



MINISTRY OF EDUCATION

*Te Tāhuhu o te Mātauranga*



# Tau Mai Te Reo

*The Māori Language in Education  
Strategy 2013 – 2017*

**KA HIKITIA** ACCELERATING  
SUCCESS  
The Māori Education Strategy





The vision for *Tau Mai Te Reo* is '*Kia tau te reo*', a state in which the language thrives and cloaks the land and people. It can be read as the outcome statement sought for the Māori language.

The cover has been designed to reflect the vision of '*Kia tau te reo*'. The tūī, as depicted on the cover, is linked metaphorically to the plight of Māori language. The language, like our native birds, has been at risk of being lost. *Tau Mai Te Reo* is vital in ensuring the Māori language is valued, appropriately considered, and prioritised in education. The textural image of the tūī wing and feathers resembles a korowai of language that cloaks the land.

The *Tau Mai Te Reo* icon is an image of a pā harakeke (flax bush). The pā harakeke illustrates the intergenerational transmission of language, the different pathways of language learning and the ara (sections) within the document.

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# Executive summary

*Tau Mai Te Reo* has been developed to ensure that there is a connected and cohesive approach to education contributions to support and strengthen the Māori language. This supports the obligations of the Ministry of Education and education sector agencies<sup>1</sup> under *Te Rautaki Reo Māori – the Māori Language Strategy*. It also, contributes to education provision that supports learner identity, language and culture, and Māori enjoying and achieving education success as Māori. The Ministry of Education and education sector agencies also have obligations, as Crown agencies, to actively protect the Māori language as a taonga guaranteed under the Treaty of Waitangi.

The Ministry of Education and education sector agencies play a critical role in supporting Māori language acquisition and revitalisation in early learning, primary, secondary and tertiary education sectors. Māori language in education includes both Māori medium education and 'Māori as a subject' in English medium education settings.

Powerful education connections with iwi, whānau and communities are critical to achieving high quality language and education outcomes for learners of Māori language. Literature shows specific practices that contribute to improved bilingual outcomes for learners. A minimum of 50 per cent formal Māori language instruction is needed to achieve bilingual outcomes<sup>2</sup>, coupled with sustained participation in quality Māori medium education for at least six years. There is a pressing need for more robust research on effective practice across Māori language in education.

The vision for *Tau Mai Te Reo* is '*Kia tau te reo – Supporting Māori language in education: delivering strong, coordinated effort and investment*'. *Tau Mai Te Reo* is vital in ensuring the Māori language is valued, appropriately considered, and prioritised in education.

#### *Tau Mai Te Reo:*

- › **creates the conditions** for learners to enjoy and achieve education and Māori language outcomes
- › supports the **coordination of effort** across Māori language in education activity in the Ministry of Education and across education sector agencies
- › provides a framework for **better Government investment** in Māori language in education over the next five years.

*Tau Mai Te Reo* focuses on the opportunities to strengthen existing investment in Māori language in education. The investment framework supports a Ministry of Education and education sector agencies focus of effort and investment to strengthen the quality of Māori language in education provision that will be demonstrated through learner outcomes.


*Tau Mai Te Reo* provides for a staged approach to ensure that Māori language in education activity by the Ministry of Education and education sector agencies is deliberate, comprehensive and that information is gathered and reported on appropriately. Line of sight to the learner through the implementation of *Tau Mai Te Reo* will be fundamental to the success of the strategy.

<sup>1</sup> Education sector agencies consist of the Education Review Office, Tertiary Education Commission, New Zealand Qualification Authority, Careers New Zealand, Te Aho o Te Kura Pounamu (Te Kura) and the New Zealand Teachers Council.

<sup>2</sup> May, S., Hill, R., & Tiakiwai, S. (2004). *Bilingual/Immersion education indicators of good practice: Final report to the Ministry of Education*. Wilf Malcolm institute of Educational Research Review Office. School of Education, University of Waikato. Wellington: Ministry of Education.







He waka eke noa  
*A canoe that we are all  
in with no exception*

# Ko te ara matua:

## The strategic context for Māori language in education

### Introduction

Māori language in education is a defining feature of Aotearoa New Zealand's education system. The education sector needs to create Māori language opportunities for learners. Every Māori learner should be able to access high quality Māori language in education. In addition, for the Māori language to flourish the language needs to be supported and revitalised both within education and in communities.

High quality Māori language in education is important because it:

- › supports identity, language and culture as critical, but not exclusive, ingredients for the success of all learners
- › provides all Māori learners the opportunity they need to realise their unique potential and to succeed *as Māori*
- › gives expression to the national curriculum documents for early learning, primary and secondary schooling, which recognise the importance of te reo and tikanga Māori for Aotearoa New Zealand
- › supports community and iwi commitments to Māori language intergenerational transmission and language survival.

As an official language, the Māori language offers cognitive, cultural, educational, economic, social and linguistic benefits for all New Zealanders.

These benefits support the development and celebration of our national identity, while at the same time protecting the distinctiveness of the indigenous people, increasing family and whānau (and community) cohesion, and contributing to economic opportunities.

The vision for *Tau Mai Te Reo* is 'Kia tau te reo – Supporting Māori language in education: delivering strong, coordinated effort and investment'. *Tau Mai Te Reo* expresses and encourages a way of working that enacts Government and the education sector responsibilities relating to both the Treaty of Waitangi and *Te Rautaki Reo Māori – the Māori Language Strategy*. Responsibility for the revival of the Māori language is shared between iwi, Māori, the Crown and its agents. Māori language can not be made secure by Māori efforts alone, nor Crown efforts alone. It depends on the ability of both sides to cooperate, participate and contribute.

*Tau Mai Te Reo* builds on the Māori language in education elements of *Ka Hikitia – Accelerating Success 2013–2017*. *Tau Mai Te Reo* recognises the importance of iwi and Māori participation, contribution and partnership to strengthen Māori language in education consistent with *Whakapūmautia, Papakōwhaitia, Tau ana – Grasp, Embrace, Realise: Conducting Excellent Education Relationships*.





## Journey of Māori language in education

While *Tau Mai Te Reo* reaffirms education's commitment to the Māori language and seeks to strengthen the quality and prominence, this has not always been the case. Through the last hundred years, the status and use of Māori language in education has changed dramatically.

Settlers during the early to mid 1800s became bilingual and the promotion of English among Māori did not seem necessary. In some cases, church proceedings were conducted in Māori regardless of the majority of the clergy being Pākehā. By the early 19th century, Māori language was still the primary means of conversation, although many Māori had become bilingual<sup>3</sup>.

The early 1900s saw a shift in the education sector that affected the health of the Māori language severely. Children who were fluent in Māori language were being forced to leave their language at the school gate. Accounts of children being punished for speaking the Māori language in and out of the classroom can be found through New Zealand historical literature.

Although the Education Department, at the time, had no official policies that encouraged or condoned the

punishment of children for speaking the Māori language, the sector continued this practice for many years. Many children who went through this period in the education system went on to encourage their children to speak English to ensure they did not have a similar negative experience.

This generation of parents largely remained bilingual, as they had older generations to converse with in the Māori language. However, each successive generation saw a larger proportion speaking English as their first language rather than Māori. Although some children remained bilingual, Māori language started to become more a second language and fluency was in decline by the mid to late 1900s.

In 1987, the Māori Language Act declared Māori language as an official language of New Zealand. Te Taura Whiri i te Reo Māori (the Māori Language Commission) has since primarily focused on the support and development of the Māori language. The Government's Māori language strategy (2003), *Te Rautaki Reo Māori*, charged the Ministry of Education with the implementation and planning of Māori language in education. This includes

<sup>3</sup> Waitangi Tribunal. (1986). *Te Reo Māori Claim* (WAI 11). Wellington: The Tribunal.



## *Parents, whānau, iwi and communities play a significant role in Māori language in education*

the establishment of support mechanisms for the teaching of Māori language from early learning through to tertiary and community contexts. It also includes the support needed to increase the number of speakers of Māori language through education.

Māori language in education, bilingual and immersion provision, emerged in its current form in the 1980s. It was led by the establishment of kōhanga reo, followed by kura, wharekura and then wānanga. These Māori language in education pathways were driven by iwi and Māori who identified an urgent need to revitalise and strengthen Māori language and to preserve Māori culture and knowledge. It was also a direct response to the education system's failure to provide education that delivered for Māori learners.

The Māori language in education sector, and in particular Māori medium provision<sup>4</sup>, is now an established part of Aotearoa New Zealand's education system. Importantly, these pathways enable Māori to access education that learners can relate and connect to and provides a sense of 'being Māori'. Better education experiences and outcomes provide greater opportunities for any learner to participate in and contribute to Aotearoa New Zealand.

