

# MĀORI MEDIUM EDUCATION

## Introduction

Māori language, custom, land, marae, whānau and community networks all contribute to a secure cultural identity, which is positively linked to health status, educational achievement and emotional and social adjustment [63]. Te Reo Māori (the Māori language) is an official language of New Zealand and the Ministry of Education has a lead role with other government agencies to work with Māori towards achieving the goal of all Māori and other New Zealanders having access to high quality Māori language education [64].

Māori-medium education provides an alternative learning pathway for students to learn through Te Reo Māori from early childhood education and into tertiary education. The sector has its origins in the Kōhanga Reo movement in the early 1980s, driven initially by Māori who saw the need to address the failure of the education system to be responsive to Māori learners. Such education enables learning experiences that reflect Māori knowledge, language and cultural values and is delivered in New Zealand through bilingual (English/Te Reo Māori) classes, Te Reo Māori immersion classes, Ngā Kōhanga Reo early childhood education services, and Kura Kaupapa Māori schools. The three levels of Kura Kaupapa Māori schools within the New Zealand education system are Kura Tuatahi (deliver education from Years 1 to 8 as contributing primary, full-primary or intermediate schools); Kura Arongatahi (deliver education from Year 1 to 13 (as composite schools); and Wharekura (deliver education to Years 9 to 13) [64]. Māori students participating in Māori-medium secondary education were more likely to succeed educationally than their Māori peers at English-medium schools [65].

The National Curriculum for New Zealand is composed of The New Zealand Curriculum and Te Marautanga o Aotearoa [66]. From 2011 Māori-medium kura and settings have been required to implement Te Marautanga o Aotearoa (TMOA) and use the associated assessment tool Ngā Whanaketanga Rumaki Māori [67]. Personal health and development are key components of TMOA and the curriculum seeks to develop successful learners, healthy of mind, body and soul and secure in their identity and sense of belonging [68].

The following section uses Ministry of Education data to review the number of students enrolled in Māori Medium Education.

### Data Source and Methods

#### Indicators

1. Number of enrolments in Māori Medium Early Childhood Education
2. Number of Kura Kaupapa Māori and Kura Teina
3. Number of enrolments in Māori Medium Education
4. Number of students enrolled in Kura Kaupapa Māori and Kura Teina

#### Data Source

Ministry of Education <http://www.educationcounts.govt.nz/>

#### Notes on Interpretation

Note 1: Kura kaupapa Māori are schools where the teaching is in the Māori language and the school's aims, purposes and objectives reflect Te Aho Matua philosophy. Kura teina were initiatives by communities wishing to develop a kura kaupapa Māori and had prepared a business case and been formally accepted by the Ministry of Education into the establishment process. During the establishment process, kura teina were attached to and mentored by an established high performing kura kaupapa Māori [69]. Prior to 2001, kura teina were not counted as separate schools, and after 2010 they ceased to exist.

Note 2: Māori medium education includes students who are taught 12% or more of the curriculum in Māori.

## New Zealand Distribution and Trends

### Enrolments in Māori Medium Early Childhood Education

In New Zealand during 2002–2013, the number of enrolments in licensed Te Kōhanga Reo decreased slightly, from 10,389 in 2002 to 9,179 in 2013. A number of children also



attended Ngā Puna Kōhungahunga and licence-exempt Te Kōhanga Reo during this period (**Table 1**).

Table 1. Enrolments in Māori medium early childhood education by type, New Zealand 2002–2013

