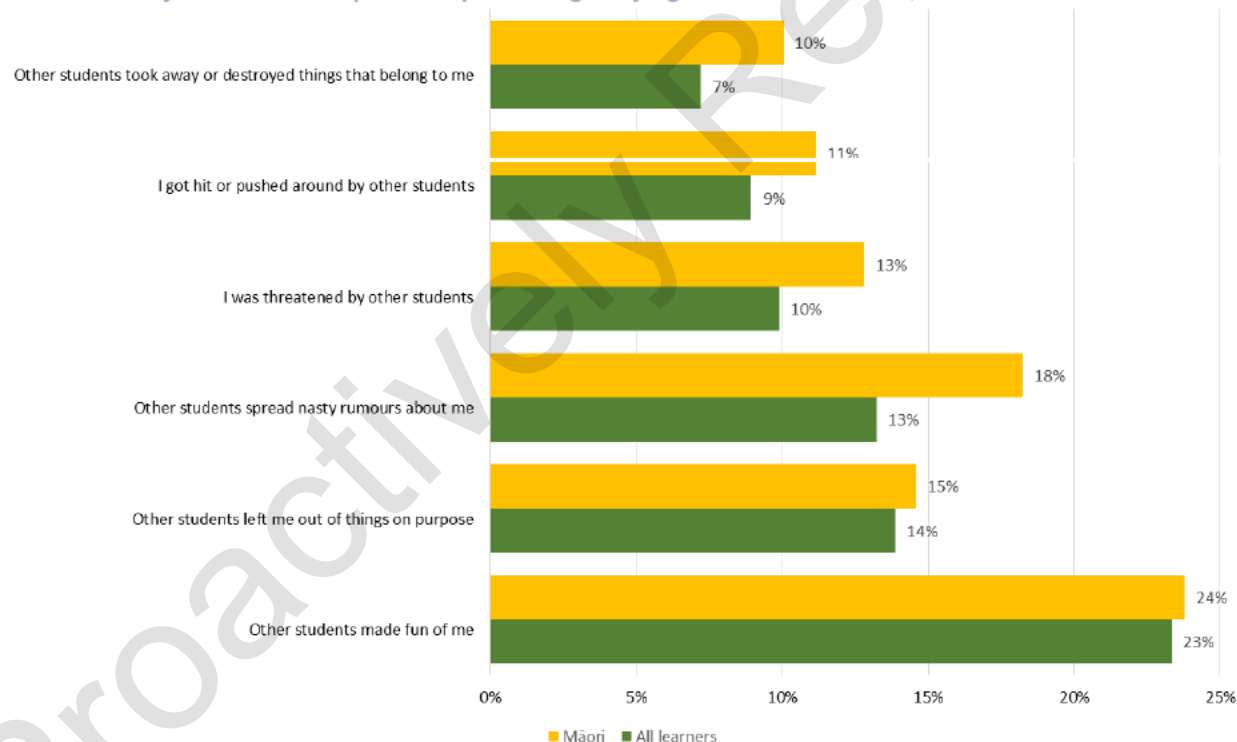


Notes: PISA is a sample based study. In 2018 the Māori sample represented 95% of the 15-year-old Māori population. Māori in Māori medium were excluded from the sample as the assessment was only administered in English.

In 2018, Māori 15-year-olds were more likely to report experiencing bullying behaviours from other students than in 2015, with the most common being made fun of. This pattern was also observed for all learners.

In 2018, Māori 15-year-olds were more likely to report experiencing bullying behaviours from other students compared to the national average

Figure 15: Proportion of Māori 15-year-olds who reported experiencing bullying behaviours from other students at least a few times a month in 2018

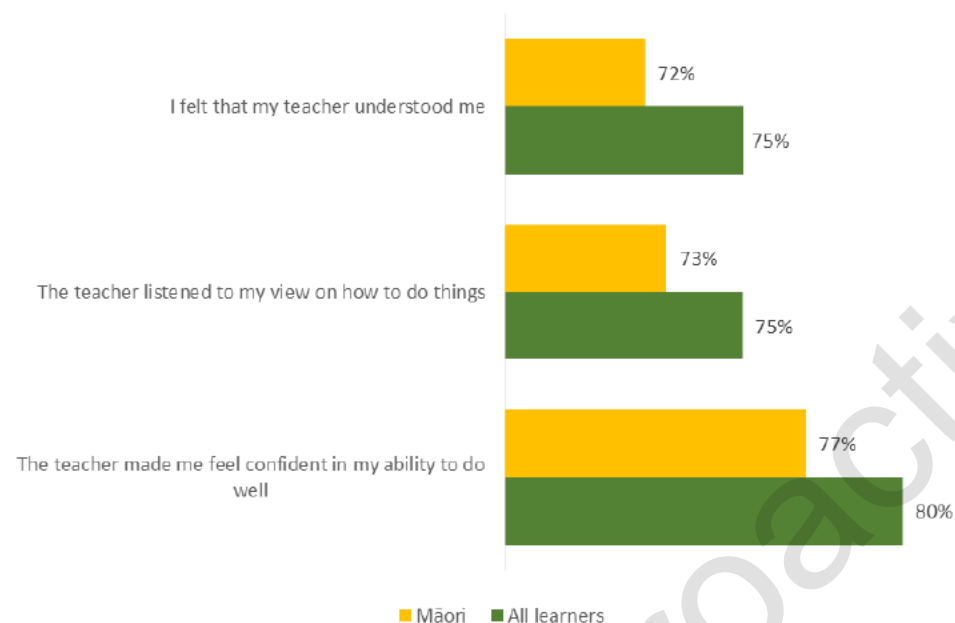


Notes: PISA is a sample based study. In 2018 the Māori sample represented 95% of the 15-year-old Māori population. Māori in Māori medium were excluded from the sample as the assessment was only administered in English. In these questions, learners were asked how often they experienced these kinds of behaviours by other students. The percentages reported are those that reported experiencing these behaviours at least a few times a month.

In 2018, approximately one-quarter of Māori 15-year-olds did not agree with feeling emotionally supported by their teacher (28%) or feeling safe at school (24%). Findings from the Programme for International Student Assessment (PISA) 2018 found that students who reported feeling emotionally supported by their teachers also had higher achievement in general. The proportion of Māori 15-year-olds who feel safe at school has decreased over the past 10 years, from a high of 88% in 2009 to 76% in 2018. Questions on emotional support from teachers was asked for the first time in 2018, so no comparisons on trend is available.

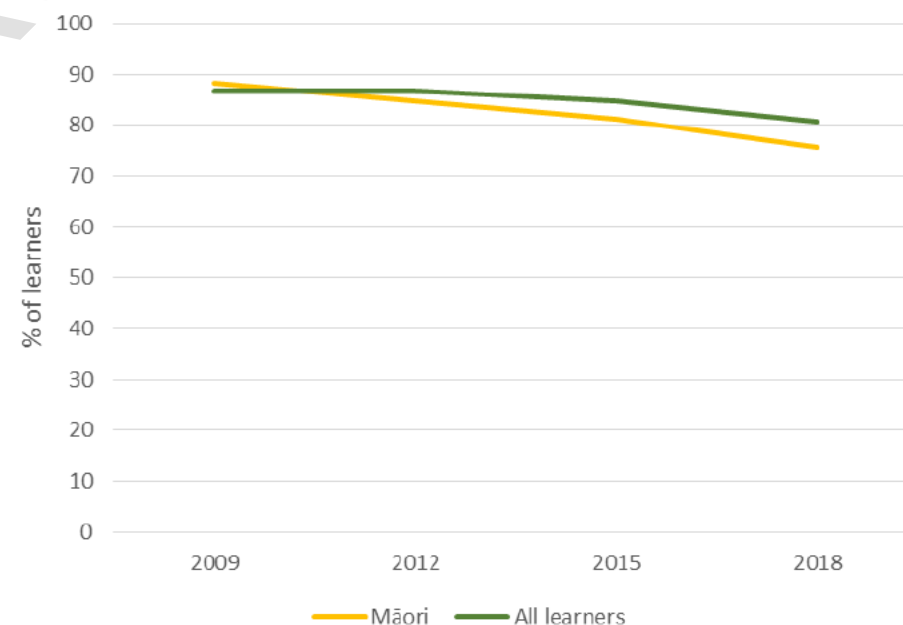
In 2018, 28% of Māori 15-year-olds did not agree with feeling like their teacher understood them

Figure 16: Proportion of Māori 15-year-olds who reported feeling emotionally supported by their teacher



In 2018, 24% of Māori 15-year-olds did not agree with feeling safe at school

Figure 17: Proportion of Māori 15-year-olds who agreed with the statement “I feel safe at school”

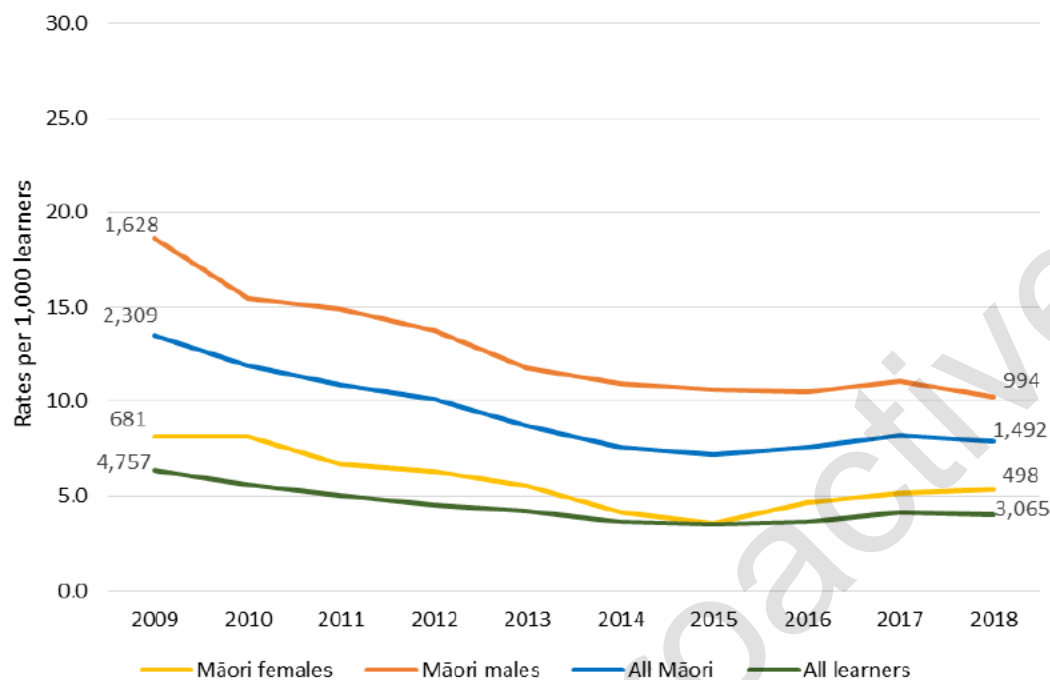


Notes: PISA is a sample based study. In 2018 the Māori sample represented 95% of the 15-year-old Māori population. Māori in Māori medium were excluded from the sample as the assessment was only administered in English. In these questions, learners were asked how much they agreed with each statement. The percentage reported are those that agreed or strongly agreed with each statement.

Stand-downs, suspensions, exclusions (applied to learners under 16 years old) and expulsions (applied to learners aged 16 years old and above) are measures of a school's response to particular behaviours. The rates of stand-downs, suspensions, exclusions and expulsions continue to be higher for Māori learners, in particular Māori boys, compared to the rates for all learners. Between 2009-2018, suspension, exclusion and expulsion rates have decreased for Māori learners, with rates now lower than 10 per 1,000 Māori learners in 2018. Māori boys continue have higher rates of suspension, exclusion and expulsion than Māori girls. In contrast, the stand-down rates for Māori learners have been increasing since 2015.

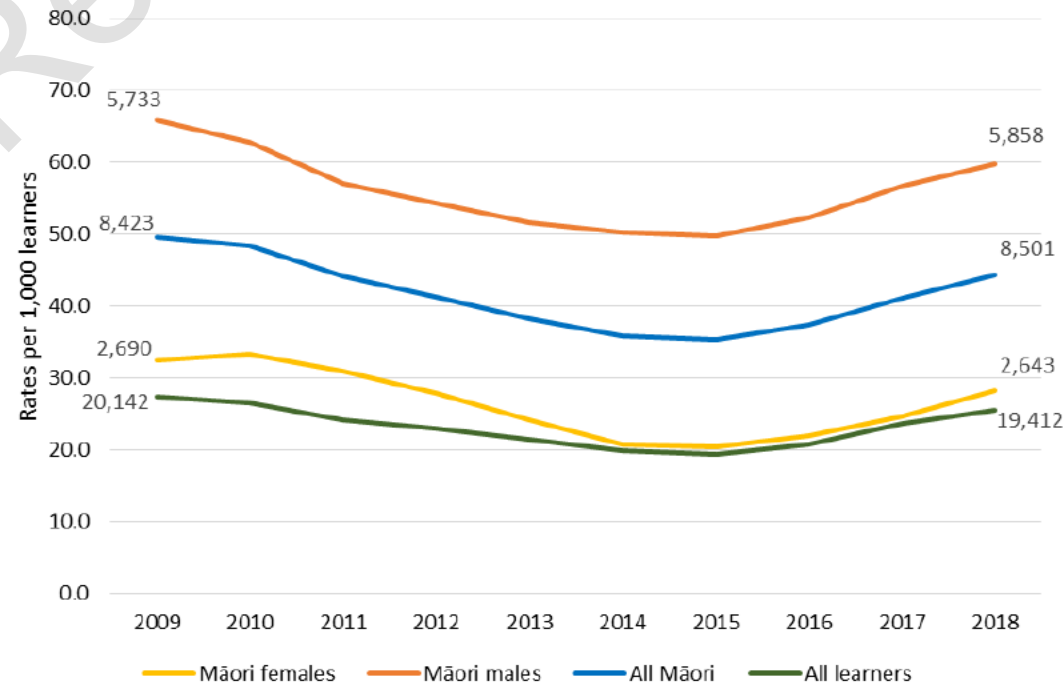
7.9 out of every 1,000 Māori learners received suspensions

Figure 18: Age-standardised suspension rates for Māori learners



Since 2015, stand-down rates for Māori learners have been increasing

Figure 19: Age-standardised stand-down rates for Māori learners



Notes: These indicators use age-standardised rates. These are expressed as the number of stand-downs, suspensions, exclusions and expulsions per 1,000 students enrolled. Most stand-downs, suspensions and exclusions occur between the ages of 13-15 and expulsions occur only for students aged 16 years and over. Age-standardisation allows a fair comparison between different cohorts. In any given year the schooling population will have a different age distribution. By standardising for age we can compare across years.

TE KANORAUTANGA

Our education services will recognise and provide for Māori diversity. Our education workforce will have the right skills and capacity to support all Māori learners, including those with disabilities and learning support needs, to achieve excellent outcomes.

Outcome

He kanorau a Ngāi Māori, ā, me whai whakaaro ki te horopaki o ō rātau tini moemoeā me ō rātau tini wheako
Māori are diverse and need to be understood in the context of their diverse aspirations and lived experiences.