In 1996, *Te Whāriki* was the first bicultural curriculum statement developed in New Zealand. It contains curriculum specifically for Māori medium services in early learning and establishes a bicultural curriculum for all early learning services. Kōhanga reo have their own *Te Whāriki* and *Te Korowai* documents that guide their curriculum and operations.

Māori language is acknowledged as an official language and is included in *The New Zealand Curriculum* within the 'learning languages' area, and is taught as a second



language in English medium schools. It is acknowledged that as learners learn Māori language, they also deepen their knowledge and understandings of Māori culture. Māori language is taught in English medium education settings to a diverse group of students, in many different contexts, and by education professionals with a wide range of language and teaching backgrounds.

In 2007, curriculum guidelines were produced to support teaching and learning of Māori language in schools. Under the Education Act<sup>5</sup>, all schools must provide Māori language programmes to learners if parents request it, and state how this will be provided within their school charter.

While most Māori learners<sup>6</sup> are within English medium education settings, Māori medium education increases the ability of the education system to deliver for and with Māori learners, their families, whānau and iwi. It provides learners with an important pathway to achieve education success as Māori and high levels of proficiency in Māori language.

<sup>4</sup> This is provision where at least 51 per cent of the teaching and learning is in the Māori language.

<sup>5</sup> Education Act 1989, section 61 (3) (ii).

<sup>6</sup> In 2010, 90 per cent of Māori learners were in English medium education settings, totalling 153,000 Māori learners.



The engagement of parents, whānau, iwi and communities in a learner's journey has a powerful influence on each learner's education success, particularly in early learning and schooling. Parents, whānau, iwi and communities play a significant role in Māori language in education, as well as influencing a child's education pathway, and their learning, development, success and career opportunities. Strategic partnerships with iwi and Māori can strengthen education provision for Māori learners. *Te Whāriki* and *Te Marautanga o Aotearoa* create frameworks for learning that value the content from and priorities of local community, whānau and iwi aspirations.

Tertiary education has an important role to play in sustaining and revitalising Māori language and knowledge. Māori language and knowledge have significant potential to contribute to innovation, productivity and economic growth.

**Participation and achievement in Māori language at higher levels, is a key focus for tertiary education.**

Māori language research in the tertiary sector will help to support development of the knowledge base needed to manage cultural and economic assets and to preserve strong and prospering whānau, hapū and iwi. Initial teacher education, particularly for Māori medium education professionals, contributes to better outcomes for Māori language learners by raising the quality of Māori language teaching and learning.

In 2008, the Ministry of Education launched *Ka Hikitia – Managing for Success: The Māori Education Strategy 2008–2012*. The strategy sought a shift in education system performance for and with Māori learners, their parents, whānau, iwi and communities. It aims to channel Government investment and effort into the areas of the education system where Māori learners are most vulnerable.

*Ka Hikitia – Managing for Success* prioritises Māori language in education as one of its four focus areas for change. *Ka Hikitia – Managing for Success* affirms the value of Māori language in education and sets both an expectation and platform that all learners are able to access quality Māori language education provision.



In 2011, the Ministry of Education also released *Whakapūmautia, Papakōwhaitia, Tau ana – Grasp, Embrace and Realise: Conducting Excellent Education Relationships*. This framework defines, directs and drives mutually productive and rewarding relationships between the Ministry of Education and iwi to fulfil a common goal of educational success for and with Māori learners.

*Whakapūmautia, Papakōwhaitia, Tau ana – Grasp, Embrace and Realise: Conducting Excellent Education Relationships* provides for good government through the following:

- › An acknowledgement that Māori learners, their families and whānau have been poorly served by the education system with a commitment to do better.
- › A clear statement of the need for excellent relationships with iwi as key contributors to achieving educational success, for and with Māori learners, their families and whānau.
- › A model for excellent relationships between iwi and the Ministry to give practical effect to successful education outcomes.
- › A process for prioritising investment through collaboration, co-construction, co-production and urgent action.

In 2013, *Ka Hikitia – Accelerating Success 2013–2017*, the next phase of the Government's Māori education strategy was released alongside *Tau Mai Te Reo*. *Ka Hikitia – Accelerating Success* calls for greater improvements to



the performance of the education system so that Māori learners can enjoy and achieve education success as Māori. This strategy will influence education outcomes for Māori learners from early learning through to tertiary education in both English and Māori medium learning settings.

*Ka Hikitia – Accelerating Success* focuses on effective and thorough implementation of key actions which will accelerate Māori education success. *Ka Hikitia – Accelerating Success* focuses on driving two key focus areas of improvement through the whole education system. Evidence shows that major improvement in these two areas will make the most powerful difference to Māori learner achievement:

- › quality provision (through quality leadership, teaching and learning) has the greatest influence on learner achievement in an education context

- › effective engagement with learners and those who are best placed to support them (parent, whānau, iwi, communities and businesses) to ensure that they are informed, influencing, engaged in and demanding of quality education provision.

Māori language in education is a key focus area of *Ka Hikitia – Accelerating Success*.

*Ka Hikitia – Accelerating Success* reaffirms the outcome of *Tau Mai Te Reo* for all Māori learners to have access to high quality Māori language in education.

*Tau Mai Te Reo* informs and supports the Ministry of Education's and education sector agencies' expression and implementation of the Māori language in education related elements within *Ka Hikitia – Accelerating Success*.



## The fundamental role of iwi and Māori

*Ehara tāku toa i te toa takitahi, engari he toa takitini*  
*My success is not of my own making, but of the multitudes who support me*

Opportunities for learning in and through Māori language across the education sector began from the aspirations of iwi and Māori. Whānau are the prime constituents of iwi and have the single greatest influence on learners' achievement in a social context, while education professionals hold this responsibility in an education context. The Ministry understands that relationships with iwi enhance whānau contribution to raising achievement for and with Māori learners. Iwi and Māori uphold a critical role as kaitiaki (guardians) of language in all Māori language in education options.

Activity with and for iwi and Māori must ensure the fundamentals of language revitalisation are addressed. The strongest Māori language in education pathways will be those supported in homes, on marae and most importantly within whānau. Māori language speaking communities ensure language vitality and authenticity, and support the success of Māori language learners.

Ambitions for the Māori language will only be achieved when education is coupled with the active intergenerational language transmission, in homes and communities.

Iwi and Māori communities are also the main contributors to the Māori language in education professionals workforce and Māori medium governance roles. Iwi and Māori communities need support to fulfil these multiple roles in a sustainable way. Iwi and Māori are our critical partners to improve provision and performance across the system for learners of Māori language.

The Ministry of Education and education sector agencies are committed to supporting a strong Māori language in education sector to deliver on our responsibilities to iwi as Treaty partners and to Māori as citizens and tangata whenua of Aotearoa New Zealand.





# Education sector accountability and commitment

## Treaty, Constitutional and Cross Government Obligations

Treaty of Waitangi	Waitangi Tribunal – Te Reo Māori and Mātauranga Māori are recognised as taonga	Declaration on the Rights of Indigenous Peoples	Māori Language Act 1987	Te Rautaki Reo Māori - Government's Māori Language Strategy
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## Māori Language in education: A strategic education sector response

Statement of Intent 2012 - 2017 Priority One: Improving education outcomes for Māori learners ...

### Ministry of Education: Strategic Response

#### Treaty of Waitangi policy statement

**Whakapūmautia, Papakōwhaitia, Tau ana**  
A model for excellent education relationships between iwi and the Ministry of Education

**Ka Hikitia – Accelerating Success 2013 - 2017**  
Ka Hikitia sets out the strategic approach to ensure Māori enjoy and achieve education success as Māori

**Tau Mai Te Reo**  
Supporting Māori language in education: delivering strong, coordinated effort and investment

### Education Agencies

Education Review Office  
Tertiary Education Commission  
New Zealand Qualification Authority  
Careers New Zealand  
Te Aho o Te Kura Pounamu  
New Zealand Teachers Council

### Māori Language Agencies

Te Puni Kōkiri  
Te Taura Whiri i te Reo Māori  
Te Māngai Paho

### Tau Mai Te Reo – the Māori Language in Education Strategy 2013 - 2017

Sets the strategic direction for the Ministry of Education and education sector agencies and provides a framework for better government investment in Māori language in education over the next five years, from 2013-2017.

#### Focus Areas

Work with and for iwi, communities and Māori language providers to support Māori language in education

Strengthen and grow the Māori medium sector and networks

Support Māori language in the English medium sector

Build the evidence base for Māori language and mātauranga Māori

Increase accountability for Māori language in education

**Kia tau te reo – Supporting Māori language in education: delivering strong, coordinated effort and investment**



## Conditions of success for Māori language in education

Te reo Māori, as a living language, is dependent on it being used in community groups such as whānau, hapū and iwi. Investment and efforts to strengthen the Māori language in the education sector will maximise positive education and language outcomes for learners.