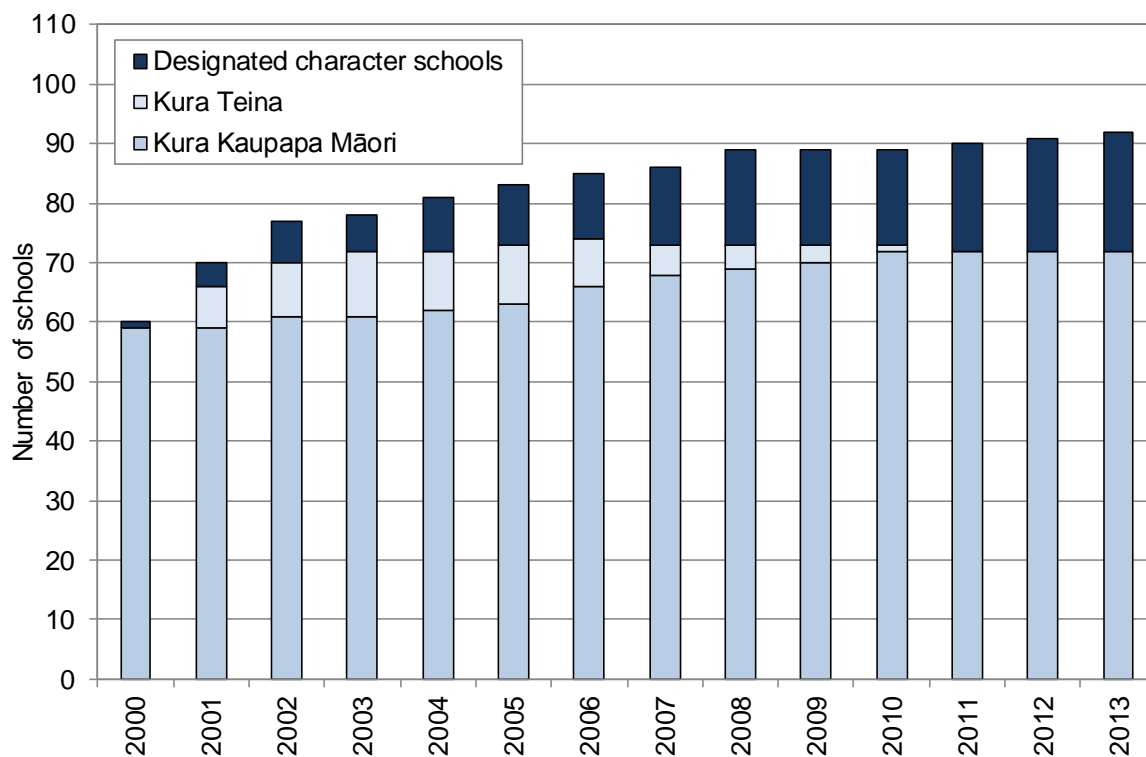
Year	Licensed Te Kōhanga Reo	Ngā Puna Kōhungahunga	Licence-exempt Te Kōhanga Reo
2002	10,389	351	138
2003	10,319	408	130
2004	10,418	580	191
2005	10,070	519	146
2006	9,493	289	89
2007	9,236	343	69
2008	9,165	454	43
2009	9,288	277	0
2010	9,370	283	0
2011	9,631	278	0
2012	9,366	271	0
2013	9,179	227	0

Source: Ministry of Education

### Number of Kura Kaupapa Māori and Kura Teina

In New Zealand since 2000, there has been a substantial increase in the number of Kura Kaupapa Māori and Kura Teina, with numbers increasing from 59 in 2000, to 72 in 2013 (**Figure 1**).

Figure 1. Number of Kura Kaupapa Māori, Kura Teina, and Designated character schools, New Zealand 2000–2013