Measures

Māori learners are achieving excellent and equitable education outcomes

Our education workforce looks more like the population that it serves. It is skilled in engaging with Māori learners and whānau

Indicators

Proportion of Māori 15-year-olds reaching minimum level of proficiency in reading

Proportion of Māori school leavers with NCEA Level 2 or above

Proportion of Māori school leavers with NCEA Level 3 or University Entrance

Proportion of Māori enrolments in tertiary education

Proportion of Māori completions in tertiary education

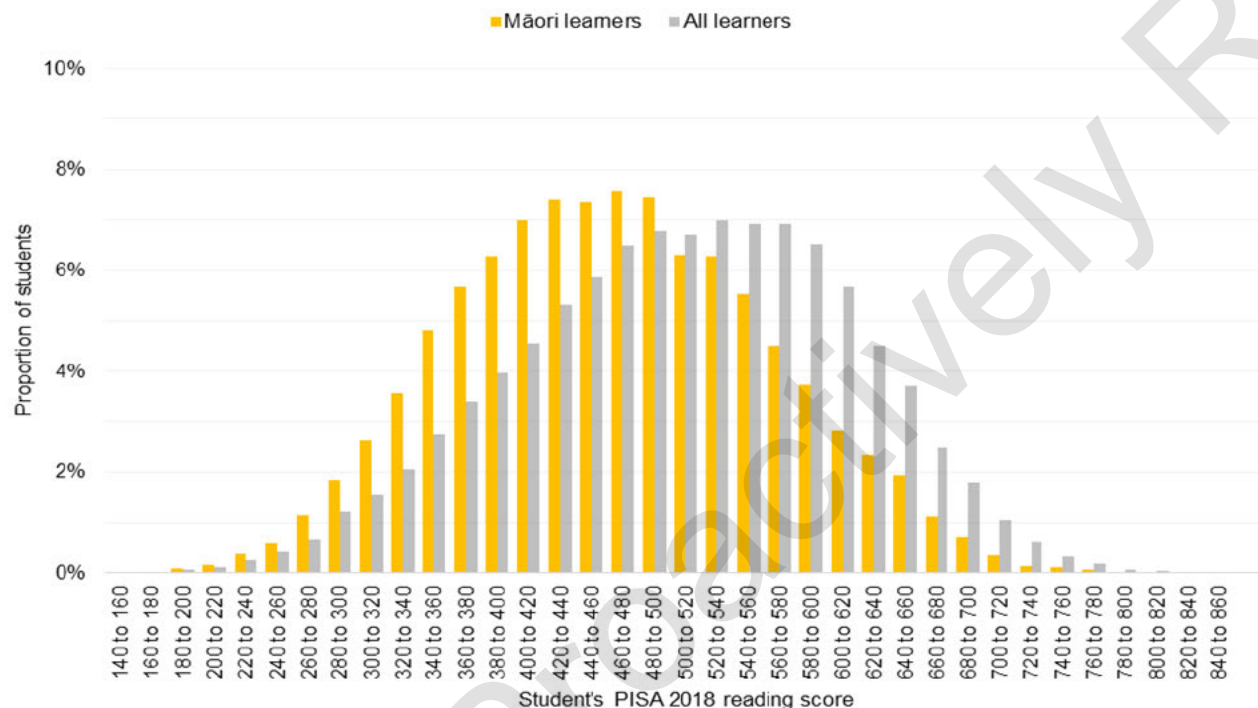
Proportion of teachers in school who are of Māori ethnicity

Proportion of early learning teachers who are of Māori ethnicity

As with all groups of learners, the achievement of Māori learners is diverse, with Māori represented at both the lower and higher ends of achievement. However, the lower reading score overall points to the different experience and outcomes that Māori 15 year olds have within the education system. Note: this data does not include Māori medium.

Only 70% of Māori 15-year olds reached the PISA minimum level of proficiency in reading in 2018

Figure 20: Distribution of 15-year-old student performance in PISA 2018



Measuring performance in reading literacy

Proficiency levels in PISA describe the types of reading tasks that students can do. Proficiency levels range from Level 1 to Level 6. Level 2 is considered a baseline level at which students begin to demonstrate the reading skills and competencies that will enable them to participate effectively later in life. Students at Level 5 and above are capable of the most complex reading tasks and those below Level 2 have difficulty with all but the simplest reading tasks measured by PISA.

Source: PISA 2018 Reading in New Zealand, Reading achievement & experiences of 15-year-olds, Ministry of Education
https://www.educationcounts.govt.nz/_data/assets/pdf_file/0003/196626/PISA-2018-Reading-in-New-Zealand.pdf

Notes: PISA is a sample based study. In 2018 the Māori sample represented 95% of the 15-year-old Māori population. Māori in Māori medium were excluded from the sample as the assessment was only administered in English. The minimum level of proficiency in PISA is Level 2: from 407 to 480.

More Māori are leaving school with NCEA Level 2 and above. In 2018, the proportion of Māori who left school with NCEA Level 2 and above was 20% higher than in 2009. Māori in Māori medium education continue to have higher rates of attainment compared to Māori in English medium. In 2018, the rate for Māori in Māori medium was on par with the rate for all learners (80% and 79% respectively). The rate for Māori in English medium is lower, at 65%. Higher proportions of Māori females leave school with NCEA Level 2 and above compared to Māori males. This pattern is consistent with the attainment rates for all learners.

In 2018, 66% of Māori left school with NCEA Level 2 or above

Figure 21: Percentage of Māori school leavers with NCEA Level 2 and above, by medium

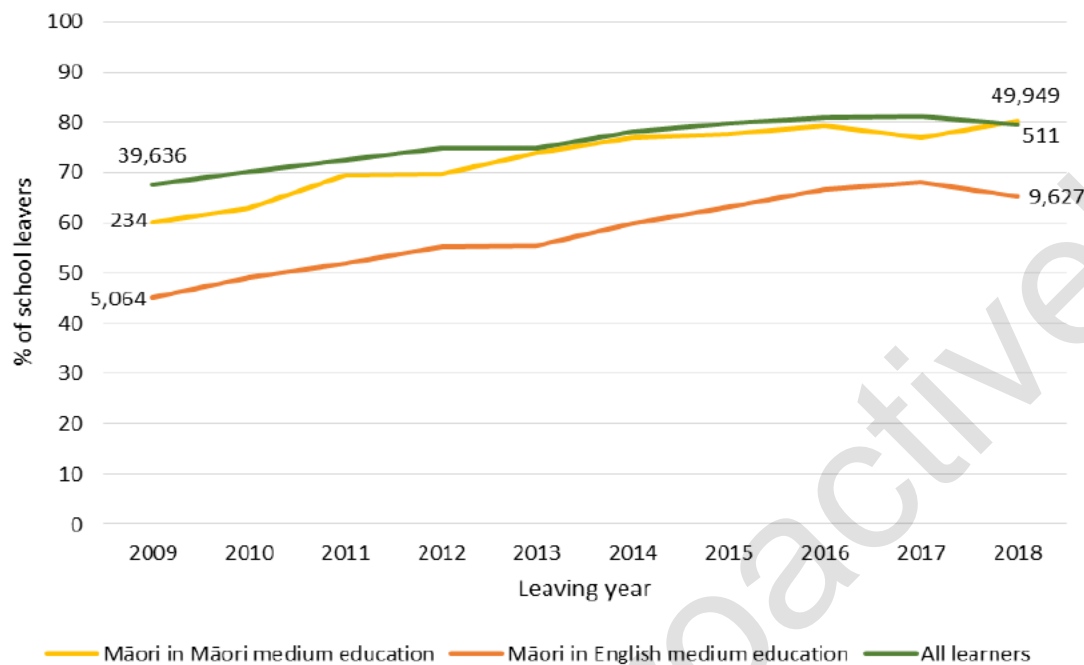
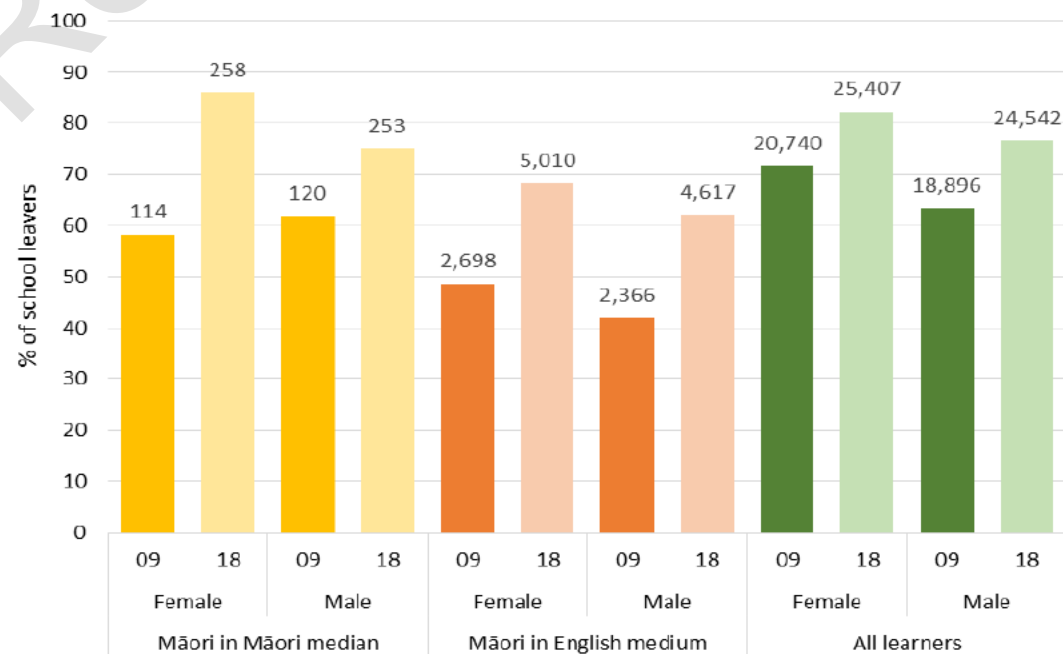


Figure 22: Percentage of Māori school leavers with NCEA Level 2 and above in 2009 and 2018, by gender



Notes: The numbers on each side of the line refer to the actual number of school leavers with NCEA Level 2 or above in 2009 and 2018. The numbers above the bar refer to the actual number of school leavers with NCEA Level 2 or above in 2009 and 2018.

The proportion of Māori school leavers with NCEA Level 3 or UE has increased significantly over the past 10 years. Māori school leavers in Māori medium education continue to have higher rates of attainment compared to the rates for Māori schools leavers in English medium education and for all learners. In 2018, the proportion of Māori school leavers in Māori medium education that attained NCEA Level 3 or above was 59% compared to 34% for Māori school leavers in English medium education and 54% for all school leavers. Higher proportions of Māori females leave school with NCEA Level 3 or UE compared to Māori males. This pattern is consistent with the attainment rates for all school leavers.

Between 2009 and 2018, the proportion of Māori who left school with NCEA Level 3 or UE increased from 35% to 59% in Māori medium education and 19% to 34% for Māori in English medium education

Figure 23: Proportion of school leavers with NCEA Level 3 or UE, by medium

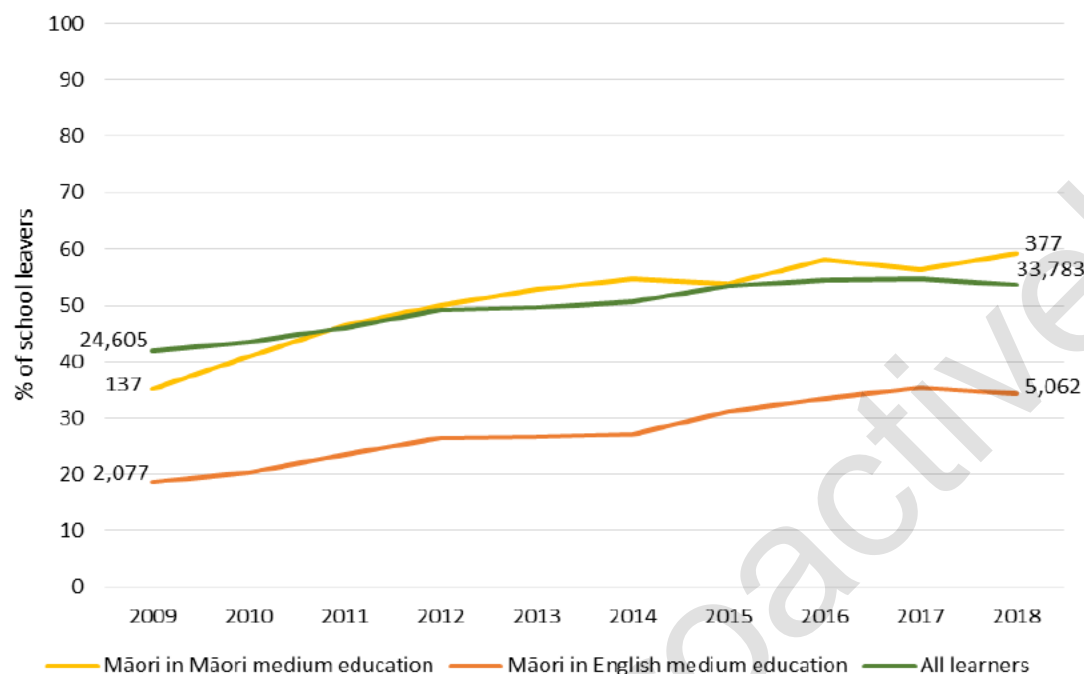
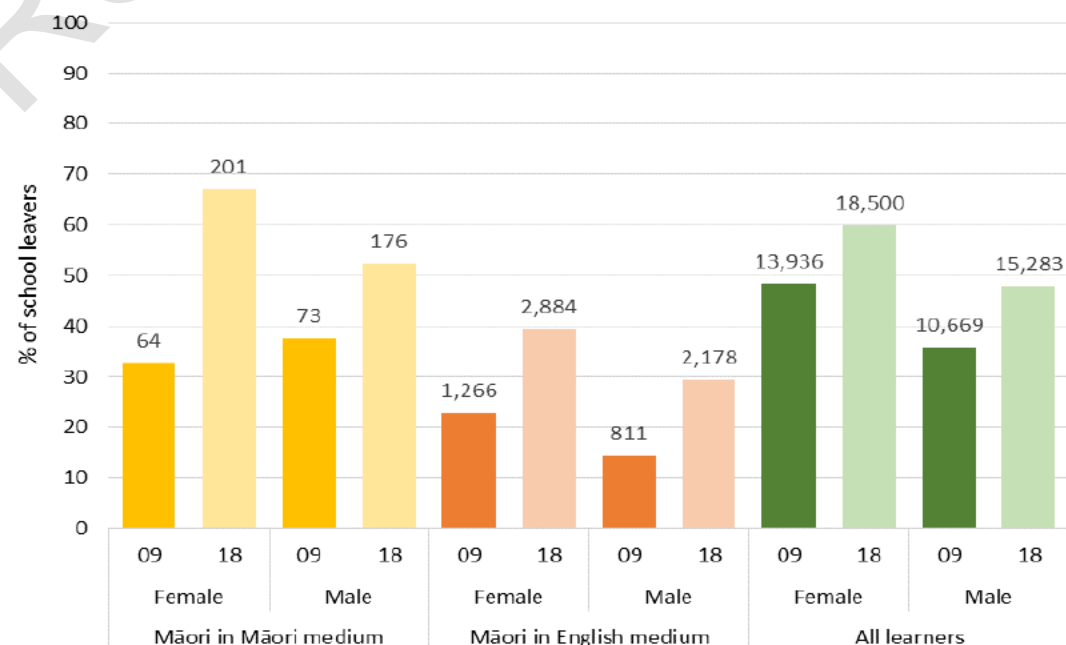


Figure 24: Proportion of school leavers with NCEA Level 3 or UE in 2009 and 2018, by gender



Notes: The numbers on each side of the line refer to the actual number of school leavers with NCEA Level 3 or UE in 2009 and 2018. The numbers above the bar refer to the actual number of school leavers with NCEA Level 3 or UE in 2009 and 2018.

Between 2010 and 2019, Māori enrolments in higher level tertiary courses have increased. In 2019, 26% of Māori enrolments were for Bachelors/Graduate certificates or diplomas compared to 21% in 2010, while 7% of Māori enrolments were for Honours, Masters, Doctorates, up from 4% in 2010. Māori enrolments in Level 3-7 certificates/diplomas remain the most common (55% in 2019, down from 58% in 2009). In 2019, 41% of all tertiary enrolments were for Level 3-7 Certificates/Diplomas, 40% were for Bachelors/Graduate Certificates/diplomas and 14% were for Honours, Masters and Doctorates. In 2019, the percentage of Māori females and males in Level 3-7 certificate/diploma courses were the same (55%). The proportion of enrolments for Māori females (29%) in Bachelors/Grad Certificates/Diploma courses was higher than the proportion of enrolments for Māori males (22%), while the proportion of enrolments in Level 1-2 certificates was higher for Māori males (22% compared to 15% for Māori females).