The five critical elements to language revitalisation are identified as: critical awareness, acquisition, corpus, status and use<sup>7</sup>. *Tau Mai Te Reo* aims to strengthen each of these elements.

Activities to strengthen Māori language in education particularly at a regional level should deliberately consider which language revitalisation elements are present. The dual focus advocated through *Tau Mai Te Reo* on both the quality of language and education outcomes will also ensure that high quality provision will contribute to achieving Better Public Services targets and Government targets for Māori language participation.

The conditions for Māori language in education success are:

### Critical awareness

#### *What you will see:*

- > clear information to support pathways and education choices for learners and their whānau
- > promotion of language issues and strategies for language use
- > learning environments/institutions have education and language plans
- > sharing of information among iwi (critical mass)
- > whānau and hapū language plans.

### Acquisition

#### *What you will see:*

- > local Māori language being used in learning environments
- > iwi language camps
- > teacher recruitment and supply
- > intergenerational language transmission
- > whānau learning te reo Māori.

<sup>7</sup> Te Puni Kōkiri (2008). *Te Oranga o te Reo Māori 2006 – The Health of the Māori Language in 2006*. Te Puni Kōkiri, Wellington.



## Corpus

### *What you will see:*

- › research and strengthening of local Māori language
- › whānau and learners enrolling in and using iwi language programmes, Te Ataarangi, kōhanga reo, early learning, kura, Māori language in schools and wānanga/tertiary education.

## Status

### *What you will see:*

- › promotion of language issues and strategies for language use
- › active iwi leadership
- › qualified speakers and teachers of te reo Māori
- › career opportunities available to learners of Māori language
- › school leaders linking with iwi and whānau, and demonstrating pedagogical leadership
- › learning environments/institutions have education and language plans
- › increased demand for and participation in Māori language in education
- › government investment in Māori language in education that delivers better education and language outcomes for learners of Māori language
- › Māori are enjoying and achieving education success as Māori.

## Use

### *What you will see:*

- › intergenerational transmission
- › active iwi and community leadership
- › Māori language is encouraged and used in homes and other social settings
- › increased Māori language use at marae, in households and in other targeted areas
- › sharing of information among iwi and Māori communities – critical mass
- › use of Māori language to derive knowledge in commercial activity and business, and wealth creation activity.



## Overview of ngā ara

For *Tau Mai Te Reo* to be effective and successful, the Ministry of Education and education sector agencies need to know what is currently being invested in (ko te ara mātauranga) so that pathways of opportunity can be explored (ko te ara hīkoi) and the desired outcomes are achieved and measured (ko te ara tangata).

There are three key sections, known as ara, to *Tau Mai Te Reo*:

- > Ko te ara mātauranga: *What we need to know*
- > Ko te ara hīkoi: *What we need to do*
- > Ko te ara tangata: *Where we need to be*

### *Ko te ara mātauranga*

This section of *Tau Mai Te Reo* identifies the current Māori language in education provision including clear definitions of Māori medium education, the use of Māori language in English medium education and participation statistics.

### *Ko te ara hīkoi*

This section of *Tau Mai Te Reo* focuses on the opportunities to strengthen existing investment in Māori language in education. It will set a framework for investing deliberately in what makes the most difference for learners of Māori language in a targeted and strategic way.

Also within this section is the investment framework that will support a Ministry of Education and education sector agencies focus of effort and investment to strengthen the quality of Māori language in education provision that will be demonstrated through learner outcomes.

The implementation plan is critical to achieving the priorities of *Tau Mai Te Reo* and its investment framework. The implementation plan will ensure Māori language in education activity is deliberate, comprehensive and that information is gathered and reported on appropriately. Line of sight to the learner is vital to the success of *Tau Mai Te Reo*.

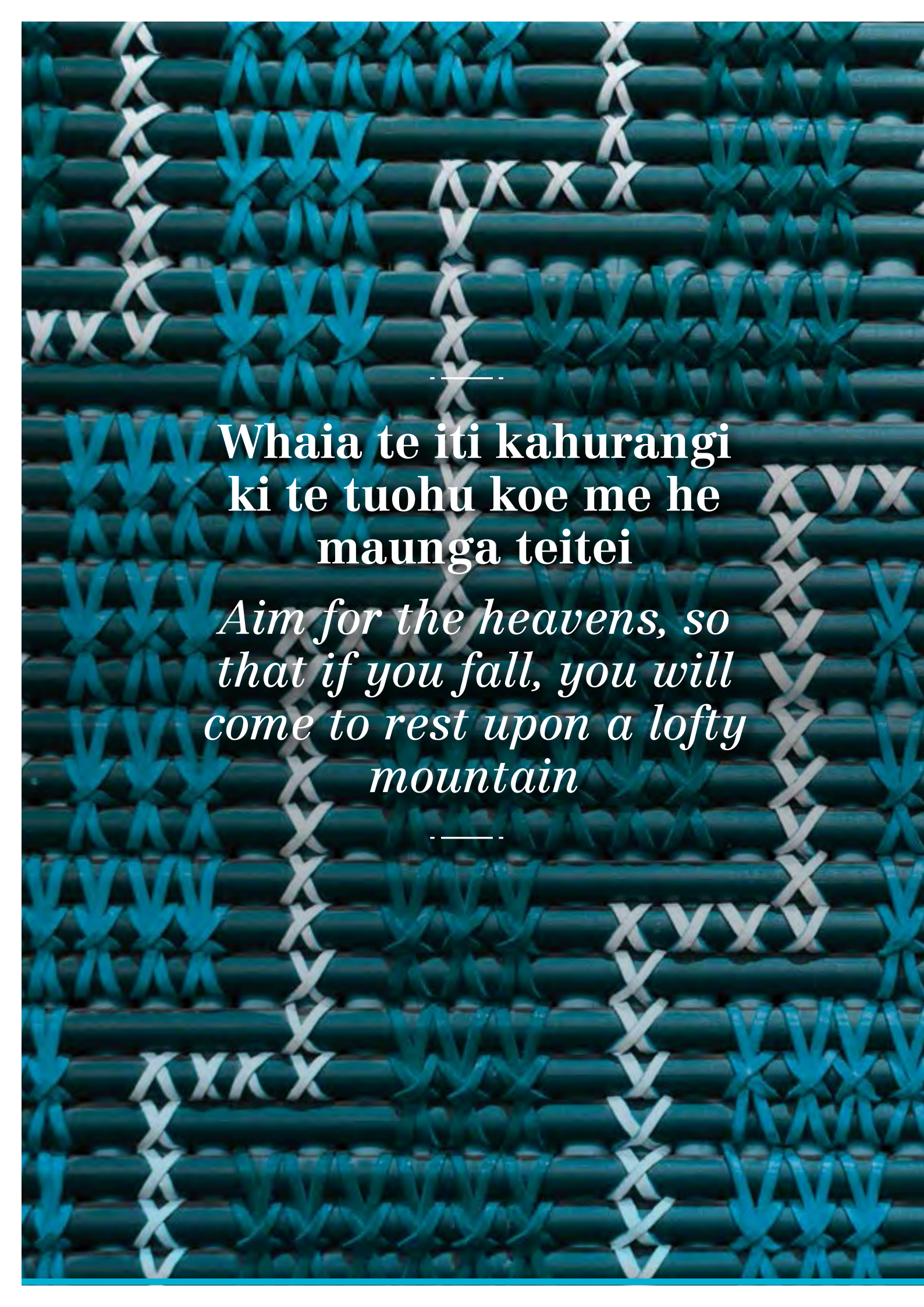


### *Ko te ara tangata*

This section of *Tau Mai Te Reo* embeds processes to ensure quality and continuous improvement and success through tools such as the 'Effective provision of te reo Māori in and through education' rubric from the Measurable Gains Framework and by making a measurable contribution to the government's Better Public Services (BPS) targets.







— —  
Whaia te iti kahurangi  
ki te tuohu koe me he  
maunga teitei

*Aim for the heavens, so  
that if you fall, you will  
come to rest upon a lofty  
mountain*

— —



# Ko te ara mātauranga:

What we need to know

## Māori language in education provision

There are 212,225 learners participating in Māori language in education. Māori language in education provision consists of two streams. The streams are Māori medium education and Māori language in English medium education. The streams are distinct and likely to deliver varying language outcomes for learners; many learners transition in and out of these pathways throughout their education journey.

Within Māori language in education, Māori language immersion levels refer to the varying language learning options and pathways. Below is a table that outlines the Māori language in education immersion levels that are used throughout *Tau Mai Te Reo* when referring to all the available language streams.

