

# Māori Education Overview – Briefing to Incoming Minister 2020

Māori learners are a diverse and growing part of our education system. In 2019, there were 47,204 Māori enrolments/attendances in early learning services, 197,343 Māori learners in schooling and 95,025 Māori learners in tertiary

**Early Learning** 21% (9,605) in Māori medium, and 79% (36,415) in English medium.

**Schooling** 11% (20,778) in Maori medium; and 89% (176,565) of Māori learners in school were in English medium education.

**Tertiary** 28% were enrolled in institutes of technology and polytechnics, 26% were in Industry Training, 20% were enrolled in Wānanga, 18% in universities, and 15% in private training establishments. (Learners can be in more than one provider during the year)

## We have engaged with Māori over the last 3 years

The education system has underserved Māori learners over an extended period of time. There have been recent gains, particularly in Māori medium education, but there is still much more work to do. During 2018/2019 the Ministry embarked on Kōrero Mātauranga | Education Conversations, including 40+ wānanga across the country to hear Māori thoughts on education. Many Māori also participated in others form of consultation over this time as we built up the Education Work Programme. Summaries of these conversations can be found at [www:conversation.education.govt.nz/conversations/maori-education/resources/](http://www.conversation.education.govt.nz/conversations/maori-education/resources/)

## We’ve distilled five key themes that align to the 30 year vision & objectives and forms the basis of

### Ka Hikitia and Tau Mai Te Reo

**Te Whānau** – Education provision responds to learners within the context of their whānau. For example, effective and educationally powerful relationships between educators and their learners, parents, whānau, iwi, hapū and employers can significantly improve education outcomes.

**Te Tangata** – Māori are free from racism, discrimination and stigma in education. For example, ability grouping and streaming is one way that racism manifests in the education system. It perpetuates low expectations and inequities in the system.

**Te Kanorautanga** – Māori are diverse and need to be understood in the context of their diverse aspirations and lived experiences. There is no single lived experience for whānau Māori. For example, the impact of COVID-19 does not impact on all Māori the same. There is need to consider the educational needs of both displaced workers and those who are only now considering future careers.

**Te Tuakiritanga** – Identity, language and culture matter for Māori learners. Understanding the identity, language and cultural needs and aspirations of learners and their whānau, and appropriately responding to these is critical to educational success.

**Te Rangatiratanga**- Māori exercise their authority and agency in education. For example, Waitangi Tribunal inquiries are challenging our ways of working with and for whānau, hapū, iwi, and Māori.



## Over the last 3 years we have laid the foundation

- Education and Training Act 2020 and the Public Services Act 2020 articulates among other things the responsibilities under the Treaty of Waitangi. For example, school boards are required to give effect to Te Tiriti o Waitangi.
- National Education Learning Priorities and Tertiary Education Strategy are instruments to set the guidelines for education provision, and both link clearly to the 30 Year Vision and five themes of Ka Hikitia.
- Ka Hikitia as a cross agency strategy for the education sector that identifies actions to be implemented for achieving education success as Māori so that Māori have the skills to participate in te ao Māori, Aotearoa, and the wider world.
- Tau Mai Te Reo reflects the Treaty obligations, and Maihi Karauna actions, to protect and promote the Māori language in education and sets out the key actions for the Māori language for future generations.
- Review of Vocational Education (RoVE). Shifts the vocational sector to meet the needs of Māori learners and Māori communities.

## We have secured investment and are now actioning

- \$100.0 million to support Kōhanga Reo and revitalise Te Reo Māori – Budget 2020
- \$200 million to support Māori learners and whānau to reconnect and succeed in education post COVID-19 and strengthen the integration of te Reo Māori into all students’ learning in schools – Budget 2020
- \$42 million will design and test Te Hurihanganui in 6 communities and implement system shifts that address racism and inequities in order to accelerate the achievement and wellbeing of ākonga Māori and their whānau - Budget 2019
- \$18m to support Wānanga - Budget 2019

## We are working on connections and partnerships

- Strengthening the Māori medium pathway and relationships with Māori Medium Peak Bodies for wānanga, kura and kohanga reo; and Māori Education Peak Bodies that the Ministry meets regularly with to identify and develop shared work and expectations.
- Iwi relationships through regular regional iwi forum initiated by the Ministry, and formal relationships through Treaty settlement processes.
- Māori expertise: for example Taumata Aronui was established to help develop the tertiary education system, so that it better supports the aspirations, and reflects the needs, of Māori learners, communities and employers.
- Te Hurihanganui will provide robust insights on system shifts for ākonga Māori and whānau through testing a new model of partnership with whānau, iwi, communities, education leaders and workforce, experts, and education agencies and partners.