22% of tertiary enrolments in 2019 were Māori

Figure 25: Proportion of Māori tertiary education enrolments by level of qualification enrolled

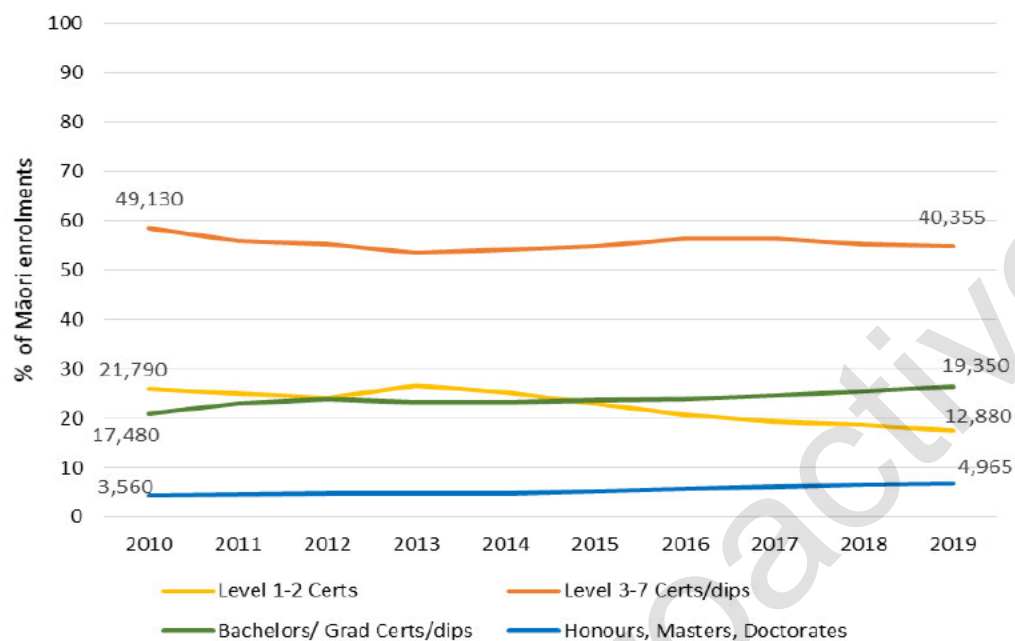
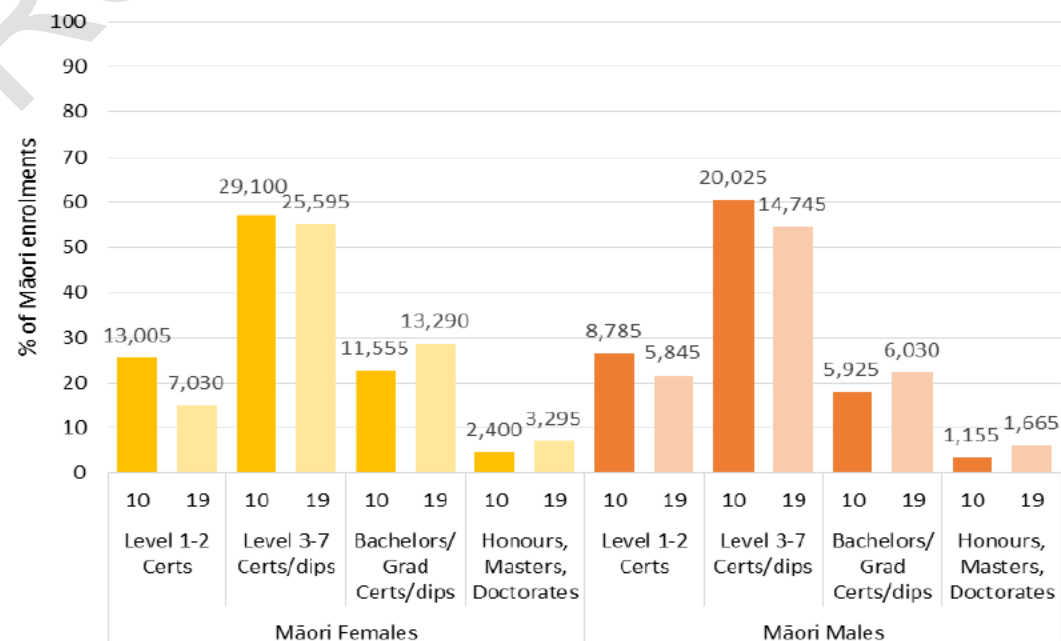


Figure 26: Proportion of Māori tertiary education enrolments by level of qualification enrolled and gender



Notes: The numbers on each side of the line refer to the actual number of Māori enrolments in 2010 and 2019. The numbers above the bar refer to the actual number of actual number of Māori enrolments in 2010 and 2019. Data relates to students enrolled at any time during the year with a tertiary education provider in formal qualifications of greater than 0.03 EFTS (more than one week's full-time duration). Data excludes all non-formal learning and on-job industry training. Data includes those private training establishments that received Student Achievement Component funding, and/or had students with student loans or allowances, and/or Youth Guarantee programmes. Students are counted in each qualification type/level they enrol in, so the sum of the various types/levels may not add to the total.

The majority of Māori learners who go on to tertiary study work towards a Level 3-7 certificate or diploma. In 2018, the proportion of Māori completions for Level 1-2 certificates was 21% (compared to 13% for all learners), 65% for Level 3-7 Certificates/diplomas (compared to 53% for all learners), 11% for Bachelors/Graduate Certificates/Diplomas (compared to 24% for all learners) and 6% for Honours, Masters, Doctorates (compared to 13% for all learners). In 2018, there was a higher proportion of completions by Māori males for Level 1-2 certificates (24% compared to 18% for Māori females). The proportion of completions by Māori females in Bachelors/Graduate Certificates/Diploma was higher (13% compared to 9% for Māori males).

26% of completed tertiary qualifications in 2018 were attained by Māori

Figure 27: Proportion of Māori tertiary education completions by level of qualification

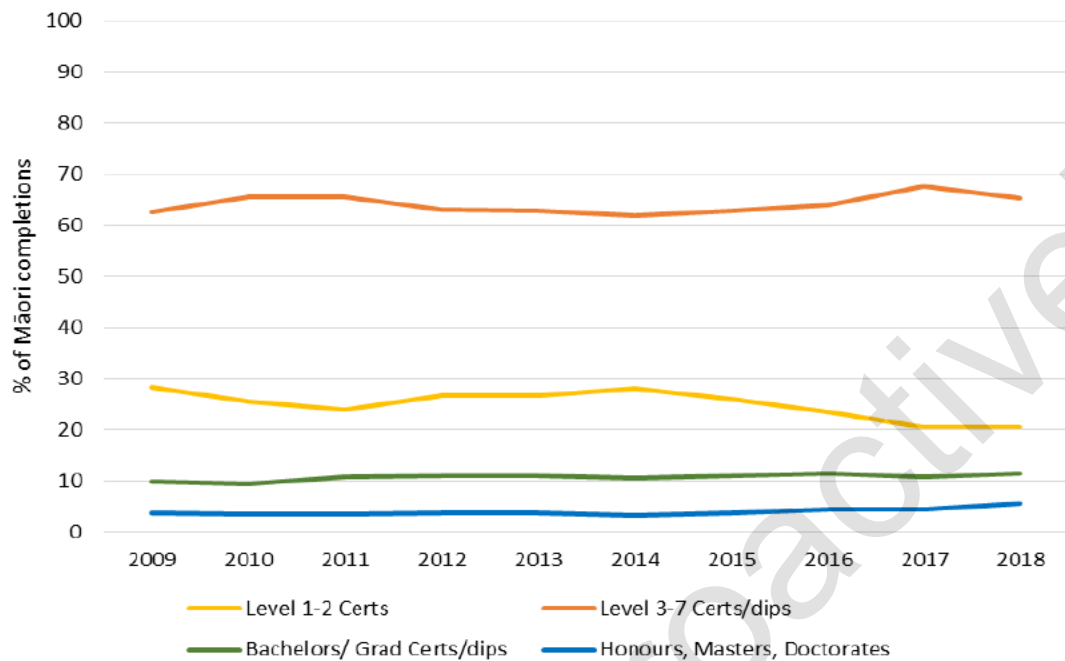
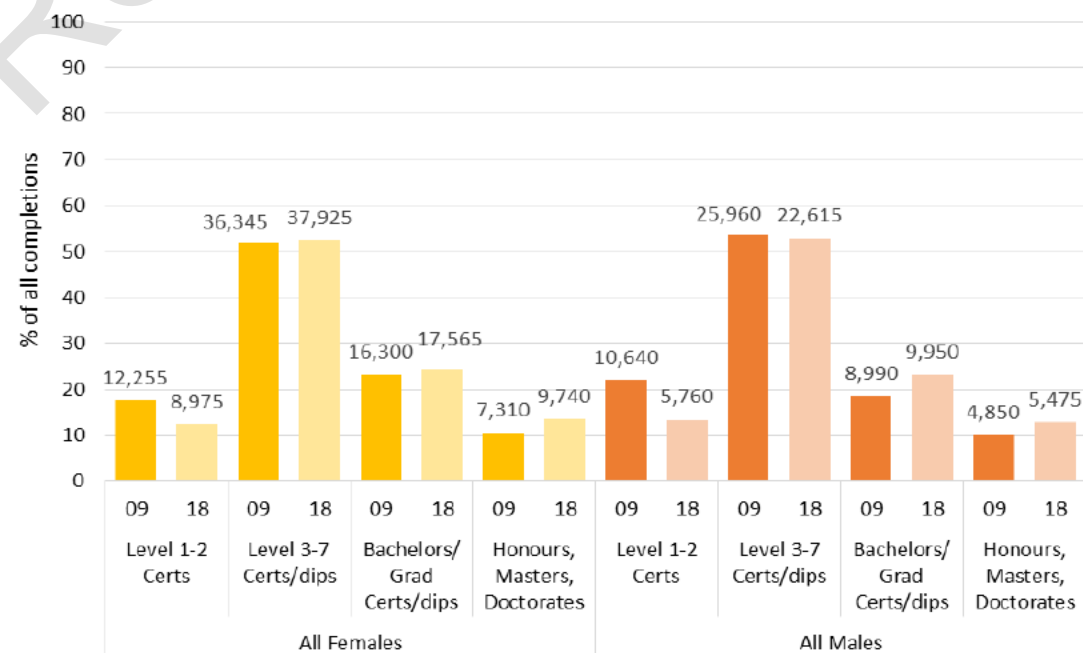


Figure 28: Proportion of Māori tertiary education completions by level of qualification and gender

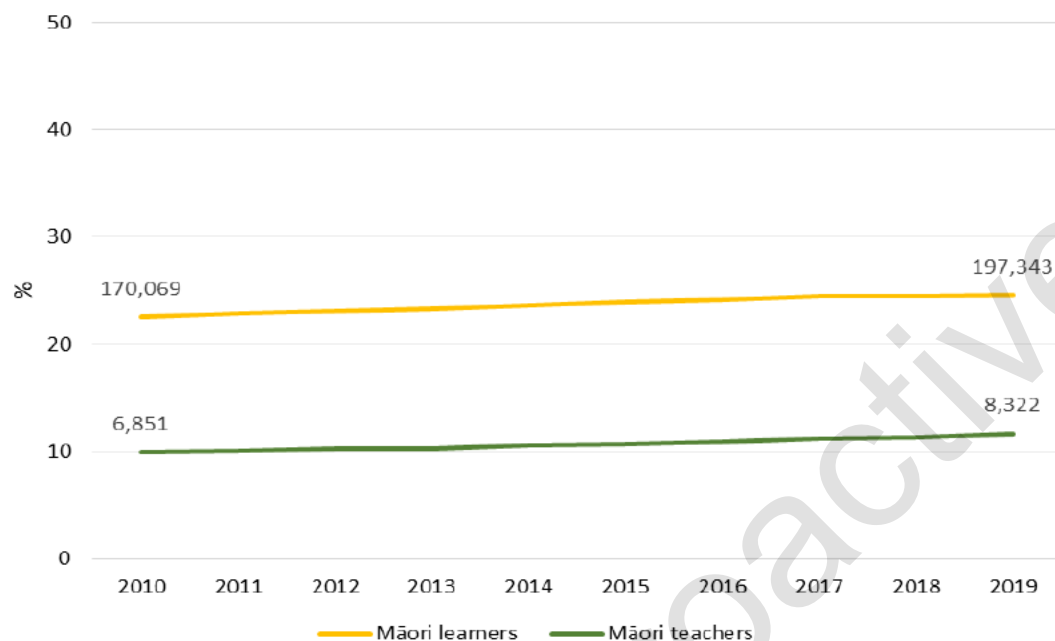


Notes: The numbers on each side of the line refer to the actual number of Māori enrolments in 2010 and 2019. The numbers above the bar refer to the actual number of actual number of Māori enrolments in 2010 and 2019. Data relates to students enrolled at any time during the year with a tertiary education provider in formal qualifications of greater than 0.03 EFTS (more than one week's full-time duration). Data excludes all non-formal learning and on-job industry training. Data includes those private training establishments that received Student Achievement Component funding, and/or had students with student loans or allowances, and/or Youth Guarantee programmes. Students are counted in each qualification type/level they enrol in, so the sum of the various types/levels may not add to the total.

The proportion of Māori teachers in the workforce has been increasing but is still not representative of the Māori student population. In 2019, 12% of the teaching workforce was Māori, an increase from 9% in 2004. In comparison, Māori learners make up 25% of all learners. In 2019, the majority of Māori teachers (64%) work in English medium schools, while 20% work in schools with some Māori medium and 16% work in Māori medium schools. Since 2010, the overall number of Māori teachers has been growing. This growth has mostly been seen in English medium schools.

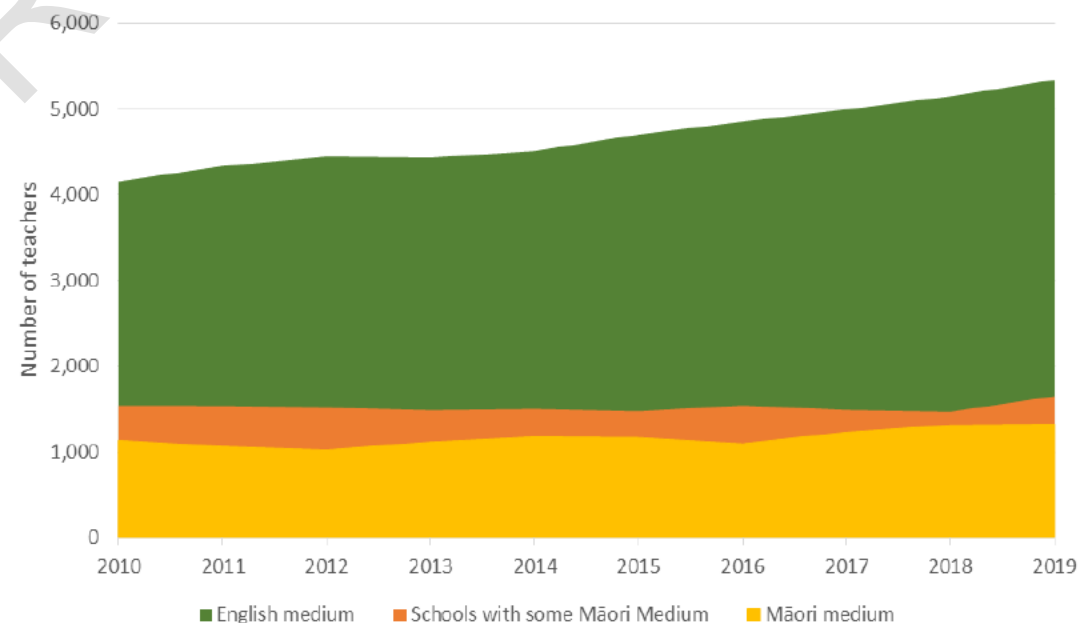
In 2019, 12% of teachers in schools were Māori

Figure 29: Proportion of Māori learners and teachers in primary and secondary schools



Note: The numbers on either side of the line refer to the actual number of Māori learners and teacher in 2009 and 2019.