Table 1 – Māori language immersion levels

Immersion level	Description
Level 1	Curriculum is taught in/through the use of Māori language <b>81–100%</b> of the time (20 – 25 hours per week)
Level 2	Curriculum is taught in/through the use of Māori language <b>51–80%</b> of the time (12.5 – 20 hours per week)
Level 3	Curriculum is taught in/through the use of Māori language <b>31–50%</b> of the time (7.5 – 12.5 hours per week)
Level 4a	Curriculum is taught in/through the use of Māori language <b>12–30%</b> of the time (3 – 7.5 hours per week)
Level 4b	Learner is learning te reo Māori as a separate subject for <b>at least 3 hours per week</b>
Level 5	Learner is learning te reo Māori as a separate subject for <b>less than 3 hours per week</b>



## Māori medium education

There are 27,238 learners participating in Māori medium education within early learning (10,691 learners) and schooling (16,547 learners) provisions. Māori medium education includes all those Māori language in education pathways that sit within immersion levels 1 and 2. These levels include all settings where teaching occurs in and through Māori language for 51–100 per cent of the time. Research shows that a minimum of 50 per cent formal Māori language instruction is needed to achieve bilingual outcomes<sup>8</sup>, coupled with sustained participation in quality Māori medium education for at least six years.

Many Māori medium settings by definition adhere to a kaupapa Māori philosophy such as Te Aho Matua or kaupapa ā-iwi. These include puna kōhungahunga (puna), kōhanga reo (kōhanga), kura<sup>9</sup>, wharekura and wānanga. Immersion and some bilingual units in English medium settings are also included.

Kōhanga and puna are both Māori medium providers that cater for children under six years old. Kōhanga remains the largest provider with 463 centres catering for 9,631 learners, in comparison to 26 puna centres for 278 learners.

Within the schooling sector there are several providers of Māori medium pathways:

- > Kura kaupapa Māori and wharekura are established under section 155 of the Education Act 1989 and adhere to *Te Aho Matua*<sup>10</sup>. These kura affiliate to Te Rūnanga Nui o ngā Kura Kaupapa Māori o Aotearoa.
- > Kura with 'special designated character' are established under section 156 of the Education Act. These kura often strongly affiliate to an iwi or hapū. These kura cater to the educational needs of individual iwi or hapū and teach in a way that reflects their own dialect and tikanga.

<sup>8</sup> May, S., Hill, R., & Tiakiwai, S. (2004). *Bilingual/Immersion education indicators of good practice: Final report to the Ministry of Education*. Wilf Malcolm Institute of Educational Research Review Office. School of Education, University of Waikato. Wellington: Ministry of Education.

<sup>9</sup> Schools that were formed under sections 155 and 156 of the Education Act 1989.

<sup>10</sup> Based on principles that underpin Māori values, beliefs and customs.



*Te Marautanga o Aotearoa* is used by the majority of Māori medium providers within the schooling sector. This curriculum is founded on the goal to develop successful learners who will grow as competent and confident learners, effective communicators in the Māori world, healthy of mind, body and soul, and secure in their identity and sense of belonging<sup>11</sup>.

There is little statistical information around section 156 kura. Therefore, assumptions for this strategy are that the figures for kura kaupapa Māori and wharekura include both section 155 and 156 kura. As at July 2011 there were 72 kura catering for 6,132 learners.

Wānanga are also included in the Māori medium stream. Wānanga are providers of Māori language, bilingual and English language instructed programmes. Wānanga share a similar philosophy to kōhanga and kura:

*Kaupapa Māori is the underlying philosophical base of where wānanga that permeates throughout the institutions. It is an ethos that has its presence in all aspects of the organisation, from the management style employed to the pedagogical approach implemented. Kaupapa Māori is the shaping force.*<sup>12</sup>

Te Wānanga o Aotearoa, Te Whare Wānanga o Awanuiārangi and Te Wānanga o Raukawa are the three wānanga that service the tertiary sector. These wānanga were set up under the Education Act 1989<sup>13</sup>:

*A wānanga is characterised by teaching and research that maintains, advances, and disseminates knowledge and develops intellectual independence, and assists the application of knowledge regarding āhuatanga Māori (Māori traditions) according to tikanga Māori (Māori custom).*<sup>14</sup>

For the year ending December 2010, the three wānanga had a total of 42,300 learners or 25,800 equivalent full-time students (EFTs)<sup>15</sup>.

### *Māori language in English medium education*

Māori language in English medium provision includes all pathways that are not included in the general definition of Māori medium education, and sit within levels 3 to 5 of the Māori language immersion levels. These pathways are generally linked to larger English medium providers.

As at July 2011, there were 188,091 learners participating in Māori language in education activity in English medium settings across early learning, schooling and tertiary education. This makes up 13.22 per cent of the total education participation rate<sup>16</sup>.

Within early learning there are 781<sup>17</sup> facilities that provide Māori language in English medium services for 44,733<sup>18</sup> learners. Figures for schooling show a total of 134,356 learners participating in Māori language in English medium settings. Tertiary, however, does not record the language of instruction for courses and programmes. Therefore for this strategy, all Māori language courses are included. These measures identified 9,002 tertiary learners engaged in tertiary Māori language provision for the year ending December 2010. This equates to 4,253.8 EFTs.

<sup>11</sup> Ministry of Education. (2008). *Te Marautanga o Aotearoa*. Wellington: Ministry of Education.

<sup>12</sup> McCarthy, M.B. (1994). *He Hinaki Tukutuku: Rangatiratanga, Whare Wananga and the State*, Wellington: Victoria University.

<sup>13</sup> Education Act 1989, section 162(b) (iv).

<sup>14</sup> *ibid*

<sup>15</sup> Profile & Trends. *New Zealand's Tertiary Education Sector 2010, Tertiary Sector Performance Analysis*. Ministry of Education.

<sup>16</sup> Early learning and schooling total participation for July 2011 was 194,101 and 762,683 respectively, while tertiary was 466,013 for December 2010.

<sup>17</sup> Source: ECE Analysis Team, Ministry of Education.

<sup>18</sup> Source: ECE Analysis Team, Ministry of Education.



## Regional participation

The numbers of learners participating and services available in Māori medium education at a regional level were analysed. This has produced a number of different results that could be considered when refocusing resources or provision across the sector.

**Table 2 – Number of learners participating in kōhanga vs. the percentage of total learners participating in territorial authorities (in order of highest number)**

Top 10 territorial authorities	Number of learners	Percentage of learners
Auckland City: total	1,308	2.21%
Whakatāne District	663	27.36%
Hastings District	558	12.34%
Far North District	538	22.24%
Rotorua District	477	13.41%
Gisborne District	455	19.94%
Wanganui District	428	16.24%
Waikato District	397	16.94%
Lower Hutt City	319	6.26%
Hamilton City	303	3.80%

**Table 3 – Number of learners participating in kōhanga vs. the percentage of total learners participating in territorial authorities (in order of highest percentage)**

Top 10 territorial authorities	Number of learners	Percentage of learners
Chatham Islands Territory	17	100.00%
Wairoa District	254	56.95%
Ōpōtiki District	164	38.77%
Kawerau District	115	36.28%
Waitomo District	113	30.21%
Whakatāne District	663	27.36%
Ruapehu District	162	26.05%
Far North District	538	22.24%
South Taranaki District	251	21.16%
Gisborne District	455	19.94%

The highest total numbers of learners participating in kōhanga are found in Auckland, Whakatāne, Hastings, Far North and Rotorua. However, when compared to the percentage of learners in each district, Chatham Islands<sup>19</sup>, Wairoa, Ōpōtiki, Kawerau and Waitomo have higher levels of participation.

<sup>19</sup> There is only one early learning service on Chatham Islands, which is a kōhanga.



With regards to Māori medium schooling the highest numbers of learners are found in Auckland, Far North, Whakatāne, Rotorua and Hamilton districts. However, when the percentages of learners in Māori medium schooling are compared by districts, Far North, Whakatāne, Ōpōtiki, Waikato and Gisborne have higher proportions of participation.