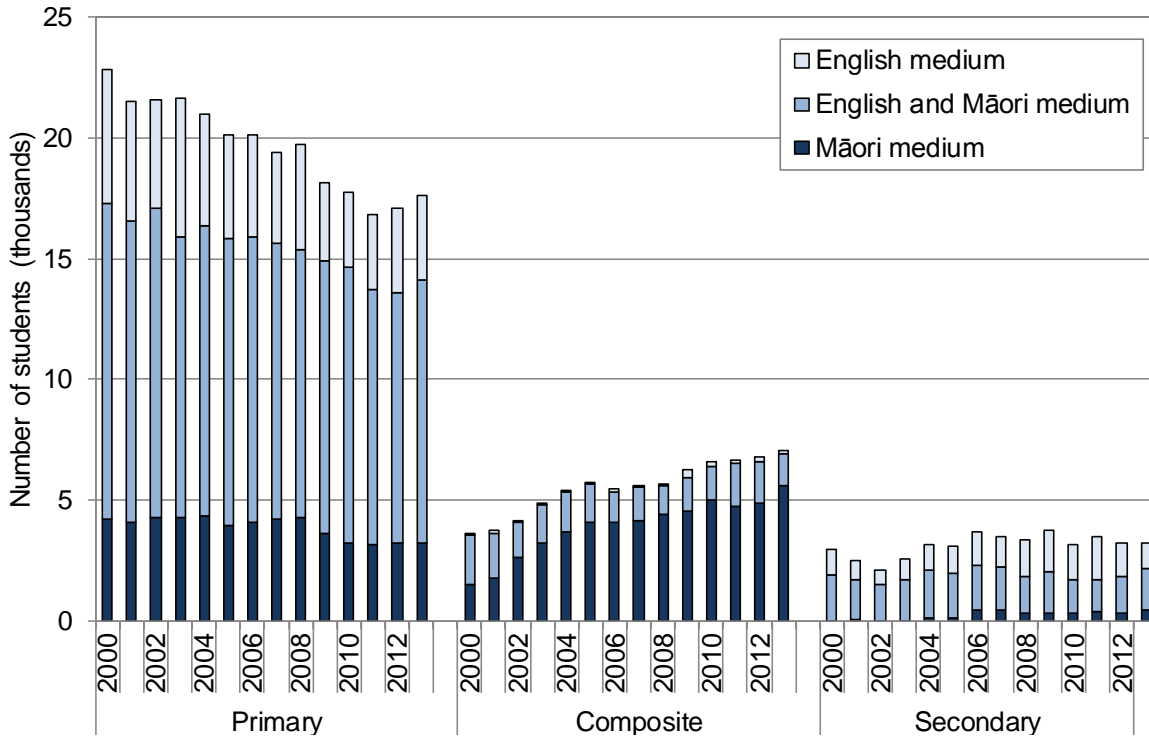


Source: Ministry of Education; Note: Prior to 2001 Kura Teina were not counted as separate schools; Kura Teina no longer existed after 2010

## Māori Medium Education in New Zealand

While kura kaupapa Māori and kura teina offer a Māori language immersion environment, a number of other New Zealand schools offer some of their curriculum in Māori, with the degree of Māori medium learning often being divided into 4 levels: Level 1: 81–100%; Level 2: 51–80%; Level 3: 31–50%; Level 4(a): 12–30%. Thus a number of New Zealand students also have access to some of their educational curriculum in the Māori language in a primary or secondary school setting (**Figure 2, Table 3**).

Figure 2. Number of students involved in Māori medium education by school sector and form of education, New Zealand 2000–2012



Source: Ministry of Education; Data as at 1 July each year



## South Island DHBs Distribution and Trends

### Kura Kaupapa Māori and Kura Teina in South Island DHBs

In the South Island DHBs during 2013, Canterbury and Southern DHB each had two kura kaupapa Māori, which collectively enrolled a total of 299 students (**Table 2**). There were no Kura Kaupapa or Kura Teina schools on the Nelson Marlborough or West Coast DHBs.

Table 2. Number of Kura Kaupapa Māori schools and students, South Island DHBs vs. New Zealand 2000–2013

Year	Canterbury		Southern DHB		New Zealand	
	No. Schools	No. Students	No. Schools	No. Students	No. Schools	No. Students
2000	2	156	2	231	59	4,964
2001	2	156	2	160	66	5,018
2002	2	195	2	162	70	5,428
2003	2	211	2	154	72	5,794
2004	2	234	2	144	72	5,996
2005	2	225	2	138	73	6,181
2006	2	201	2	162	74	6,160
2007	2	209	2	136	73	6,272
2008	2	184	2	124	73	6,189
2009	2	190	2	120	73	6,015
2010	2	208	2	91	73	6,038
2011	2	151	2	93	72	6,132
2012	2	153	2	113	72	6,169
2013	2	168	2	131	72	6,409