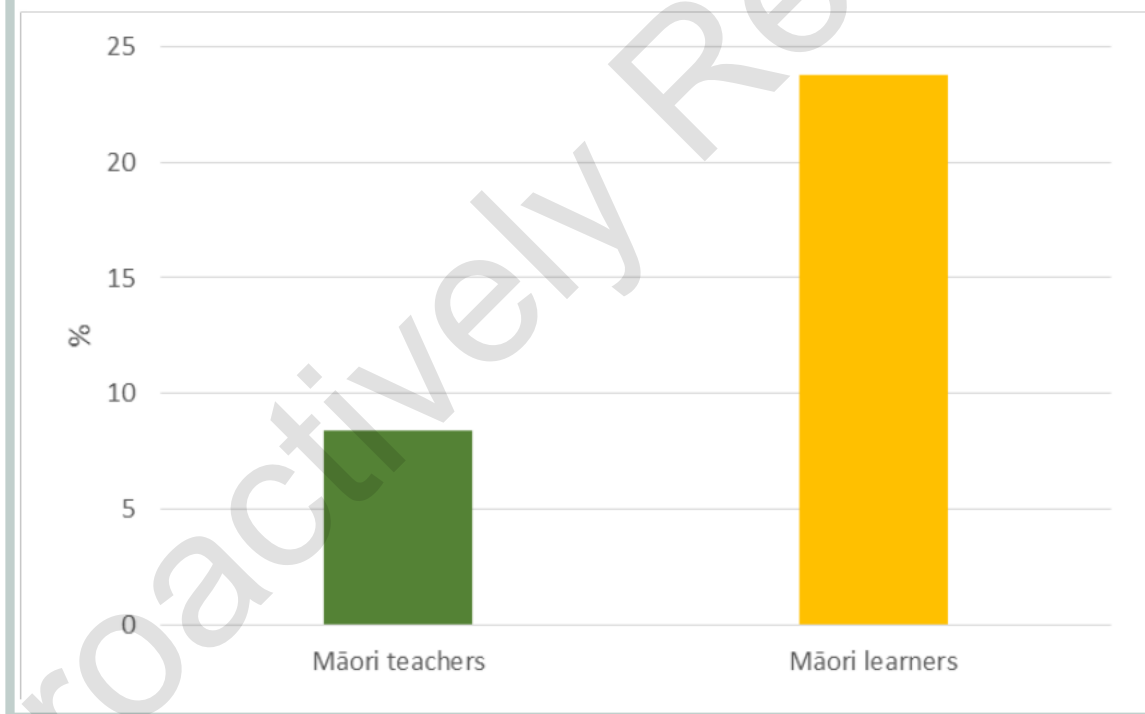
Figure 30: Māori teachers in primary and secondary schools by medium of the school they work in



The proportion of Māori teachers in early learning services is not representative of the proportion of Māori enrolments/attendances (24%).

In 2019, 8% of early learning teachers were Māori

Figure 31: Proportion of Māori learners and teachers in early learning, 2019



Note: Teaching staff and enrolments/attendances only include those in licensed services: Playcentre, Te Kōhanga Reo, Kindergarten, Home-based, Education and Care, and Correspondence School Education and Care, Home-based, Kindergarten, Playcentre, and Te Kōhanga Reo.

TE TUAKIRITANGA

Our education services will support the growth and development of the Māori language. We will support the identity, language and culture of Māori learners and their whānau to strengthen belonging, engagement and achievement as Māori so that Māori learners can actively participate in te ao Māori, Aotearoa and the wider world.

Outcome

He mea nui te tuakiri, te reo me te ahurea mō ngā ākonga Māori
Identity, language and culture matter for Māori learners

Measures

Māori learners and whānau tell us they see and feel their identity, language and culture on a daily basis in our education services.

Indicators

Proportion of Māori learners enrolled in Māori medium education

Proportion of Māori learners enrolled schools with high levels of te reo Māori

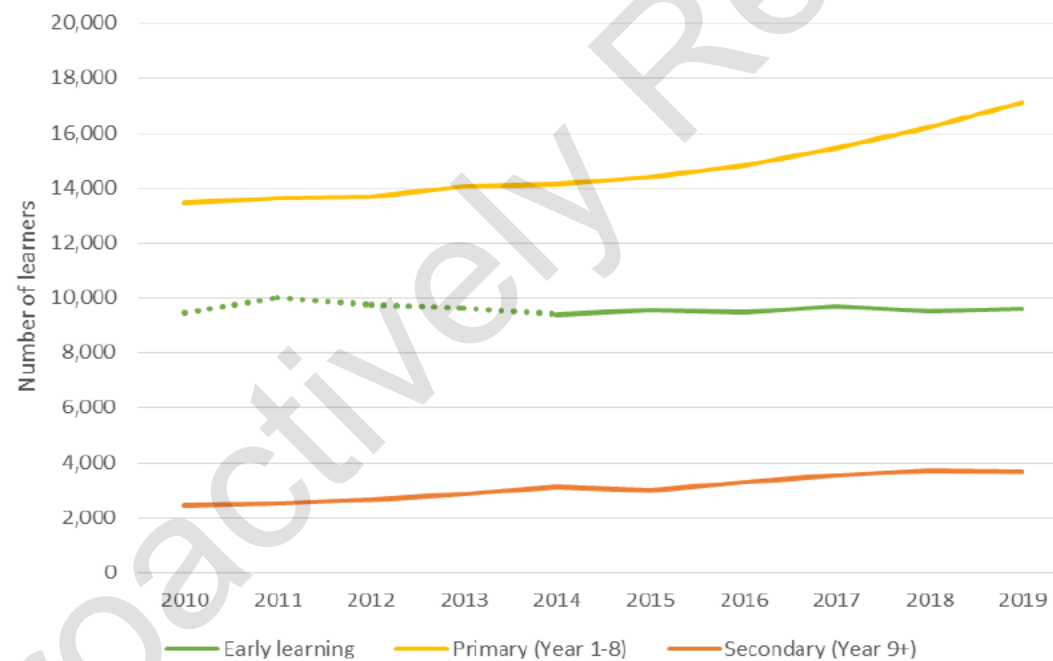
Proportion Māori learners attaining Māori culture and identity NCEA standards

28 *Data limitations: There is very little national level data around this type of information. At present the only types of information we have around this is participation in Māori language and NCEA standards. We need to grow our evidence base in this area.*

There has been significant growth in the number of Māori learners enrolled in Māori medium education, mainly at primary education where enrolments have increased by 3,649 learners between 2010 and 2019. At the secondary level, enrolments in Māori medium education have increased by 1,213 learners. Enrolments/attendances at Māori medium early learning services have remained consistent over this time.

In 2019, 21% of Māori enrolments/attendances in early learning services were in Māori medium education. In schooling, 13% of Māori in primary and 6% of Māori in secondary were in Māori medium education

Figure 32: Number of Māori learners participating in Māori medium education



Notes: Early learning include the following services: Education and Care, Home-based, Kindergarten, Playcentre, and Te Kōhanga Reo.

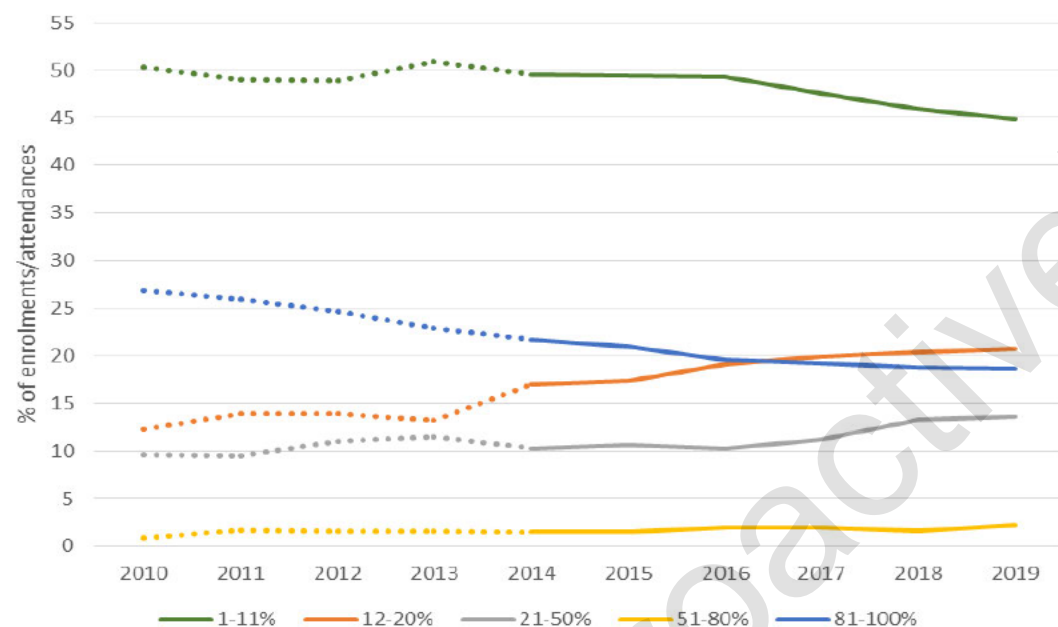
The number of enrolments/attendances in early learning services does not necessarily translate to the number of learners as tamariki are able to be enrolled in multiple services at any one time.

The change in trend line from dotted to solid represents that the method for data collection for enrolments in Early Learning changed in 2014 and so it is not appropriate to compare 2014 data onwards with previous years.

Between 2010-2019, there has been a decrease in the proportion of Māori enrolments/attendances in early learning services that speak te reo 80-100% of the time (from 27% in 2010 to 19% in 2019). However, there has been a growth in enrolments/attendances in early learning services that speak te reo between 12% and 50% of the time.

Enrolments/attendances in early learning services with mid-level use of te reo Māori has increased.

Figure 33: Māori enrolments/attendances in early learning services by percentage of time Māori is spoken by the service



Māori language levels in early learning

Māori medium education

Level 1: Te reo Māori is spoken 81-100% of the time

Level 2: Te reo Māori is spoken 51-80% of the time

English medium education

Level 3: Te reo Māori is spoken 21-50% of the time

Level 4: Te reo Māori is spoken 12-20% of the time

Te reo Māori is spoken 1-11% of the time

Notes: Early learning include the following services: Casual education and care, Education and Care, Home-based, Kindergarten, Playcentre, and Te Kōhanga Reo.

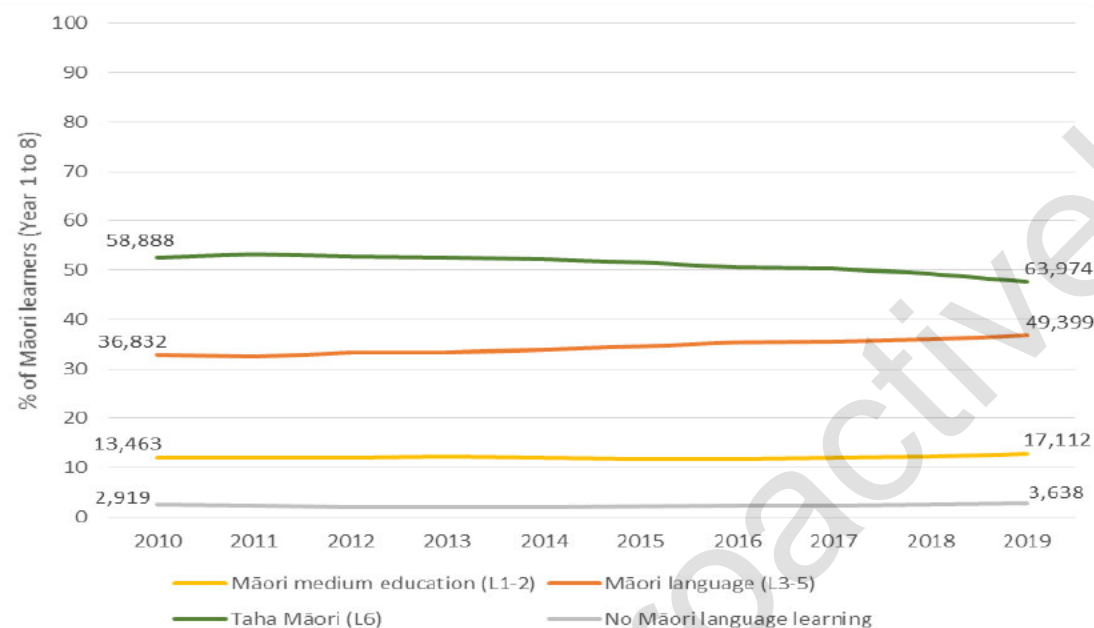
The number of enrolments in ECE does not necessarily translate to the number of learners as tamariki are able to be enrolled in multiple services at any one time. The change in trend line from dotted to solid represents that the method for data collection for enrolments in ECE changed in 2014 and so it is not appropriate to compare 2014 data onwards with previous years.

Between 2010-2019, the number of Māori learners enrolled in Māori medium education increased by 4,862; the number of Māori learners in schooling providing Māori language levels 3-5 increased by 13,389; and the number of Māori learners participating in Taha Māori increased by 5,890 learners.

In primary schooling there were a higher proportion of Māori learners in schools with mid-level use of te reo Māori (37% in 2019 compared to 33% in 2010). The proportion of Māori learners in Māori medium primary education increased by 1%. The proportion of Māori learners in schools doing Taha Māori dropped to 48% from 53% in 2010.

In 2019, a higher proportion of Māori learners in primary education attended schools with mid-level use of te reo Māori

Figure 34: Proportion of Māori in Māori language education in primary schooling, by language level



Māori language levels in schooling

Māori medium education

Level 1 (81-100%): curriculum is taught in Māori between 20 and up to 25 hours per week

Level 2 (51-80%): curriculum is taught in Māori between 12.5 and up to 20 hours per week

English medium education

Level 3 (31-50%): curriculum is taught in Māori between 7.5 and up to 12.5 hours per week

Level 4a (12-30%): curriculum is taught in Māori between 3 and up to 7.5 hours per week

Level 4b: learners are learning Māori as a separate subject for at least 3 hours per week

Level 5: learners are learning Māori as a separate subject for less than 3 hours per week

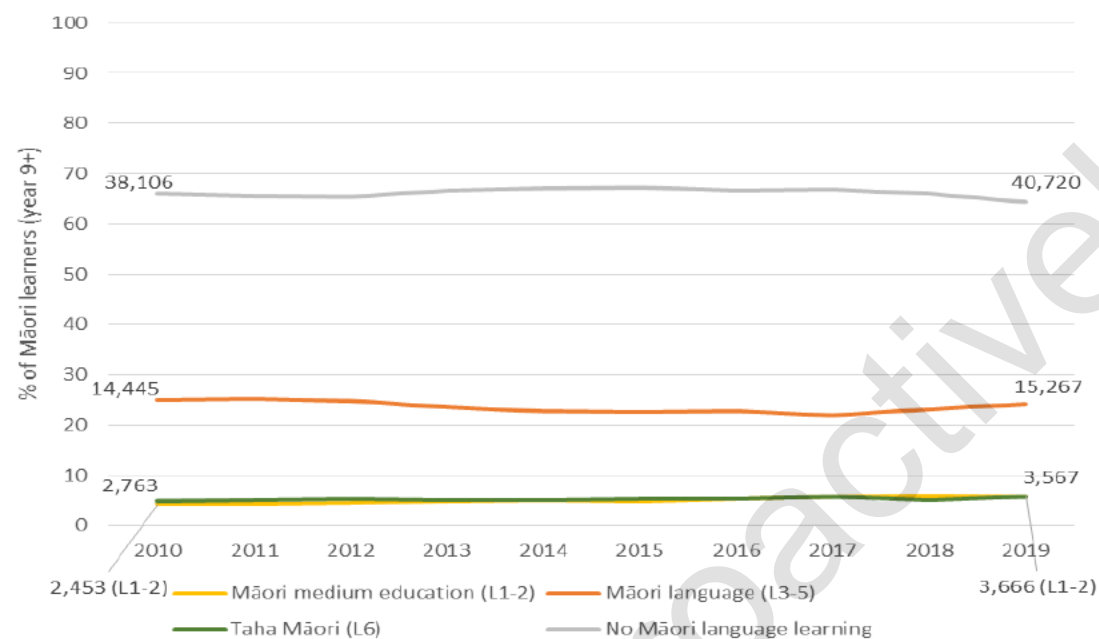
Level 6 Taha Māori: Learners learn Māori songs, greetings, and simple words

No Māori language learning

In secondary schooling 6% of Māori learners were in Māori medium education in 2019 (up from 4% in 2010). One-quarter of Māori learners were in schools with mid-level use of te reo Māori (24% in 2019 compared to 25% in 2010). In 2019 around two-thirds (64%) of Māori learners did not do any Māori language learning, similar to 2009 (66%).