**Table 4 – Number of learners participating in Māori medium education in schooling vs. the percentage of total learners participating in territorial authorities (*in order of highest number*)**

Top 10 territorial authorities	Number of learners	Percentage of learners
Auckland (total)	3,036	1.17%
Far North District	1,441	12.85%
Whakatāne District	1,138	16.14%
Rotorua District	1,127	8.16%
Hamilton City	898	3.20%
Gisborne District	882	9.43%
Waikato District	674	7.01%
Tauranga City	631	2.90%
Palmerston North City	511	3.60%
Hastings District	458	3.13%

**Table 5 – Number of learners participating in Māori medium education in schooling vs. the percentage of total learners participating in territorial authorities (*in order of highest percentage*)**

Top 10 territorial authorities	Number of learners	Percentage of learners
Ōpōtiki District	338	18.61%
Whakatāne District	1,138	16.14%
Far North District	1,441	12.85%
Wairoa District	71	11.38%
Gisborne District	882	9.43%
Rotorua District	1,127	8.16%
Waikato District	674	7.01%
Waitomo District	121	6.95%
Ruapehu District	121	5.90%
Taupō District	309	5.51%





This analysis can be used to identify potential language hubs within districts. Refocusing support and resources where it will reach higher numbers of learners can lead to more proficient language learners and more sustainable speaker communities<sup>20</sup>. There are a number of districts that are well represented across both Māori medium early learning and schooling. These districts include Whakatāne, Gisborne and the Far North districts.

Territorial maps displaying the participation information can be found in Appendix A. These maps display the status of each territorial authority (TA), including where kōhanga or Māori medium schooling options are or are not available or in demand.



## Investment in Māori language in education

Over the last decade, the Government has introduced many programmes and initiatives to promote and support Māori language in education provision. A total of \$856.01 million was spent across Vote Education and Vote Tertiary Education to support Māori language in education provision during 2010/11.

This total consists of \$749.20 million from Vote Education and \$106.79 million from Vote Tertiary Education. The total Government spend across all education sectors for 2010/11 was \$12.09 billion. The Māori language in education provision is 7.08 per cent of the total Government expenditure on education.

Table 6 – Total funding for Māori language in education<sup>21</sup>

Total funding for Māori language in education	\$ (excl. GST)
Māori language in education – component funding	126,790,813
Māori language in education – operational funding	729,222,914
<b>Total</b>	<b>\$856,013,727</b>
Total funding for Māori language in education (by VOTE)	\$ (excl. GST)
Vote Education	749,198,188
Vote Tertiary Education	106,815,539
<b>Total</b>	<b>\$856,013,727</b>

<sup>20</sup> Literature review. (2012). *What works for learners of Māori language – summary of best practice*.

<sup>21</sup> There is no set Māori language in education budget management process. Therefore, these calculations are best estimates of expenditure only.

Table 7 – Funding for Māori language in the education system by sector

Funding for Māori language in the education system by sector	\$ (excl. GST)
<b>Early learning sector</b>	
Component	37,222,574
Operational	316,190,517
<b>Subtotal</b>	<b>353,413,091</b>
<b>Schooling sector</b>	
Component	49,693,122
Operational	350,733,769
<b>Subtotal</b>	<b>400,426,891</b>
<b>Tertiary sector</b>	
Component	38,553,747
Operational	62,298,628
<b>Subtotal</b>	<b>100,852,375</b>
<b>Other<sup>22</sup></b>	
Component	1,321,370
<b>Subtotal</b>	<b>1,321,370</b>
<b>Total</b>	<b>\$854,692,357</b>



**Component funding** refers to all funding for programmes and initiatives that provide or seek improved outcomes for the learners and overall provision of Māori language in education, and is not included in operational funding.

**Operational funding** is made up of capital improvements/development, staffing and general (operational) business as usual costs. This funding is provided to support education regardless of the medium (language) of delivery. The operational figures only include stand-alone Māori medium facilities<sup>23</sup> and those budget lines that can clearly be identified as directly supporting Māori language in education.

<sup>22</sup> Includes community based language initiatives and professional development.

<sup>23</sup> Kōhanga, kura, wānanga.



## Achievement in Māori language in education

The data consistently shows that learners in Māori medium education achieve better in NCEA than learners in English medium education. However, there are issues with this data as it includes relatively small numbers of learners in Māori medium education.

Table 8 – Typical level or higher NCEA qualifications gained by years 11 to 13 candidates at Māori medium schools, 2009–2010

		2009		2010	
		n	%	n	%
Immersion schools	Year 11	167	79.1	212	74.4
	Year 12	168	87.5	161	82.1
	Year 13	81	64.8	123	78.8
Bilingual schools	Year 11	204	75.8	171	78.8
	Year 12	136	78.6	121	75.6
	Year 13	80	72.7	68	69.4
Total	Year 11	371	77.3	383	76.3
	Year 12	304	83.3	282	79.2
	Year 13	161	68.5	191	75.2





## Education professionals<sup>24</sup> in Māori language in education

Both early learning and schooling have a focus to boost the number of qualified, culturally intelligent and enthusiastic teachers<sup>25</sup>. Demand for Māori and Māori language education professionals in both Māori and English medium outweighs supply. A shortage of quality language education professionals is a key barrier to providing better Māori language learning opportunities for all learners. There is a need for more education

professionals throughout the sector, specifically Māori medium and Māori language professionals.

Study awards cover the salary and replacement of teachers while on study leave, as well as extra costs associated with studying. The Māori Immersion Teaching Allowance is available to schooling teachers in Māori language in education immersion levels 1 to 3.

**Table 9 – Teacher resourcing for Māori language in education 2010/11**

Teacher resourcing by sector	\$ (excl. GST)
<b>Early learning sector</b>	
Study awards	2,157,952
Scholarships	1,411,267
<b>Subtotal</b>	<b>3,569,219</b>
<b>Schooling sector</b>	
Māori Immersion Teaching Allowance (MITA)	4,772,277
Study awards	1,261,675
Principal sabbaticals	27,438
Scholarships	5,636,289
<b>Subtotal</b>	<b>11,697,679</b>
<b>Total</b>	<b>\$15,266,898</b>

TeachNZ provides annual scholarships for several undergraduate and postgraduate learners studying towards a teaching qualification. Scholarships are also awarded to applicants who decide to change career paths to become education professionals.

During 2010, TeachNZ awarded \$7.29 million in scholarships to applicants studying towards a qualification that allows them to teach in a Māori language in education stream. Seventy per cent of the total spend was on applicants studying towards a Māori medium stream qualification.

<sup>24</sup> Education professionals include teachers across early learning, schooling and tertiary, principals and education providers.

<sup>25</sup> TeachNZ website ([www.teachnz.govt.nz](http://www.teachnz.govt.nz)).



## Iwi and Māori language in education

Māori language speaking communities are critical to ensuring language vitality and revitalisation. Iwi are developing language strategies and actions to encourage the use of Māori language in homes, on marae, in communities and most importantly in whānau. *Tau Mai Te Reo* needs to support these efforts and maximise opportunities for Māori language in education, community and iwi initiatives to strengthen each other.

*The Ministry of Education's relationships with iwi aim to achieve high quality outcomes for Māori in education, including Māori language in education.*

The number of iwi that have emerging or existing education relationships with the Ministry has increased from 17 in 2007 to 64<sup>26</sup>. The rising number of partners is expected to continue. In addition, the Ministry currently contributes to whole-of-government relationship accords with iwi groups arising from Treaty settlements.

The Ministry seeks to work with iwi in a way that builds trust and strong relationships. The Ministry's way of working is described in *Whakapūmautia, Papakōwhaitia, Tau ana – Grasp, Embrace and Realise*. The Ministry of Education supports iwi to work where they can take stock of education in their tribal area and the experiences of their learners in the education system, and develop strategic goals, priorities and actions. The Ministry also works with iwi to look at how their identity, language and culture might be used to strengthen provision of education for uri (descendants) and for Māori learners in their rohe (region).

Some iwi are actively looking to revitalise and invest in Māori language in education. Common iwi organised activities include:

- > kura reo (intensive immersion language courses for speakers at all levels)
- > beginner level reo classes
- > rangatahi-focused reo initiatives
- > support for whānau to build their reo
- > higher-level courses for more fluent speakers to help fulfil roles on the paepae.

Some iwi run these programmes using their own funds and Government support, such as the Mā Te Reo fund administered by Te Taura Whiri i te Reo Māori.

Iwi and Māori led activities are necessary for the reinvigoration of speaker communities, which are critical for Māori language revitalisation. There are also further opportunities for iwi activity to strengthen Māori language in education. These opportunities could include:

- > partnerships with education providers to strengthen language quality and iwi-specific content
- > identifying and supporting collective aspirations around Māori language in education provision
- > becoming active recruiters of high quality education professionals who emulate iwi language and tikanga aspirations
- > actively participating in school governance and exploring how new models can support kura.

The Ministry of Education also has relationships with seven national Māori organisations, encouraging whānau and iwi to participate in, and determine, effective education provision for learners. The seven national Māori organisations are the Māori Education Trust, Te Kōhanga Reo National Trust, Ngā Kura ā-Iwi, Te Rūnanga Nui o Ngā Kura Kaupapa Māori, Te Ataarangi, Te Matatini and Te Tauihu o ngā Wānanga.