## We recognise the changing environment

- COVID-19 highlighted inequities within the education system that will continue to impact on learners and their whānau, education provision, and employment and career aspirations.
- A tight fiscal environment will lead to cost pressures and therefore a need to focus on maximising value for money from existing spend.

## We will continue to implement and embed Ka Hikitia and Tau Mai Te Reo in short and medium term work

The actions highlighted in Ka Hikitia and Tau Mai Te Reo will guide the work of the Ministry. It can be found at Appendix A: <http://www.education.govt.nz/our-work/overall-strategies-and-policies/>. An annotated agenda will be sent to you to aid a strategy discussion on the direction for Te Reo Māori in the curriculum.

## We wish to discuss with you key kaupapa and advice :

### Whānau

- What ongoing supports are needed for learners, whānau and iwi to exercise agency and authority in educationally powerful relationships?
- How do we grow the capacity of education workforce to support Māori learners?

### Rangatiratanga

- How do we ensure durable Māori medium and mātauranga Māori pathways from early learning to tertiary?
- There is a deepening expectation of the education sector partnering with iwi and Māori. How do we best support this?
- What should we prioritise for ongoing legislative renewal? How can we best embed Te Tiriti to support better outcomes for Māori learners.

## Manifesto commitments

- Support Māori Medium
- Wellbeing initiatives
- Māori boarding schools (Te Puni Kōkiri)

## Over the next period we will:

- Provide outline of proposed indicative business case for strengthening the Māori medium pathway including an update on current assessment of Kura property and action plan, relationship agreements with Kura-a-iwi and Kura kaupapa Māori Te Aho Matua and discussions with the wānanga sector.
- Develop budget priorities for Māori education and te reo Māori education.
- Update you on budget 2020 funding for iwi and Māori organisations to facilitate and broker services and relationships that support Māori learners and their whānau and Kia manahua te katoa ki te reo Māori (including Te Aho o te Reo Māori, Te Kawa Matakura, Kura Whānau Reo, Te Aho Ngārahu, rauemi).
- Brief you on a Māori partners commissioning framework i.e. procurement across early learning and schooling.
- Brief you on Te Hono Wānanga, the vision of Taumata Aronui, and further developments on Māori learners in RoVE. Taumata Aronui is developing a strategic paper on tertiary education and Māori success, and will want to talk to you.
- Seek a discussion on the Workforce Strategy, including PLD, Aotearoa New Zealand Histories, and refresh of Curriculum Progress and Achievement.



## TE WHĀNAU

### Māori rangatiratanga

During kōrero mātauranga consultations in 2018/19 Māori told us:

“Whānau need to be seen in schools.” – Hawkes Bay wānanga

“We have plenty of knowledge within our own whānau who have the experience to pass it on.” - Hawkes Bay wānanga

“Where are the teachers that used to engage with whānau! Not many teachers know what students experience and the conditions that they live. It's in the education system that our kids are failing” - Hawkes Bay wānanga

“Up in the Far North we don't have campuses, we have communities.” “Whānau voice in all transition points: whānau need to be involved in all plans and pathways.” – Te Tai Tokerau wānanga

“Some educators still struggle with Māori names! It's unfair!” – Otakau Murihiku wānanga

“Whānau are on journeys too! Not all speak te reo, not all are ready to lead – they still want to be included as Māori.” – Otakau Murihiku wānanga

“Quality leadership is essential. Know my child and our whānau.” – Tamaki Makaurau wānanga



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



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



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



In 2019, 44% of Māori learners attended school regularly



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

## TE TANGATA

### Māori rangatiratanga

During kōrero mātauranga consultations in 2018/19 Māori told us:

“There is institutional racism where Māori are not expected to achieve and are treated as dumb.” – Te Tai Tokerau

“Don't target kids. Some of the 'help' isolates Māori while ignoring their strengths.” – Tamaki Makaurau

“Māori students often are thought of as good enough if they meet achievement criteria, they aren't expected to excel.” – Taranaki Whanganui Manawatu

“Māori parents shouldn't have to search for a school where their tamariki feel safe.” – Taranaki Whanganui Manawatu

“We need an education system that meets the needs of children – not the children having to meet the need of the education system.” Waikato Tainui Tuwharetoa



In 2018, Māori 15-year-olds were more likely to report experiencing bullying behaviours



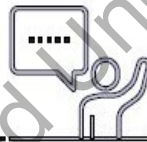
In 2018, only 63% of Māori 15-year-olds reported feeling like they belong at school



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



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



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



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

## TE KANORAUTANGA

### Māori rangatiratanga

During kōrero mātauranga consultations in 2018/19 Māori told us:

“Māori are lumped in the same basket. Each iwi, hapū and whānau has specialisations. The generalisation of Māori as one voice suppresses those specialisations and uniqueness.” – Hawkes Bay

“Providing the breadth of the curriculum, particularly at senior level, is a big issue in small communities where many Māori live and work.” – Te Tai Tokerau

“School encourages us to succeed, I like how they try and make our future purposeful and help us to contribute back to the community.” – Waikato tainui tuwharetoa

“People can be whakamā about their own Māori identity if they have had difficult experiences around their Māoritanga.” – Waitaha Canterbury

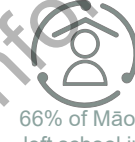
“Statistics show that Māori children with disabilities are the worst off of any group in the system – we are not hearing much kōrero about this” (Kāpō Māori rep. – learning support action plan



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



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



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



13% of Māori aged 16 to 24 were enrolled in tertiary education at Level 4 or above in 2019



54% of Maori students who started a bachelors degree completed their qualification within 7 years

## TE TUAKIRITANGA

### Māori rangatiratanga

During kōrero mātauranga consultations in 2018/19 Māori told us:

“Not just the responsibility of the Māori teacher. Other teachers need to step outside their comfort zone to learn our stories, knowledge, kaupapa, tikanga. Te Tiriti o Waitangi expects this to happen.” – Te Tai Tokerau

“Culture and identity create the base of learning. If your base is not strong you can't build on it... never mind being the best someone else, our tamariki need to be the best them!! To do this they need to know who they are, what their tūpuna have done for them, to know what else they can do.” – Te Tai Tokerau

“Te mana Māori. Ko wai au? Nō hea au? Ka haere au ki hea?” – Tamaki Makaurau

“Te Whare Tapa Whā – do we use this in education? Do we apply this holistic wellbeing framework to Māori education? Can we? A lot of professionals know a lot about hinengaro and tinana. How many teachers know about and feel confident to move into the realm of wairua? How do we explain wairua in education?” – Wellington Te Upoko o te Ika



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



In 2019, 29,260 students were enrolled in te reo Māori courses at tertiary education providers, of whom 54% were Māori

## TE RANGATIRATANGA

### Māori rangatiratanga

During kōrero mātauranga consultations in 2018/19 Māori told us:

“We need to own the journey for us, for Māori.” – Taranaki Whanganui, Manawatu

“That we are being represented by ourselves. Our voice for our future.” “Mā te iwi tēnei kaupapa e ārahi tukuna te mana whakahaere ki a tātau.” “Ngāti Waewae insists on culturally competent educators working in our rohe ... At the forefront of this is the ability to recognise the full potential of each of our tamariki and to strive to ensure that they reach that potential.” – Te Tau Ihu Te Tai Poutini

“Ngāi Tahu have their own expectations and moemoeā about education – how do these match the national guidelines/structures?” “How do we decolonise and what needs to change so that it's not Māori assimilating into a white world but an actual partnership?” – Waitaha Canterbury

“Value the Māori workforce - we need proper support and more of them. Plus they need to be local and understand our stories.” – Wellington Upoko o te ika



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



In 2019, 8% of early learning teachers, 12% of school teachers & 11% of academic staff in tertiary education were Māori