Between 2010-2019 there has been a 2% increase in the proportion of Māori learners in Māori medium education at secondary schooling

Figure 35: Proportion of Māori in Māori language education in secondary schooling, by language level



Māori language levels in schooling

Māori medium education

Level 1 (81-100%): curriculum is taught in Māori between 20 and up to 25 hours per week

Level 2 (51-80%): curriculum is taught in Māori between 12.5 and up to 20 hours per week

English medium education

Level 3 (31-50%): curriculum is taught in Māori between 7.5 and up to 12.5 hours per week

Level 4a (12-30%): curriculum is taught in Māori between 3 and up to 7.5 hours per week

Level 4b: learners are learning Māori as a separate subject for at least 3 hours per week

Level 5: learners are learning Māori as a separate subject for less than 3 hours per week

Level 6 Taha Māori: Learners learn Māori songs, greetings, and simple words

No Māori language learning

The proportion of Māori participating in and attaining standards that reflect Māori identity, culture and language is growing. In 2018, 78% of Māori school leavers from Māori medium education participated in Māori culture and identity standards, with 75% attaining these standards (compared to 12% of Māori in English medium education participating and 11% attaining) and 88% participated in Te Reo Māori/Rangatira Māori standards, with 82% attaining these standards (compared to 16% of Māori in English medium education participating and 11% attaining).

Māori in Māori medium education are more likely to participate in and achieve standards that reflect Māori culture, identity and language than Māori in English medium education

Figure 36: Māori participation in Māori standards at NCEA Level 1 or above

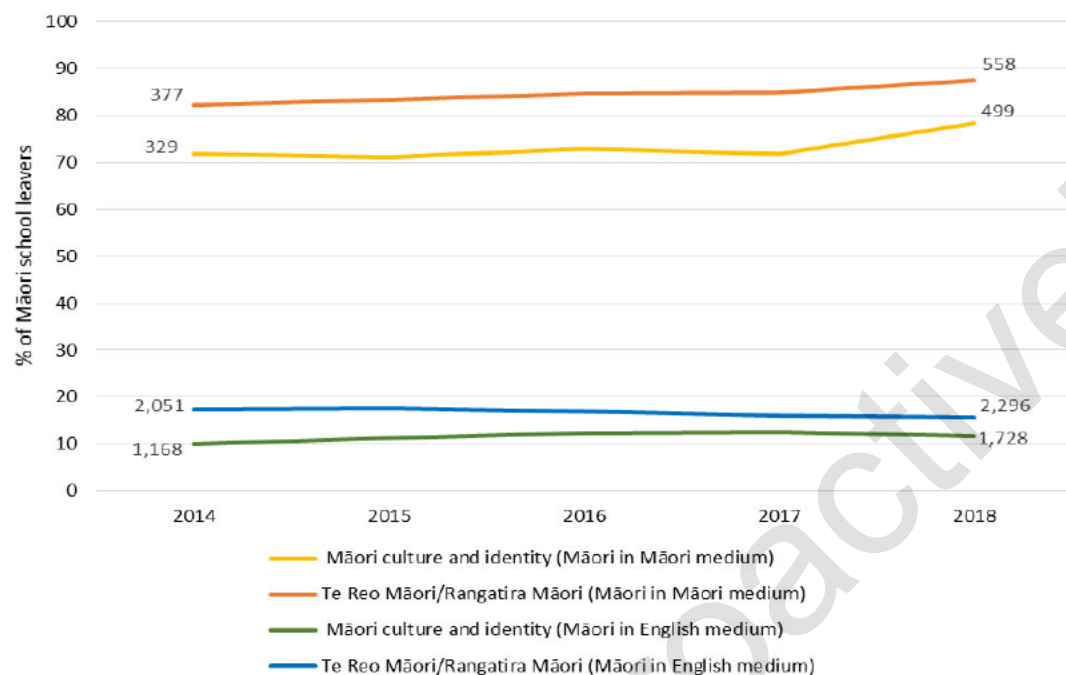
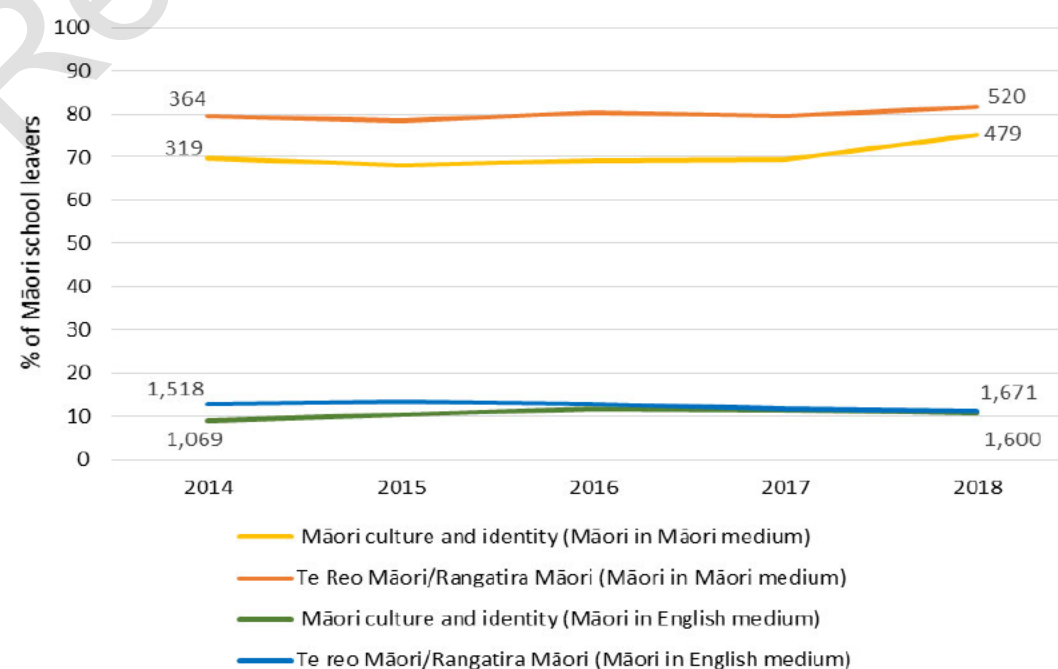


Figure 37: Māori attainment in Māori standards at NCEA Level 1 or above



Notes: Students learning in English medium are being taught in Te Reo Māori 0-50% of the time. Students learning in Māori Medium are being taught in Te Reo Māori 51-100% of the time. Numbers on either side of the graph refer to the actual number of learners.

Participation is defined as participating in 14 or more credits regardless of results.

Attainment is defined as participating in 14 or more credits where the result is Achieved, Merit or Excellence.

Our education services will support whānau, hapū, iwi and Māori to exercise agency and authority over the education of Māori learners at all levels of the education system. We will support Māori to make decisions about the education of Māori learners. We will account to whānau, hapū, iwi and Māori for the education services we provide.

Outcome

Ka whataktau, ka whakatinana hoki a Ngāi Māori i o rātau hiahia mō te mātauranga
Māori exercise their authority and agency in education

Measures

Whānau, hapū, iwi and Māori are participating in and making decisions about the education of Māori learners.

Indicators

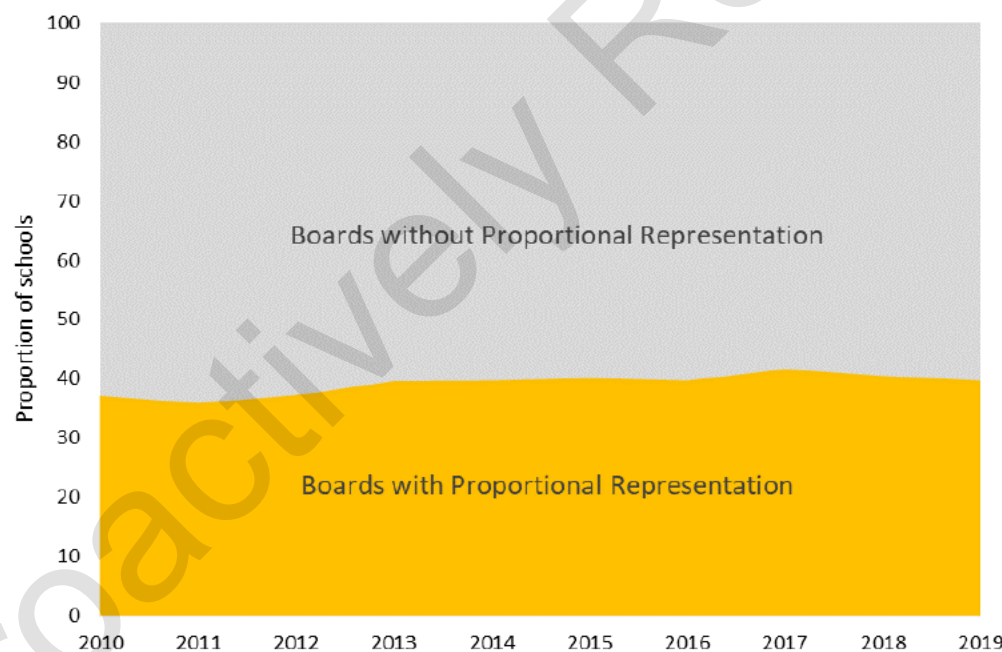
40% of schools have fair Māori representation on the Board of Trustees

Data limitations: There is currently very little national level data around this type of information, apart from Māori representation on school Boards of Trustees. In future work, we will look at ways we can improve our reporting capabilities.

Active participation by Māori parents in planning, development and delivery of education services will help ensure that those services are appropriate and effective for Māori learners. A school is considered to have proportional representation if the number of Māori parent representatives on the Board of Trustees is the same as or greater than the proportion of Māori learners in the school. The proportion of schools with proportional Māori representation changed little between 2013 and 2019, with average representation at 40%.

In 2019, 40% of schools had proportional Māori representation on the Board of Trustees

Figure 31: Māori parent representation on the Board of Trustees



Notes: This indicator is a snapshot of the composition of the boards of trustees as at 1 Dec of each year. Proportional representation is determined for schools with a sufficient number of Māori students to expect at least one Māori parent representative on the school board.

We **shape** an **education** system that delivers
equitable and **excellent outcomes**

He mea **tārai** e mātou te **mātauranga**
kia **rangatira** ai, kia **mana taurite** ai ōna **huanga**



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New Zealand Government

Proactively Released

Ngā Haeata o Aotearoa: Tau Mai Te Reo

How well is the Education System supporting
Māori language in Education?



Tau Mai Te Reo
*The Māori Language
in Education Strategy*

A CROSS AGENCY STRATEGY FOR THE EDUCATION SECTOR

Tau Mai Te Reo

Tau Mai Te Reo (the Māori Language in Education Strategy) sets out the goals we are seeking to achieve and provides a framework for coordinating our programmes and services that support Māori language in education.

Tau Mai Te Reo is a companion to Ka Hikitia, the Māori Education strategy. For more information about these two strategies, visit www.education.govt.nz



Kia tau te reo ki roto i te rāngai mātauranga

Kia tipu te reo Māori mā te mātauranga ā, kia tipu te mātauranga mā te reo Māori hei tiaki, hei whakatairanga i te reo mō ngā uri whakaheke

Growing te reo Māori through education & growing education through te reo Māori to protect and promote the Māori language for future generations

TAU MAI APPROACH

MIHI MAI TE REO

- Our education services will support learners to value and acquire and use Māori language words, phrases and other forms (for example, waiata and haka) that are used on a regular basis in New Zealand Society

KŌRERO MAI TE REO

- Our education services will provide Māori language to support learners to develop the ability and confidence to talk about a range of things in the Māori language

TAU MAI TE REO

- Our education services will ensure learners can access Māori Medium education services in order to develop high levels of Māori language proficiency and use.

Link to the Maihi Karauna

Tau Mai Te Reo is part of the education sector's contribution to the Maihi Karauna. The Maihi Karauna is the whole-of-government Māori Language Strategy. It has three outcomes and three audacious goals. These have been mapped onto the Tau Mai Approach.

Tau Mai Approach	Mihi Mai Te Reo	Kōrero Mai Te Reo	Tau Mai Te Reo
Maihi Karauna Outcome	Aotearoatanga <i>Nationhood</i>	Mātauranga <i>Knowledge & Skills</i>	Hononga <i>Engagement</i>
Goals	By 2040, 85% (or more) of New Zealanders will value the Māori language as a key part of national identity	By 2040, one million (or more) New Zealanders will have the ability and confidence to talk about at least basic things in the Māori language	By 2040, 150,000 Māori aged 15 years and over will use the Māori language at least as much as English
And theory of change	Whakanui Create the conditions for te reo Māori to be valued	Whakaako Create the conditions for te reo Māori to be learned	Whakaatu Create the conditions for te reo Māori to be seen, read, heard and spoken

About this report

This report outlines how well we are progressing towards the vision of Tau Mai Te Reo by looking at the three areas of the Tau Mai Approach.

Some indicators may fall under more than one domain but for ease of reporting, these indicators are reported under the domain of best fit.

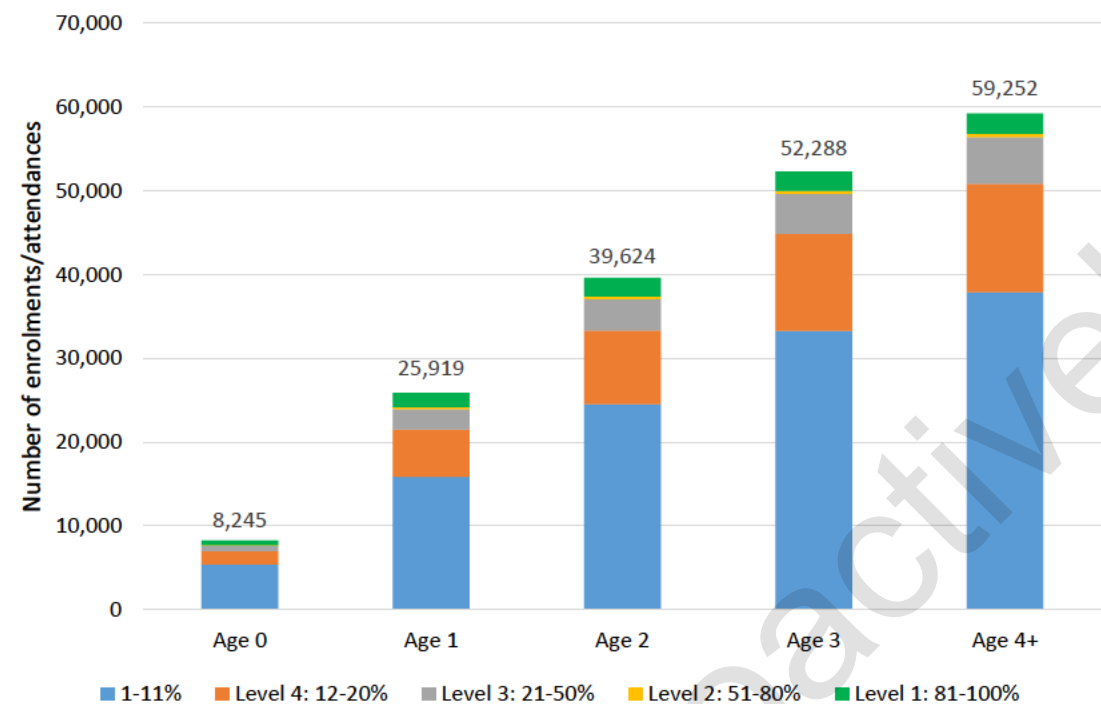
There are limitations in the data we currently have available to measure our progress towards certain aspects of each outcome domain. In future work, we will look at ways we can improve our reporting capabilities.

This report draws data from multiple sources that are on individual release cycles. Information will be updated on at least an annual basis as new data becomes available.

Distribution of all enrolments/attendances in early learning in 2019, by Māori language level

At every age, more than 80% of enrolments/attendances in early learning are in services where te reo Māori is spoken 20% of the time or less.