<sup>26</sup> As at December 2012.



## Research and data on Māori language in education

The Ministry of Education undertakes or commissions research to strengthen and measure the effectiveness of Māori language in education and te reo Māori. The Ministry's policy and operational activity needs to drive the nature of research projects. Research programmes across multiple teams are coordinated through an internal 'Māori medium Research Steering Group'.

The steering group has identified activities within the Ministry of Education that were undertaken to support Māori language in and through education. There has been progress in areas to deliver on Māori medium outcomes, *Te Marautanga o Aotearoa*, *Ngā Whanaketanga Rumaki Māori*, and with professional development and iwi. However, there are still significant gaps that need to be addressed to ensure the Māori language in education thrives into the future.

*Tau Mai Te Reo* will include a focus on consolidation across Māori language related research programmes in other agencies such as Te Puni Kōkiri, Te Taura Whiri i te Reo Māori and the New Zealand Council for Educational Research. This will allow us to ensure the Crown's collective

Māori language research efforts make the best use of resources to identify and fill gaps in our knowledge. There is an opportunity to enhance the coordination of Māori language in education research across education, research and Māori language agencies.

The collation, analysis and reporting of Māori language in education data collected by the Ministry, education sector agencies and other government departments is critical to tracking the progress under *Tau Mai Te Reo* towards improved outcomes for Māori and Māori language learners.

There is data that presents a strong correlation between Māori language speakers and qualification attainment. It is imperative to ensure quality is embedded within provision and to continue to track progress towards the Government's Better Public Services targets.

Tracking the demand, recruitment and retention of education professionals is also key to ensuring we are positioned to grow provision if this is demanded by parents, whānau and iwi.







—

Nā tō rourou, nā tāku  
rourou, ka ora ai te iwi

*With your food basket  
and my food basket,  
the people will thrive*

—

# Ko te ara hīkoi:

What we need to do

## Prioritising investment in Māori language in education

The government investment in Māori language in education primarily focuses on:

- › establishing and maintaining provision
- › recruiting and developing the workforce
- › developing professional support and resources to enable schools, education professionals, whānau, hapū and iwi to provide Māori language in education opportunities for learners.

The Government and the Ministry of Education have largely responded to, rather than actively shaped, developments in Māori language in education. Current demand for the whole education system to deliver for Māori learners,

the economic climate, evidence and research developments, and Treaty obligations to actively protect the Māori language mean the Government needs to be more actively managing investment and working in partnership with iwi and Māori.

### *The Māori Potential Approach*

The Māori Potential Approach<sup>27</sup> guides activities to support Māori learner outcomes and will be used to better manage the investment in Māori language in education. However, practical shifts are needed. This approach advocates investment in strengths, opportunities and potential. It seeks to shift the focus from addressing problems and disparities to expanding on successes.

In an education context the Māori potential approach is characterised by the following:

Less focus on...	More focus on...
remediating deficit	realising potential
problems of dysfunction	identifying opportunity
government intervention	investing in people and local solutions
targeting deficit	tailoring education to the learner
Māori as a minority	indigeneity and distinctiveness
instructing and informing	collaborating and co-constructing

<sup>27</sup> Cabinet Minute [(04) 37/15]; [Pol Min (04) 27/7].





A Māori Potential Approach embraces the positive potential of people and groups working and investing in accelerating success for learners of Māori language.

The range of parties that contribute to Māori language in education is recognised through a Māori potential approach, including learners, parents, whānau, iwi, educators, education leaders, providers, enterprises and Government. Each party has skills, knowledge and resources that contribute to and can strengthen high quality education and language outcomes.

### *Investment framework*

Government investment must create the conditions for learners to enjoy and achieve both education and Māori language outcomes. It must also support intergenerational transmission of Māori language, which is critical to language revitalisation.

This investment framework is a tool to both guide Government investment and develop effective policy for education in Aotearoa New Zealand. The investment framework will allow for a sharper focus on what makes the most difference for learners of Māori language and support strengthening those areas in a coherent and strategic way.

The Ministry of Education and education sector agencies can best contribute to *Tau Mai Te Reo* focus areas by ensuring that all investment in Māori language in education is focused on activity that will deliberately contribute to both education and language outcomes.

A key role of the Ministry of Education and education sector agencies' is to improve the education system by designing and implementing programmes to lift performance. The *Tau Mai Te Reo* Implementation Plan provides the next layer of detail in terms of actions, activities, key criteria for measuring success, and dependencies across the Ministry of Education and education sector agencies.

### *Using the investment framework*

Ministry of Education and education sector agency activity that can be identified as either directly or indirectly contributing to Māori language in education should align with the investment framework. Activity must clearly link to at least one of the focus areas and also identify the key goals and groups they will impact on.



## Investment Framework

### *Tau Mai Te Reo – the Māori Language in Education Strategy 2013 - 2017*

#### What we want to achieve

*Kia tau te reo – Supporting Māori language in education:  
delivering strong, coordinated effort and investment.*

#### What we know works (Evidence Base)

- › Iwi, whānau and community engagement in education is critical to the success of learners of Māori language.
- › The identity, language and culture of learners needs to be interwoven into all learning settings across the education system.
- › High quality language teaching makes the most difference to learner outcomes.
- › Sustained participation in quality Māori medium education for at least 6 years is important for language proficiency and bilingual outcomes.
- › The need for further research to inform future priority investments.

#### How we will do it (Focus Areas)

1. Work with and for iwi, communities and Māori language providers to support Māori language in education.
2. Strengthen and grow the Māori medium sector and networks.
3. Support Māori language in the English medium sector.
4. Build the evidence base for Māori language and Mātauranga Māori.
5. Increase accountability for Māori language in education.

#### What we need to do (Key Goals)

- › Increase the number of proficient speakers of te reo Māori.
- › Increase the number of learners participating in Māori language in education.
- › Increase participation in quality Māori language in education within early learning.
- › Increase the number of learners achieving NCEA level 2.
- › Increase the number of learners who participate in, and complete, Māori language qualifications.
- › Increase the number of learners who participate in, and complete, immersion or bilingual initial teacher education.

#### Activity must impact on

- › Learner and Whānau › Iwi and Communities › Education Professionals

The success of *Tau Mai Te Reo* and Māori language in education activity will be measured through the use of the following mechanisms:

- › The 'Effective provision of te reo Māori in and through education' rubric - as a qualitative measure of success for Māori language in education programmes and initiatives.
- › Better Public Service and Ministry targets - an improved Māori language in education sector would contribute to these targets. Sub targets will be developed through the implementation process.

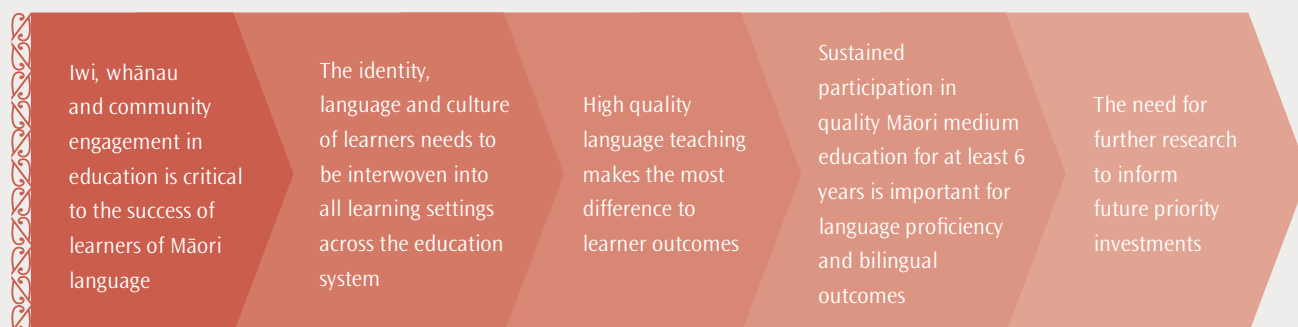


## Focus areas

The investment framework contributes directly to the Government's priorities through its strong and distinctive focus on evidence about what makes the most difference for Māori language learner outcomes. *Tau Mai Te Reo* has five key focus areas on which the investment framework will center:



A literature review informed *Tau Mai Te Reo* on what works for learners of Māori language and the practices that promote greater bilingual outcomes for learners. There were five key themes:



Powerful education connections with iwi, whānau and communities are critical to achieving quality language and education outcomes for learners of Māori language. The literature also showed specific practices that contribute to improved bilingual outcomes for learners.

Uninterrupted participation in a Māori medium setting for at least six to eight years and using deliberate language acquisition teaching methods can improve bilingual learner outcomes. Research argues there is a pressing need for more robust research on effective practice across Māori language in education.