Source: Ministry of Education



Table 3. Number of students (Māori and non-Māori) involved in Māori medium education by regional council and level of Māori language immersion, New Zealand July 2013

Regional council	Level of Māori language immersion								Total	
	Level 1		Level 2		Level 3		Level 4(a)			
	81–100%		51–80%		31–50%		12–30%			
	Non Māori	Māori	Non Māori	Māori	Non Māori	Māori	Non Māori	Māori	Non Māori	Māori
Northland	7	1,241	28	749	92	973	112	727	239	3,690
Auckland	36	2,011	77	1,075	197	1,061	383	428	693	4,575
Waikato	15	2,369	27	476	83	371	132	379	257	3,595
Bay of Plenty	11	2,426	29	878	44	803	784	1,445	868	5,552
Gisborne	<5	799	7	164	15	407	29	437	55	1,807
Hawke's Bay	<5	689	16	339	5	133	<5	48	26	1,209
Taranaki	<5	129	<5	95	24	86	39	59	67	369
Manawatu-Wanganui	6	692	67	515	74	248	61	290	208	1,745
Wellington	10	1,110	35	169	17	152	105	139	167	1,570
Tasman		57	<5	33					<5	90
Nelson		<5	22	146					22	147
Marlborough							8	18	8	18
Canterbury	<5	261	30	224	31	17	11	22	74	524
West Coast			19	39			18	17	37	56
Otago	<5	32	<5	13		10	<5	15	7	70
Southland		113	<5	30					<5	143
New Zealand	98	11,930	370	4,945	582	4,261	1,694	4,024	2,744	25,160

Source: Ministry of Education

## Local Policy Documents That Consider Initiatives to Improve Educational Participation and Attainment for Māori Students

**Table 4** (below) provides an overview of key policy documents and other publications relevant to Māori-medium education and educational achievement of Māori students.

Table 4. Key local policy documents and other publications relevant to Māori-medium education and educational achievement of Māori