Figure 1: Distribution of all enrolments/attendances in early learning services by Māori Language Level and Age, 2019



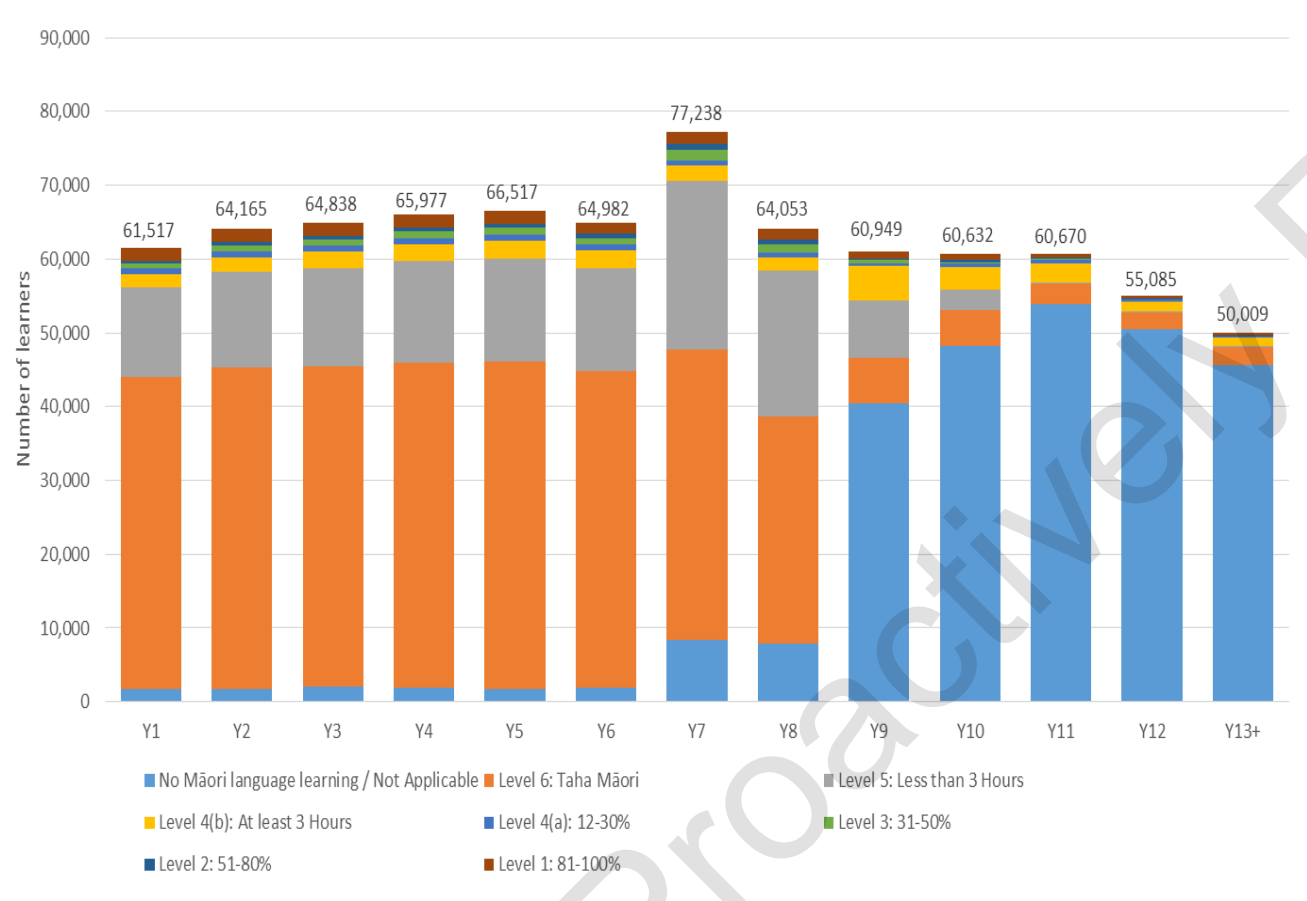
Māori language levels in early learning	
Māori medium education	Level 1: Te reo Māori is spoken 81-100% of the time
	Level 2: Te reo Māori is spoken 51-80% of the time
English medium education	Level 3: Te reo Māori is spoken 21-50% of the time
	Level 4: Te reo Māori is spoken 12-20% of the time
	Te reo Māori is spoken 1-11% of the time

Notes: Data shown is for enrolments/attendances for Education and Care, Home-based, Kindergarten, Playcentre, and Te Kōhanga Reo services only.
Data excludes enrolments/attendances where age is categorised as NA.
Source: Derived from ECE census data

Distribution of all learners in primary and secondary schooling in 2019, by Māori language level

Having no Māori language learning increases sharply at Year 9.

Figure 2: Distribution of all learners in primary and secondary schooling by Māori Language Level and Year level, 2019



Source: <https://www.educationcounts.govt.nz/statistics/schooling/student-numbers/6040>

Māori language levels in schooling	
Māori medium education	Level 1 (81-100%): curriculum is taught in Māori between 20 and up to 25 hours per week
	Level 2 (51-80%): curriculum is taught in Māori between 12.5 and up to 20 hours per week
English medium education	Level 3 (31-50%): curriculum is taught in Māori between 7.5 and up to 12.5 hours per week
	Level 4a (12-30%): curriculum is taught in Māori between 3 and up to 7.5 hours per week
	Level 4b: learners are learning Māori as a separate subject for at least 3 hours per week
	Level 5: learners are learning Māori as a separate subject for less than 3 hours per week
	Level 6 Taha Māori: Learners learn Māori songs, greetings, and simple words
	No Māori language learning: students are not recorded at any level of Māori language learning

Key findings

MIHI MAI



In 2019, 21% of Early Learning services spoke te reo Māori more than 20% of the time



In 2019, 15% of Early Learning enrolments/attendances were in services that spoke te reo Māori more than 20% of the time



In 2019, 25% of all learners in school participated in Māori language in education



In 2019, 83% of learners in secondary education did not participate in any Māori language learning



In 2019, 29% of learners in primary education participated in Māori language Levels 3-5

KŌRERO MAI



Learners in Māori medium education are more likely to participate in and attain standards that reflect Māori culture, identity and language than learners in English medium education

TAU MAI



In 2019, 11% of early learning services and schools provided Māori medium education



Between 2010 and 2019, there was a 27% increase in the number of learners participating in Māori medium education in primary education



From 2016-2019, enrolments in Māori medium initial teacher education decreased by 75



Between 2009 and 2018, there was a 24% increase in the number of tertiary education enrolments in te reo Māori qualifications



Between 2009 and 2018, there was a 45% increase in the number of completions of te reo Māori qualifications in tertiary education



From 2016-2019, completions in Māori medium initial teacher education decreased by 5

MIHI MAI

Our education services will support learners to value and acquire and use Māori language words, phrases, and other forms (for example, waiata and haka) that are used on a regular basis in New Zealand society.



Outcome

He tokomaha ake ngā ākonga e whai wāhi ana ki ngā taumata katoa o te Reo Māori i te Mātauranga.

More learners will participate in all levels of Māori Language in Education

Measure

Participation in different forms of Māori language in education

Indicators

Early Learning services by percentage of time te reo Māori is spoken

Enrolments/attendances in Early Learning services by percentage of time te reo Māori is spoken

Participation in Māori language in education at school

Participation in Māori language in education at school by Māori language level

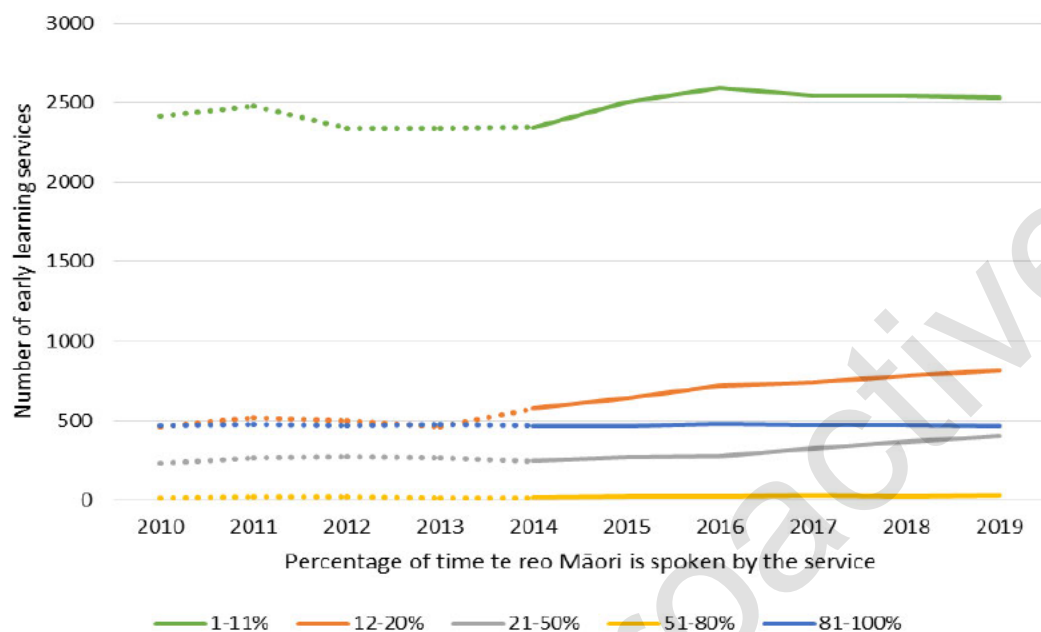


Since 2014, there has been a net increase of 607 Early Learning services. The largest increase was in the number of Early Learning services speaking te reo Māori 12-20% of the time, which increased by 241; followed by services speaking te reo Māori 1-11% of the time (191) and services speaking te reo Māori 21-50% of the time (155). There was an increase of only 2 services speaking te reo Māori 81-100% of the time.

Between 2018 and 2019, enrolments in full immersion services (81-100%) decreased by 128. Enrolments in services where te reo Māori is spoken 51-80% of the time doubled between 2014 and 2019.

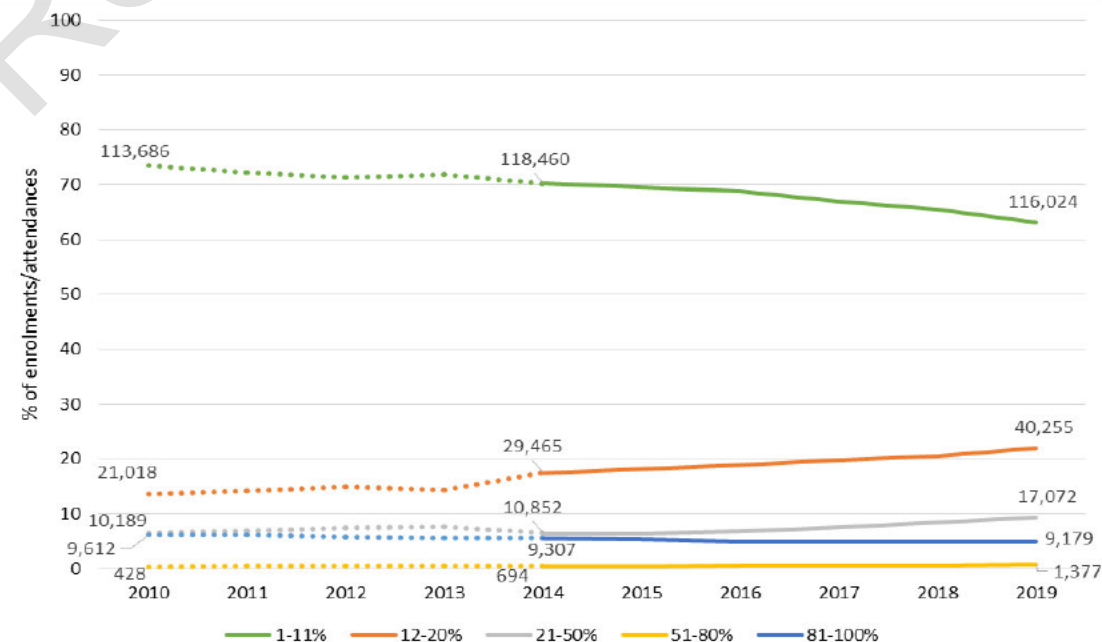
In 2019, 21% of Early Learning services spoke te reo Māori more than 20% of the time

Figure 3: Number of early learning services by percentage of time te reo Māori is spoken



In 2019, 15% of Early Learning enrolments/attendances were in services that spoke te reo Māori more than 20% of the time

Figure 4: Enrolments/attendances in Early Learning services by percentage of time te reo Māori is spoken



Notes: Early learning services include Education and Care, Home-based, Kindergarten, Playcentre and Te Kōhanga Reo only.

The number of enrolments/attendances in Early Learning services does not necessarily equate to the number of learners as tamariki are able to be enrolled in multiple services at any one time.

The change in trend line from dotted to solid represents that the method for data collection for enrolments in Early Learning changed in 2014 and so it is not appropriate to compare 2014 data onwards with previous years.

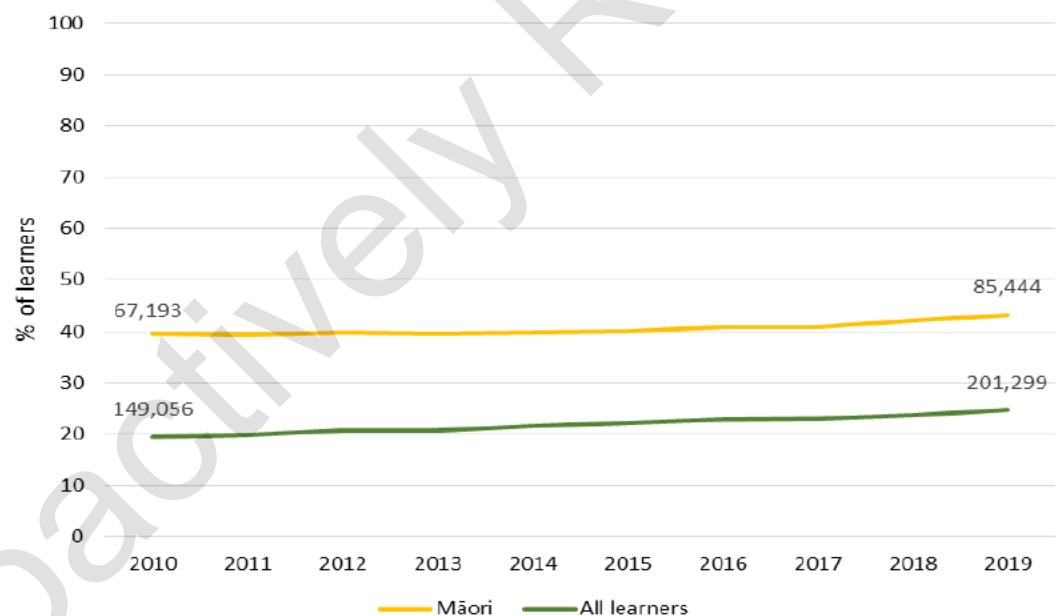


More learners will participate in all levels of Māori language in education

More learners are participating in all levels of Māori language in education at school. Between 2010-2019, the number of Māori learners in Māori language in education grew by 27%, from 67,193 Māori learners in 2010 to 85,444 learners in 2019. The number of all learners participating in Māori language in education grew by 35% from 149,056 learners in 2010 to 201,299 learners in 2019. The largest increase has been in Māori language in English medium education. While this is encouraging, there remains a large number of learners who do not do any Māori language learning.

In 2019, 25% of all learners in school participated in Māori language in education

Figure 5: Proportion of learners participating in Māori Language (Level 1-5) at school



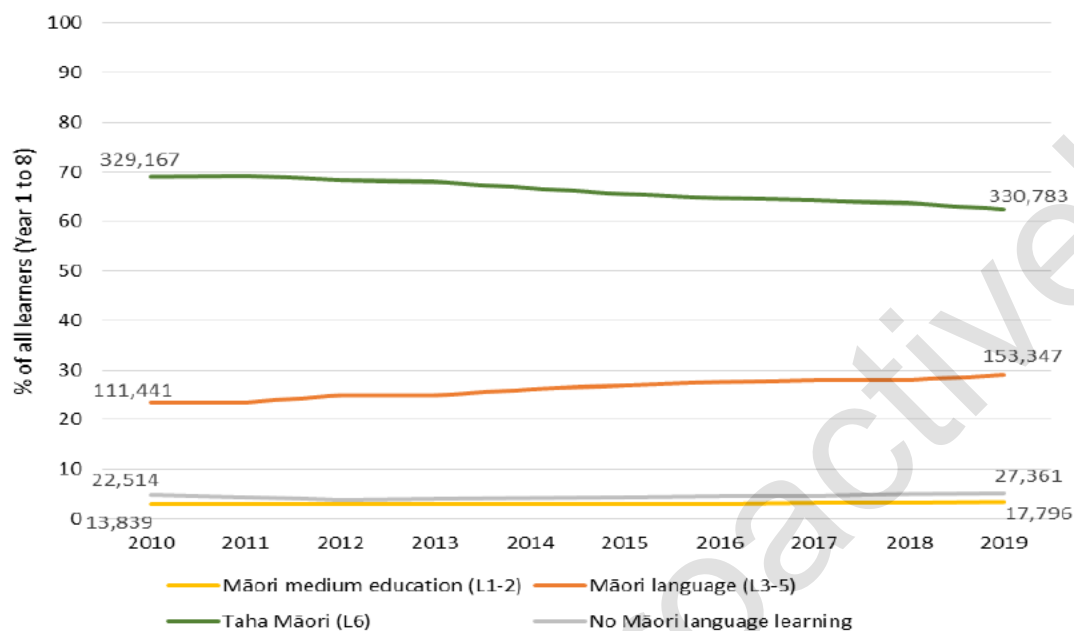
Note: Māori language in education includes all learners participating in Māori language levels 1-5 in primary and secondary education only. Source: <https://www.educationcounts.govt.nz/statistics/schooling/student-numbers/6040>



95% of learners at primary school participated in some form of Māori language learning at school. From 2010-2019, there was a 6 percentage point increase in the proportion of learners at primary participating in Māori language learning at school (Levels 3-5) and a 7 percentage point decrease in the proportion of learners doing Taha Māori. The proportion of learners in Māori medium at primary stayed the same. This is reversed at secondary education, where only 17% of learners participated in some form of Māori language learning.