## Focus area one:

### *Work with and for iwi, communities and Māori language providers to support the Māori language in education*

Education agencies are working with iwi to develop and fulfil iwi education and language plans. The Ministry of Education and education agencies can facilitate iwi, communities and Māori language providers to engage and strengthen Māori language in education provision. Iwi and whānau engagement in education is critical to the success of Māori learners and Māori language.

Iwi, communities and Māori language providers already engage in some areas within education. However, by strengthening links and identifying how further connections can occur, more programmes and initiatives can be established. There are also opportunities for iwi to work as providers and for iwi language plans to be incorporated at a provider level.

#### Research and evidence base

Evidence highlights that whānau and community engagement in a learner's education journey has a powerful influence over their educational achievement, particularly in early learning and schooling<sup>28</sup>. Whānau and community provide the context for children's learning, language experiences, identity and values<sup>29</sup>.

Iwi, whānau and community have a pivotal role in supporting the revitalisation of Māori language. The roles of these parties in the revitalisation process are to lead and support the intergenerational transmission of Māori language. They also have a role, as repositories of knowledge and language experts, to work directly with the education sector to strengthen provision in and through education<sup>30</sup>.



#### Priority actions

1. Use an iwi framework in education sector wide policy design and operations.
2. All programmes and initiatives that support Māori language learning must show how iwi, communities and Māori language providers will be included in the design and implementation.

#### Desired outcomes

- › The balance of roles, responsibilities and accountabilities between the Ministry and iwi is clear.
- › Iwi knowledge, tradition and language are reflected in the education system.
- › Partnerships are based on mutual trust.
- › There are strong Māori language speaking communities and Māori language leadership throughout Aotearoa New Zealand.
- › There is increased Māori language use on marae, within households and in the other targeted domains.

<sup>28</sup> Ministry of Education. (2006). Robinson, V. Hōhepa, M., & Lloyd, C. (2009).

<sup>29</sup> Ministry of Education. (2006). *Statement of intent 2006–2011*. Wellington: Ministry of Education.

<sup>30</sup> Waho, T. (2006). Te Paepae Motuhake. (2011). Tākao, N., Grennel, D., McKeeg, K. & Wehipeihana, N. (2010).





## Focus area two:

### *Strengthen and grow the Māori medium sector and networks*

There is a focus in education on high quality Māori language in education pathways regionally. There is a continuing need for education professionals with the language competence and skills needed to achieve the greatest outcomes for learners of Māori language in Māori medium settings.

#### Research and evidence base

The relationship between Kura Kaupapa Māori, iwi and community was identified in research<sup>31</sup> as one of the greatest strengths of kura. Case studies of successful kura highlight the strong connections these kura have with local iwi and their community. Strong iwi and kura relationships provide access to iwi specific knowledge and community opportunities that add value to the learner's experience.

Kōhanga reo and wānanga often have similar relationships in the delivery of their Māori language programmes<sup>32</sup>.

The *Stocktake of Māori Language in Education Activity 2010/2011* identifies that where Māori medium providers (including kōhanga, kura and wānanga) are well established and connected through governance, operational activities and iwi engagement, there is a demand for this service. However, where services are less established, providers can struggle to deliver the dual learner outcomes demanded of them.

#### Priority actions

3. Regional implementation focuses on establishing strong Māori medium pathways prioritising those regions with conditions critical for success.
4. Strengthen and grow quality teaching, governance and leadership within the Māori medium sector.
5. Ensure there are opportunities to strengthen and grow the Māori medium network provision.
6. Increase the rate of participation, achievement and breadth of qualifications of learners in Māori medium education.

7. Continue to enhance and provide quality resource and programme support to the Māori medium sector.
8. Increase monitoring of Māori medium education outcomes in and through policy, design and implementation.

#### Desired outcomes

- > A Māori medium system and network of earned autonomy: devolved, flexible funding with strong expectations and accountabilities.
- > A strong supply of a highly qualified Māori medium workforce that meets demand (excellent initial teacher education, professional learning development and retention).
- > There are quality educators with relevant qualifications and the level of Māori language essential for the development of learners of Māori language to achieve the highest level of proficiency.
- > Learners are equipped to use Māori language in all contexts.
- > A strong evidence base informing school leadership, teaching practice and resources.
- > Development of services for governance and leadership roles that have a clear understanding and appreciation of the Māori medium sector and Māori language.
- > Educators are able to access programmes and support to develop their teaching skills.
- > Educators have the opportunities to network with their peers and iwi language leaders to continually develop their Māori language.

<sup>31</sup> Education Review Office. (2007). Mlcek, S., et al. (2009).

<sup>32</sup> Mlcek, S., et al. (2009). *Te piko o te māhuri, tēra te tupu o te rākau: language and literacy in marae-based programmes*. Wellington: Ministry of Education.

## Focus area three:

### *Support the Māori language in the English medium sector*

The majority of learners engaged in Māori language in education are within the English medium sector. It is critical that Māori language in education provision in the English medium sector is of the highest quality. More research is needed on Māori language in education and language learner outcomes in the English medium sector. This includes research on effective initiatives and required support within this sector. Māori teacher workload continues to remain an issue.

#### Research and evidence base

Researchers identified that 50 per cent formal instruction in Māori language is necessary to successfully promote academic language proficiency and bilingual language outcomes. Obtaining the skills to teach academic language requires education professionals to undertake specialist training in second language acquisition and learning<sup>33</sup>.

Leadership by principals and governance are important to continue to strengthen bilingual/immersion programmes and Māori language in education provision in English medium schools. This support, along with supporting effective practice for teachers of Māori language, will provide the greatest outcomes for learners in English medium settings.

#### Priority actions

Through an explicit focus on identity, language and culture we will:

9. strengthen the quality and use of existing accountability mechanisms to support Māori language in education, i.e. charter requirements
10. develop and strengthen quality resource and programme support for Māori language in education within the English medium sector
11. increase the rate of participation and achievement of learners in Māori language in education within the English medium sector.

#### Desired outcomes

- › Identity, language, and culture count – knowing where students come from and building on what learners and their whānau bring with them.
- › Learners of Māori language are able to participate with understanding and confidence in situations where Māori language and tikanga Māori predominate.
- › Learners of Māori language integrate language and cultural understandings into their lives.
- › Clear information to support learner pathways and education choices for whānau and learners is available.
- › Strong education pathways for Māori language learning provision exist.
- › Productive partnerships are established – learners, whānau, iwi and educators share knowledge and expertise with each other to produce better language and education outcomes.
- › Educators in the English medium encourage learners to share their knowledge and ideas and ensure those who are already proficient in Māori language have opportunities to extend their knowledge and language skills.
- › Educators integrate learning of Māori language into other learning areas or use the language for instruction in the classroom.
- › Learners are engaged in a range of language learning resources that are geared to their particular needs and interests.

<sup>33</sup> May, S., Hill, R., & Tiakiwai, S. (2004). *Bilingual/Immersion education indicators of good practice: Final report to the Ministry of Education*. Wilf Malcolm institute of Educational Research Review Office. School of Education, University of Waikato. Wellington: Ministry of Education.



## Focus area four:

### *Build the evidence base for the Māori language and mātauranga Māori*

There is a need to continue to build the evidence base across all sectors within Māori language in education. There is a relatively stronger evidence base on the benefits of education at the highest level of immersion (level 1). There is an ongoing need for more evidence on what works for learners of Māori language across lower immersion levels (levels 2–5). This includes Māori medium education delivered in English medium settings.

There is also a lack of information on achievement rates and language progress for learners engaged in all levels of Māori language in education.

#### Research and evidence base

A common theme across all research on Māori language learning is the need for more robust evidence<sup>34</sup>. Smith<sup>35</sup> identified there is more to learn about Māori language in education, including the outcomes achieved by learners, the factors that contribute to achievement and the support needed to help success. A continued focus on quality research and information gathering will help in driving effective achievement for learners of Māori language<sup>36</sup>.

#### Priority actions

12. Develop a research framework focused on building the evidence base for Māori language and mātauranga Māori.
13. Share information on best practice.
14. Continue to build research, data and information on language learning of Māori language in education.

#### Desired outcomes

- > Clear information is available for learners and their whānau to support pathways and education choices.
- > Iwi and Māori determine the delivery of priorities for growth of research on mātauranga Māori.
- > Whānau, iwi and Māori are engaged, influencing and partnering in research focused on development of mātauranga Māori and mātauranga ā-iwi in tertiary education.
- > Share and grow evidence of what works, building from our research base, data, knowledge held by iwi and Māori, and input from learners, their parents and whānau.



<sup>34</sup> May, S., Hill, R., & Tiakiwai, S. (2004). Smith, R. (2006). Skerret, M. (2011).