Ministry of Education publications
<p>Ministry of Education. 2013. <b>Ka Hikitia Accelerating success 2013–2017: The Māori education strategy</b>. Wellington: Te Kawanatanga o Aotearoa.  <a href="http://www.minedu.govt.nz/~media/MinEdu/Files/TheMinistry/KaHikitia/KaHikitiaAcceleratingSuccessEnglish.pdf">http://www.minedu.govt.nz/~media/MinEdu/Files/TheMinistry/KaHikitia/KaHikitiaAcceleratingSuccessEnglish.pdf</a></p> <p>Ka Hikitia is a strategy to improve the performance of the education system to ensure Māori students achieve educational success, and builds on the principles, priorities and foundations for change within the earlier programme <i>Ka Hikitia—Managing for success 2008–2012</i>. Education that reflects and values Māori identity, culture and language is a central focus within the strategy, with the outcome measure that all Māori students have access to high quality Māori language in education. Māori language in education includes both Māori medium and Māori language in English medium. Embedding Māori language throughout the education system from early childhood to tertiary education supports identity, language and culture as critical ingredients for the success of all Māori students.</p>
<p>Ministry of Education. 2012. <b>Te Marautanga o Aotearoa Whakapākehātanga</b>. Wellington: Ministry of Education.  <a href="http://tmoa.tki.org.nz/Te-Marautanga-o-Aotearoa">http://tmoa.tki.org.nz/Te-Marautanga-o-Aotearoa</a></p> <p>Te Marautanga o Aotearoa (TMOA) provides a curriculum framework that meets the specific needs of students in Māori-medium schools and settings. This Curriculum upholds the cultural identity and heritage of learners and their families and outlines the essential knowledge, skills, values and attitudes appropriate to Māori-medium schools. Boards of Trustees, through the principal and staff, are required to develop and implement a curriculum for students in years 1–13 that is underpinned by a graduate profile developed in consultation with its community, whānau, hapū and iwi, and supports students to reach their bilingual potential. Kura must provide all students in years 1–10 with effectively taught programmes of learning in Te Reo Māori, Pāngarau (mathematics), Hauora (health and well-being), Tikanga-ā-Iwi (social studies), Ngā Toi (arts), Pūtaiao (science), Hangarau (technology) and Te Reo Pākehā (English language). Students can choose to study specific subjects within these broad areas in more depth in Years 11–13.</p>
<p>Ministry of Education. 2013 <b>Ngā Whanaketanga Rumaki Māori Achievement Information</b>. Wellington: Ministry of Education. <a href="http://www.educationcounts.govt.nz/statistics/schooling/nga-whanaketanga-rumaki-māori-achievement-results">http://www.educationcounts.govt.nz/statistics/schooling/nga-whanaketanga-rumaki-māori-achievement-results</a></p> <p>Schools and kura that use Te Marautanga o Aotearoa monitor the performance of students using Ngā Whanaketanga Rumaki Māori. This tool assesses progress and achievement in four areas of learning using a four-point scale: Manawa Toa (higher than expected); Manawa Ora (as expected); Manawa Āki (progressing but requires further support to assist achievement); and Manawa Taki (requires in-depth support to assist achievement). Results from 117 of the 200 schools and kura using Te Marautanga o Aotearoa in 2013 showed a high proportion of students achieving at Manawa Toa or Manawa Ora levels as follows: pānui (reading) 69.5%; tuhituhi (writing) 61.1%; kōrero (spoken language) 61.2%; and pāngarau (mathematics) 62.2%. The low reporting rate means that these data must be interpreted with care.</p>
<p>Wang H &amp; Harkess C. 2007. <b>Senior Secondary Students' Achievement at Māori-Medium Schools</b>. Wellington: Ministry of Education. <a href="http://www.educationcounts.govt.nz/publications/91416/105966/14593">http://www.educationcounts.govt.nz/publications/91416/105966/14593</a></p> <p>The authors analysed key statistics concerning the performance of Year 11–13 students at Māori-medium (Māori immersion and bilingual) schools from 2004–2006. There was a relatively small number of secondary school students involved in Māori-medium education in this time period, and data analysis was further compromised by changing classification of schools as Māori immersion or bilingual from year to year. Acknowledging these limitations, the key results were that Year 11–13 candidates at Māori-medium schools were more likely than their Māori peers at English-medium schools to gain a typical level or higher NCEA qualification, to meet the University Entrance requirements by the end of Year 13 and to meet both the literacy and numeracy requirements for NCEA Level 1 by the end of Year 11.</p>
<p>Tākao N, et al. 2010. <b>Te Piko o te Māhuri: The key attributes of successful Kura Kaupapa Māori</b>. <a href="http://www.educationcounts.govt.nz/data/assets/pdf_file/0005/81158/954-KWA-English-21092010.pdf">http://www.educationcounts.govt.nz/data/assets/pdf_file/0005/81158/954-KWA-English-21092010.pdf</a></p> <p>This research project used a strengths based approach to focus on what is working well in Kura Kaupapa Māori and to identify the key elements that make up a Kura Whai Angitu (a successful kura). The research findings were methodically crafted from the rich stories and data collected in field visits to five successful Kura Kaupapa Māori. The key attributes of successful kura identified by this research include an absolute focus on nurturing the potential of the child, a fervent and ongoing commitment to the revitalisation of the Māori language, teaching and learning practice underpinned by Māori principles embedded in the social fabric of the kura and explicit aspirational goals for all graduates of these kura to become 'high achievers who exemplify the hopes and aspirations of their people'.</p>

**Other relevant publications**

McKinley E. 2005. **Locating the global: Culture, language and science education for indigenous students.**  
International Journal of Science Education, 27(2), 227–41.

This paper argues that one of the main ways in which indigenous knowledge systems will survive and thrive is through the establishment of programmes taught through indigenous languages. The author examines the use of indigenous knowledge including traditional ecological knowledge in the teaching of science in a global setting. The article concludes with a review of science teaching using Te Reo Māori in Aotearoa New Zealand.

**Website**

Māori education: Ministry of Education <http://www.minedu.govt.nz/NZEducation/EducationPolicies/MaoriEducation.aspx>

Note: the publications listed were identified using the search methodology outlined in Appendix 1