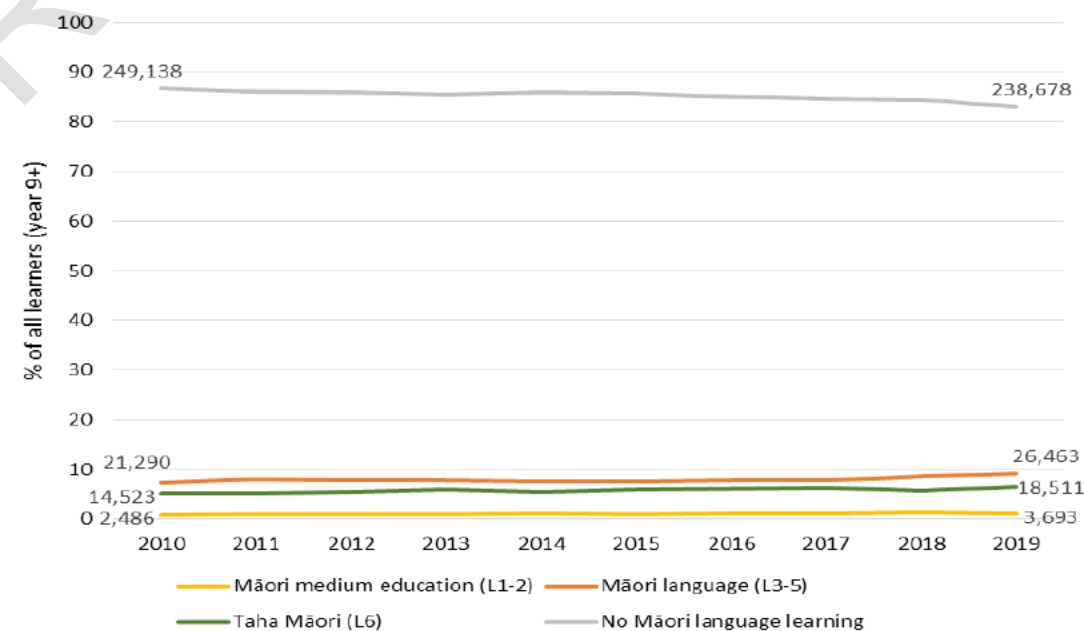
29% of learners in primary education participated in Māori language Levels 3-5

Figure 6: Proportion of learners in primary education by Māori language level



83% of learners in secondary education did not participate in any Māori language learning

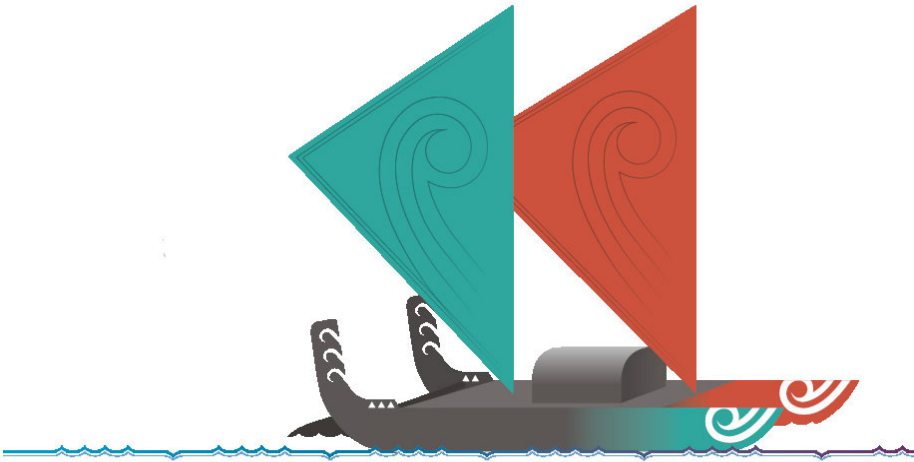
Figure 7: Proportion of learners in secondary education by Māori language level



Note: Source: <https://www.educationcounts.govt.nz/statistics/schooling/student-numbers/6040>

KŌRERO MAI

Our education services will provide Māori language to support learners to develop the ability and confidence to talk about a range of things in the Māori language.



Outcome

Ka whakapiki ngā ākonga o te Reo Māori i te Mātauranga i tō rātou matatau ki te Reo Māori.

Learners in Māori language in education will increase their proficiency and use of the Māori language

Measure

Achievement of Māori language results by learners

Indicators

Participation in Māori standards at NCEA Level 1 or above

Achievement in Māori standards at NCEA Level 1 or above



Learners in Māori language in education will increase their proficiency and use of the Māori language

Learners in Māori medium education are more likely to participate in standards related to Māori culture, language and identity than learners in English medium education. 78% of learners in Māori medium education who left school in 2018 had participated in Māori culture and identity standards (compared to 3% of all learners in English medium education) while 88% of learners in Māori medium education participated in te reo Māori/Rangitira Māori standards (compared to 4% of learners in English medium education).

Learners in Māori medium education are more likely to participate in and attain standards that reflect Māori culture, identity and language than learners in English medium education

Figure 8: Proportion of school leavers who participated in standards related to Māori culture, language and identity at NCEA Level 1 or above

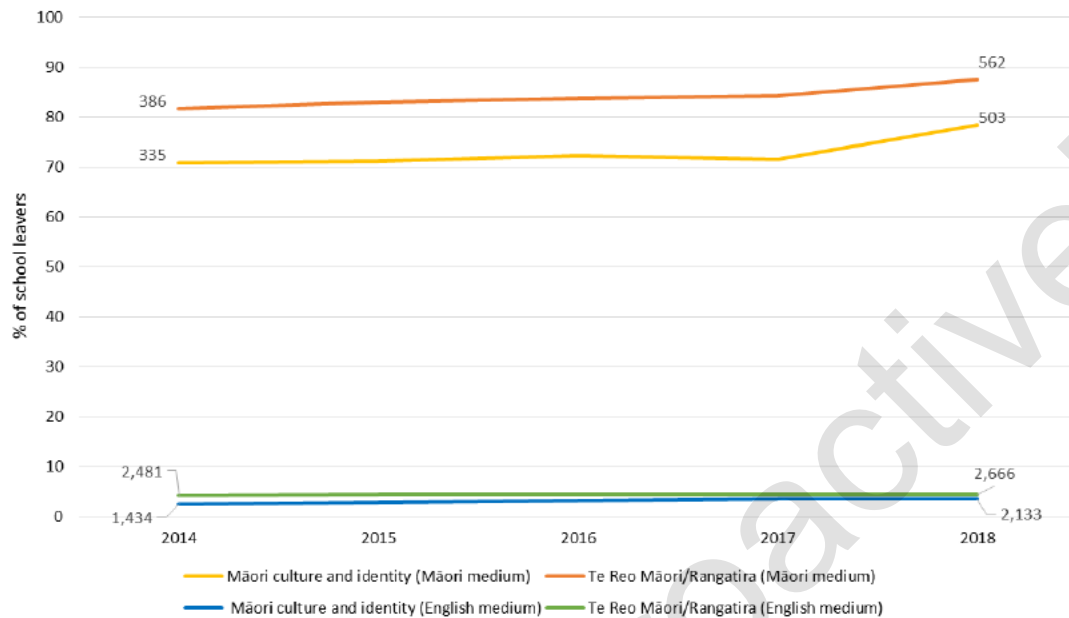
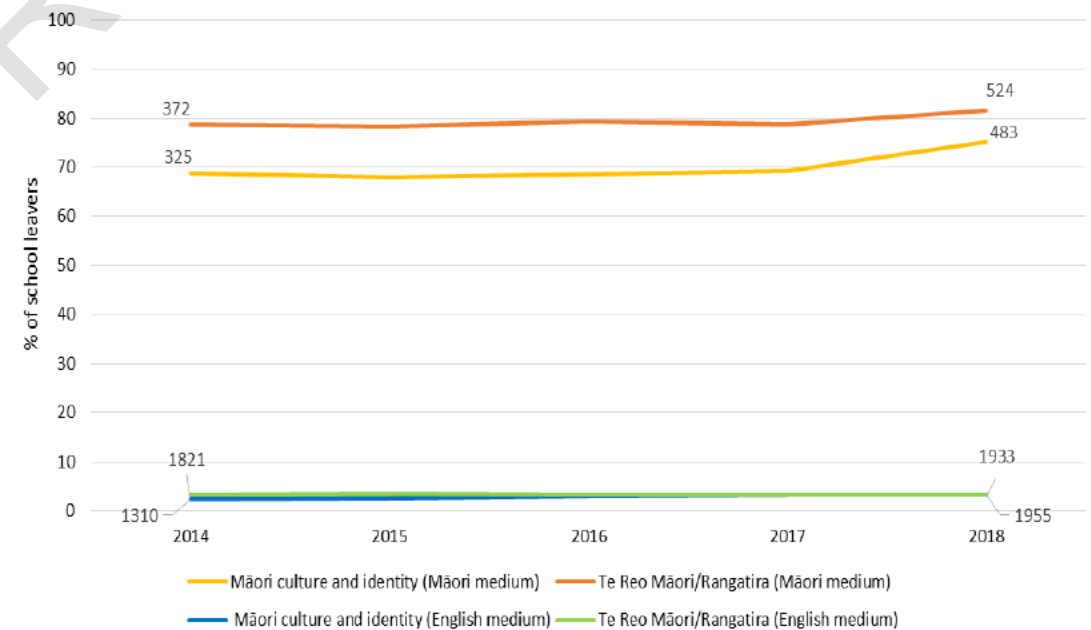
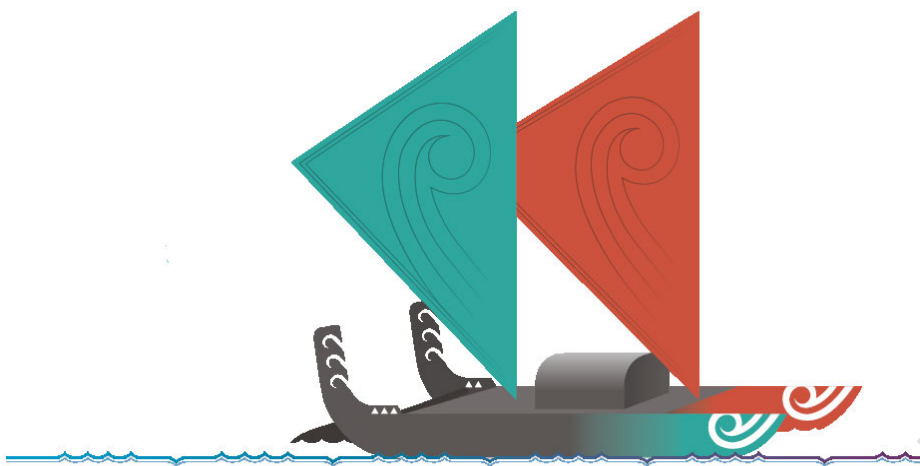


Figure 9: Proportion of learners who left school with standards related to Māori culture, language and identity at NCEA Level 1 or above



Source: derived from School leavers data

TAU MAI



Our education services will ensure learners can access Māori Medium education services in order to develop high levels of Māori language in proficiency and use.

Outcome

Ka whiwhi huanga kairangi ngā ākonga o te Reo Māori I roto I Mātauranga
Learners in Māori language in education will achieve excellent education outcomes

Measures

Access to Māori medium education

Education outcomes for learners in Māori medium

Indicators

Number of Māori medium Early Learning services

Number of schools with Māori medium learners

Number of learners participating in Māori medium education

Number of enrolments in te reo Māori qualifications

Number of completions in te reo Māori qualifications

Number of enrolments in Māori medium Initial Teacher Education

Number of completions in Māori medium Initial Teacher Education



Enrolment with an early childhood is a choice. The number of tamariki whose whānau has made this choice is indicative of the numbers for whom Māori medium education in early learning is available, accessible and valued as being of benefit. Over the past 10 years, the number of Early Learning services where te reo Māori is spoken at least 51% of the time has increased but the percentage share of these services has been gradually decreasing since 2014. Likewise the demand for Māori language education pathways in primary and secondary education is an indicator of the accessibility and perceived value of te reo Māori in education. In 2019, 290 schools catered to Māori medium learners, up from 278 in 2017. The percentage of schools with Māori medium learners has remained stable throughout at 11%.

In 2019, 11% of early learning services and schools provided Māori medium education

Figure 10: Number and proportion of early learning services where te reo Māori is spoken more than 50% of the time

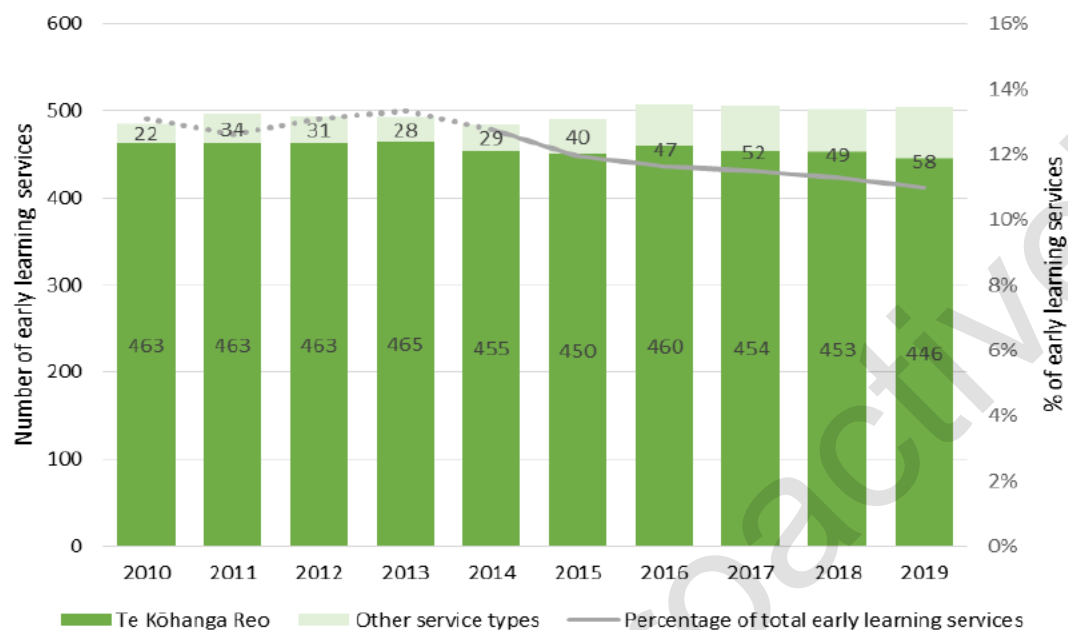
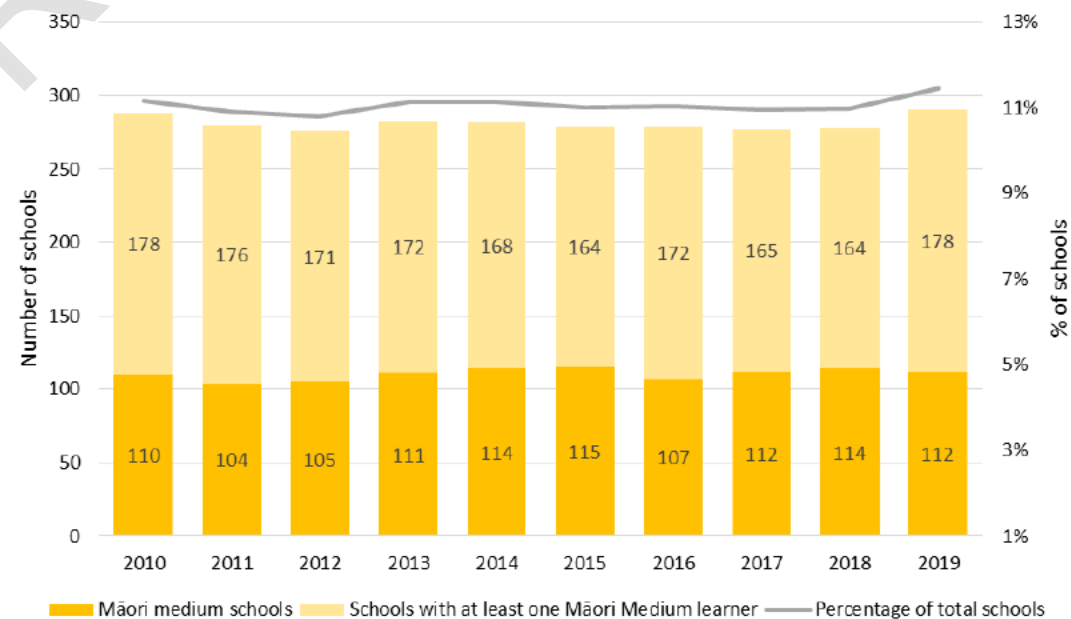


Figure 11: Number and proportion of schools with Māori medium learners



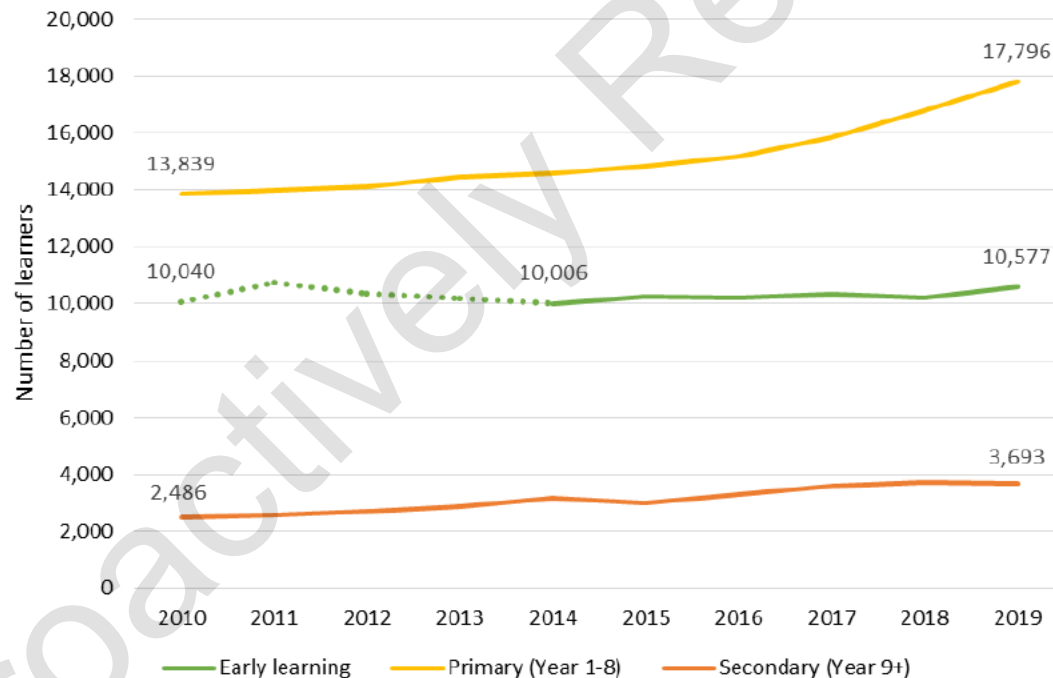
Notes: Early learning services include Education and Care, Home-based, Kindergarten, Playcentre and Te Kōhanga Reo only.
Source: derived from ECE census and School leavers data



The number of learners participating in Māori medium education increased between 2010 and 2019. The biggest increase is at the primary level. In 2019 there were 3,957 more learners participating in Māori medium education in primary than in 2010. At the secondary level, this number increased by 1,207 from 2010-2019. However, the number of enrolments/attendances in Early Learning has remained relatively stable.

Between 2010 and 2019, there was a 27% increase in the number of learners participating in Māori medium education in primary education

Figure 12: Number of learners participating in Māori medium education



Notes: Early learning services include: Education and Care, Home-based, Kindergarten, Playcentre, Te Kōhanga Reo only.

Number of enrolments/attendances is used for Early Learning which does not necessarily equate to the number of learners as tamariki can be enrolled in multiple Early Learning services.

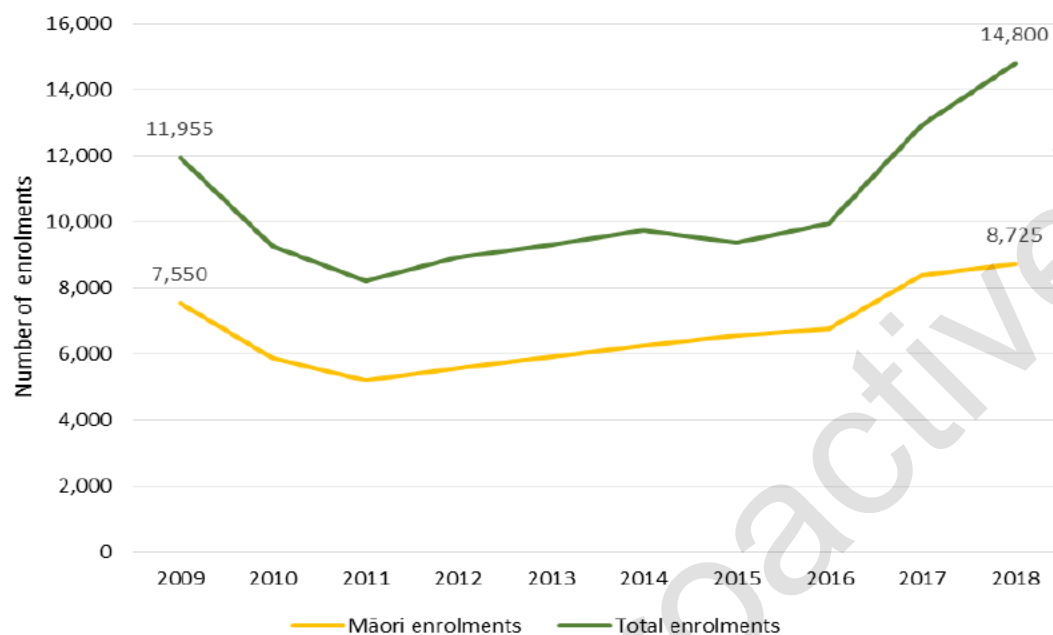
The change in trend line from dotted to solid represents that the method for data collection for enrolments in Early Learning changed in 2014 and so it is not appropriate to compare 2014 data onwards with previous years. Sources: Early learning data derived from ECE Census, School data: <https://www.educationcounts.govt.nz/statistics/maori-education/maori-in-schooling/6040>



More learners are choosing to study towards a tertiary qualification in te reo Māori. Since 2009, there has been a 16% increase in the number of Māori enrolments and a 24% increase overall. In 2018 there were 14,800 enrolments in total, and 8,725 of these were Māori enrolments. The pattern for completions is similar to that of enrolments. Completion rates continue to rise. In 2018, the number of total completions was 9,070, and 5,140 of these were Māori completions.

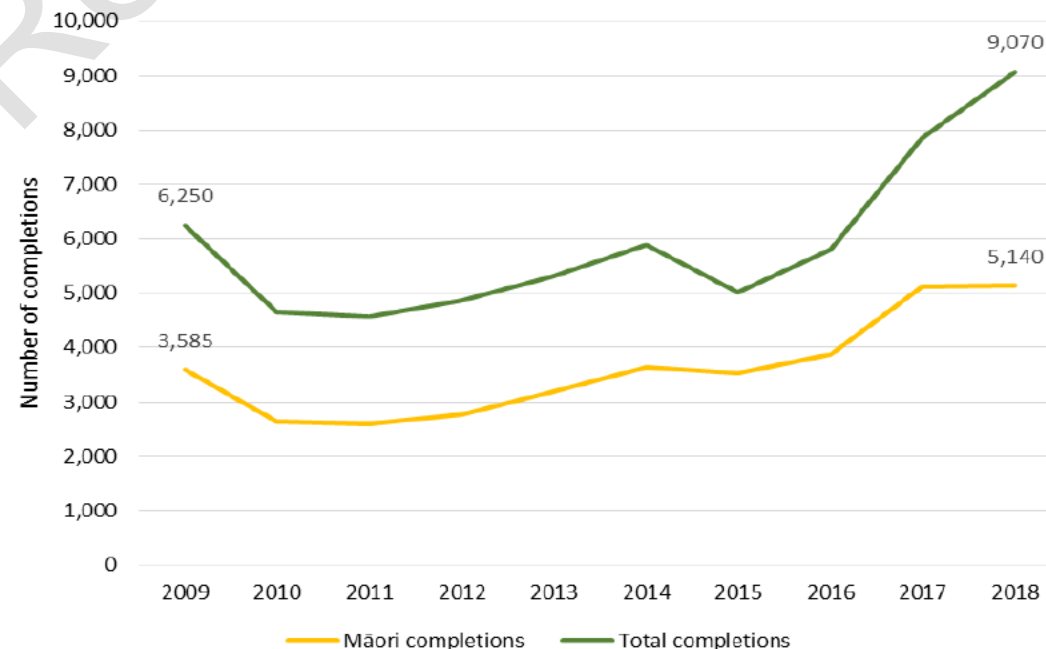
Between 2009 and 2018, there was a 24% increase in the number of enrolments in te reo Māori qualifications at tertiary education

Figure 13: Number of enrolments in Te Reo Māori tertiary qualifications (2009-2018)



Between 2009 and 2018, there was a 45% increase in the number of completions in te reo Māori qualifications at tertiary education

Figure 14: Number of completions in Te Reo Māori tertiary qualifications (2009-2018)



Notes: Data relates to students enrolled at any time during the year with a tertiary education provider in formal qualifications of greater than 0.03 EFTS (more than one week's full-time duration). Data excludes all non-formal learning and on-job industry training. Data includes those private training establishments that received Student Achievement Component funding, and/or had students with student loans or allowances, and/or Youth Guarantee programmes. Students are counted in each qualification type they enrol in, so the sum of the various types may not add to the total.

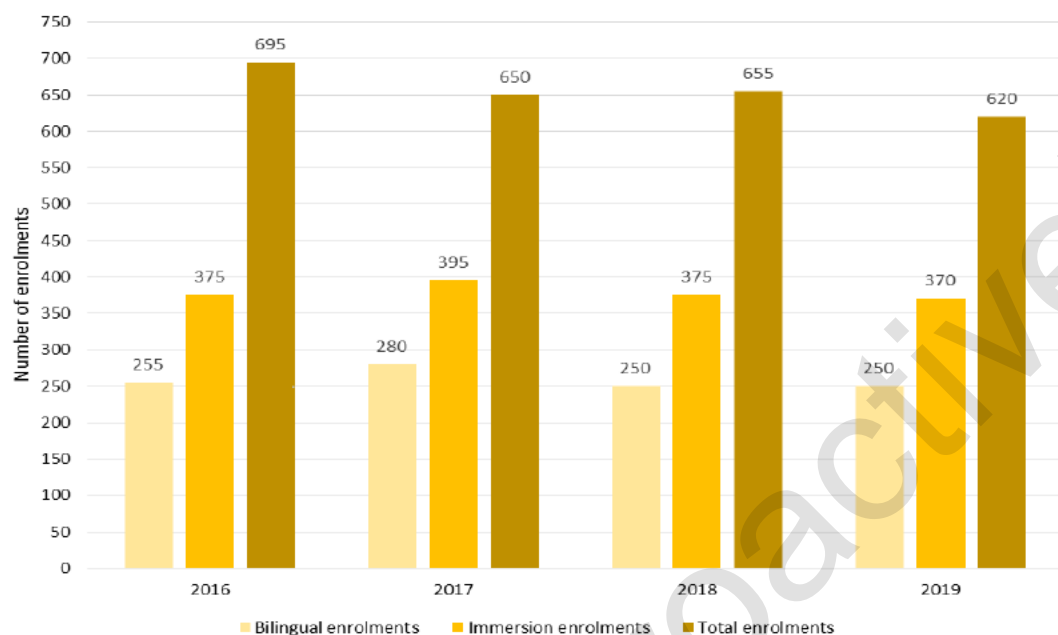
Source: derived data, see <https://www.educationcounts.govt.nz/statistics/tertiary-education> for more information



There has been a decrease in the number of enrolments in Māori Medium Initial Teacher Education (ITE), from a high of 695 enrolments in 2016 to 620 in 2019. The number of completions has also decreased, with the largest decrease between 2017-2018, when completions fell by 30. Most learners study towards a primary teaching qualification, with enrolments in Māori medium primary ITE making up 94% of enrolments and the remaining 6% for Early Learning. There is limited secondary Māori medium ITE provisions, and we currently have no data for this.

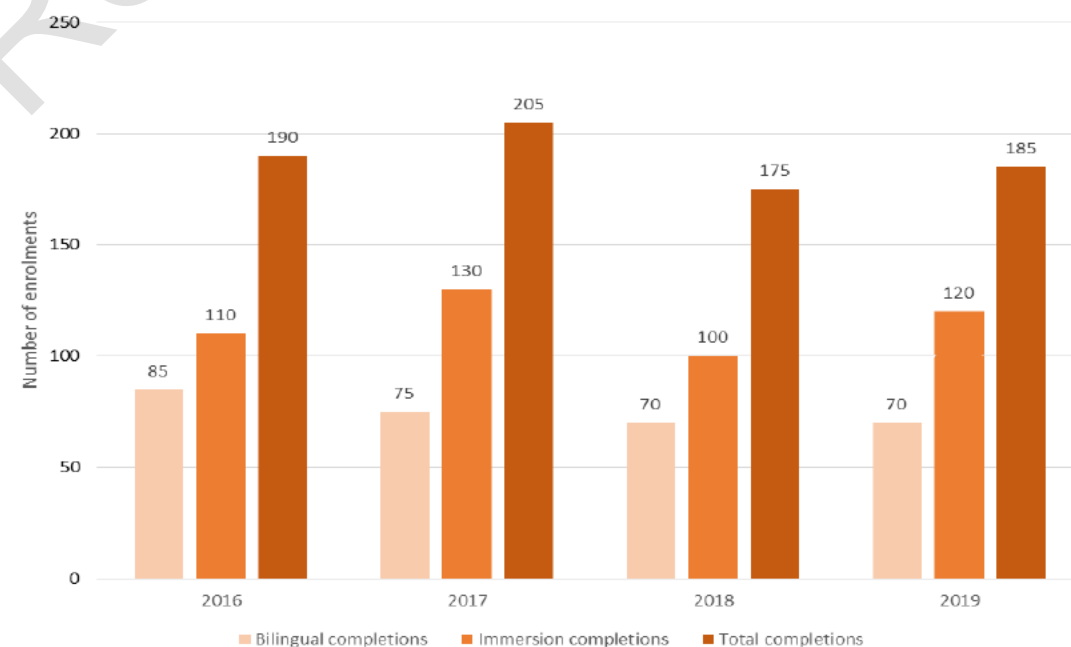
From 2016-2019, enrolments in Māori medium initial teacher education decreased by 75

Figure 15: Number of enrolments in Early Learning and Primary Māori Medium Initial Teacher Education Qualifications, (2016-2019)



From 2016-2019, completions in Māori medium initial teacher education decreased by 5

Figure 16: Number of completions in Early Learning and Primary Māori Medium Initial Teacher Education Qualifications, (2016-2019)



Notes: This data is compiled from qualifications that meet the Teaching Council regulations on 1 January 2016. Therefore data is only available from 2016.

Source: <https://www.educationcounts.govt.nz/statistics/tertiary-education>

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equitable and **excellent outcomes**

He mea **tārai** e mātou te **mātauranga**
kia **rangatira** ai, kia **mana taurite** ai ōna **huanga**



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