<sup>35</sup> Smith, R. (2006). *Stocktake of Māori Language Education Programmes and initiatives: Final Report*. Wellington: Ministry of Education.

<sup>36</sup> Ministry of Education. (2008). *Managing for Māori Language Education outcomes*. Unpublished manuscript.



## Focus area five:

### *Increase accountability for Māori language in education*

Ministry of Education and education sector agencies are accountable for ensuring the quality of provision and learner outcomes from Māori language in education investment and programmes.

Currently, education agencies focus on carrying out some areas of best practice for learners of Māori language. These include practices such as involving iwi, whānau and community in education programmes, strengthening teacher skills through professional learning and development, and producing resources focused on effective pedagogical practices. To maximise positive outcomes for learners, a more deliberate focus is needed in promoting what works for learners of Māori language.

#### Research and evidence base

Most Māori language in education funding sits within Māori language immersion levels 4 and above. Evidence<sup>37</sup> suggests that at least 50 per cent formal instructions in Māori language for a minimum of 6 years is needed to promote bilingual language development, and anything less is unlikely to achieve bilingualism. This means that learners need to be participating in the higher immersion levels (levels 1–2) to reap the benefits of bilingualism. Sustained learner participation for around six to eight years in these programmes is required to gain competency in a second language<sup>38</sup>.

The stocktake<sup>39</sup> identifies that within the current Māori language in education provision there is no evidence of any programmes or initiatives directly focusing on increasing participation rates in any of the Māori language in education streams.

Funding to all early learning services and schools is provided through the Māori Language Programme Funding and Equity Funding to support learning Māori language. There are no measures in place to hold providers accountable for correct use of this funding or to ensure the provider's self-assessed Māori language immersion level associated with the funding is correct and being upheld.

#### Priority actions

15. Develop a funding framework supporting levels of language learning that aligns strongly to evidence.
16. Ministry teams and education sector agencies use consistent definitions of Māori language in education and report against the 'Effective provision of te reo Māori in and through education' rubric within the Measurable Gains Framework.
17. The Ministry's and education sector agencies' business processes increase accountability across teams for the implementation of *Tau Mai Te Reo*.

#### Desired outcomes

- › The Ministry of Education and education sector agencies are continually improving to ensure quality dual outcomes for learners of Māori language are being achieved in the short, medium and long term.
- › All teams and groups within the Ministry of Education and education sector agencies perform the critical role and responsibilities of education agencies relating to Māori language in education in terms of the Treaty of Waitangi, legislation and *Te Rautaki Reo Māori – the Māori Language Strategy*.
- › The Ministry of Education and education sector agencies engage in productive partnerships both internally and externally; for example, with iwi.

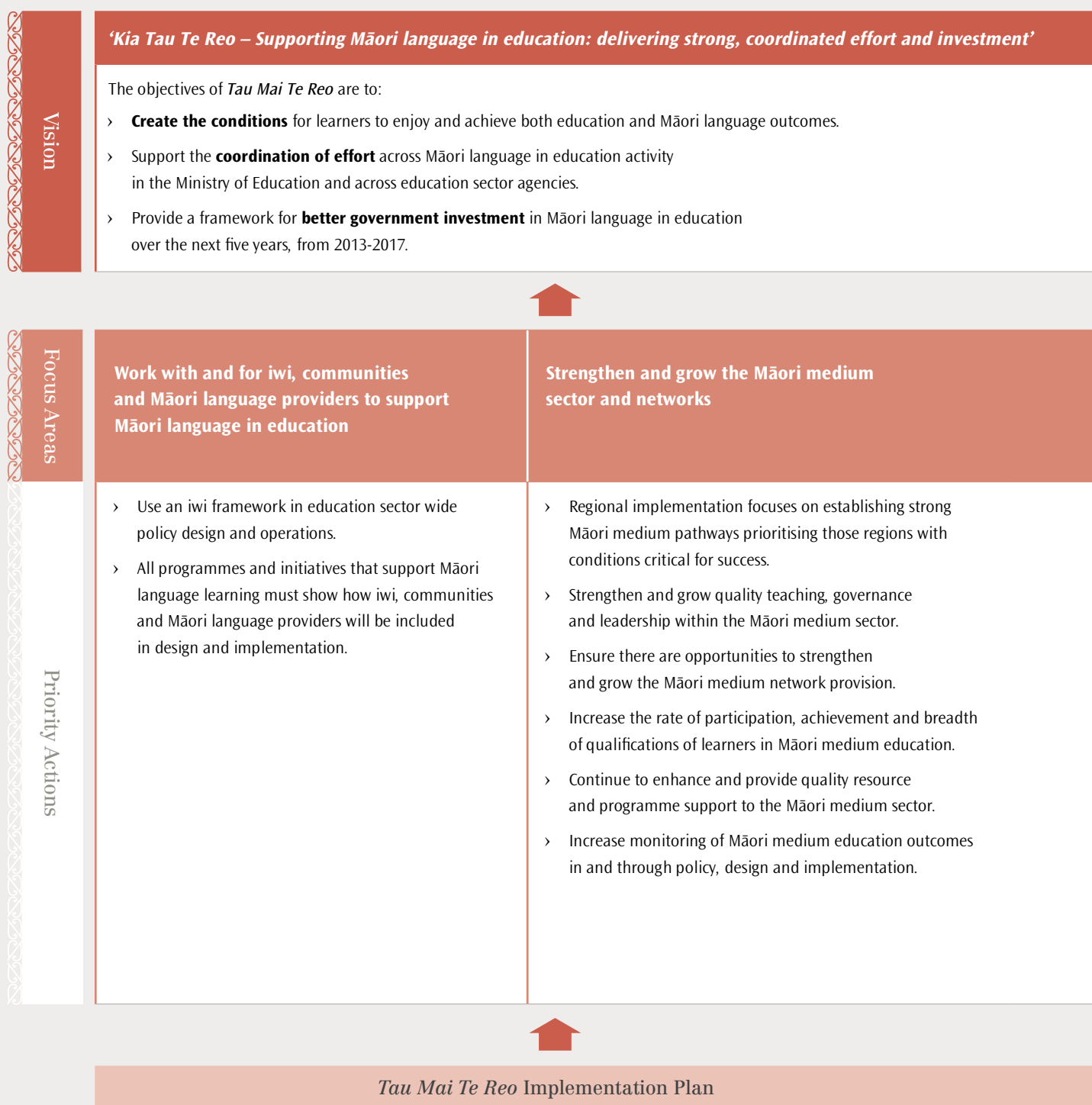
<sup>37</sup> May, S., Hill, R., & Tiakiwai, S. (2004). *Bilingual/Immersion education indicators of good practice: Final report to the Ministry of Education*. Wilf Malcolm Institute of Educational Research Review Office. School of Education, University of Waikato. Wellington: Ministry of Education.

<sup>38</sup> Waitangi Tribunal *The report on the Kōhanga Reo claim: Pre publication* (Wai 2336, 2012) at 4.1.5.

<sup>39</sup> Ministry of Education, (2012). *Stocktake: Māori language in education activity 2010-2011*. Unpublished manuscript.



# Overview of focus areas and priority actions





### Support Māori language in the English medium sector

- Through an explicit focus on identity, language and culture we will:
- › strengthen the quality and use of existing accountability mechanisms to support Māori language in education i.e. charter requirements
  - › develop and strengthen quality resource and programme support for Māori language in education within the English medium sector
  - › increase the rate of participation and achievement of learners in Māori language in education within the English medium sector.

### Build the evidence base for Māori language and Mātauranga Māori

- › Develop a research framework focused on building the evidence base for Māori language and mātauranga Māori.
- › Sharing information on best practice.
- › Continue to build research, data and information on language learning of Māori language in education.

### Increase accountability for Māori language in education

- › Develop a funding framework supporting levels of language learning that aligns strongly to evidence.
- › Ministry teams and education sector agencies use consistent definitions of Māori language in education provision and are reporting against the 'effective provision of te reo Māori in and through education' rubric within the Measurable Gains Framework.
- › Ministry and education sector agencies business process includes planning, reporting and financial management increases accountability across teams for the implementation of *Tau Mai Te Reo*.



## *Tau Mai Te Reo* Implementation Plan







Kua takoto te mānuka

*The leaves of the  
mānuka tree have  
been laid down<sup>40</sup>*

# Ko te ara tangata:

Where we need to be

## Measuring investment and outcomes

Māori language in education activity must be managed to support improved learner and Treaty outcomes. To be effective and to ensure ongoing improvements across the current investment, *Tau Mai Te Reo* must be able to track and measure:

- › completion of activity in the implementation plan
- › value for money through the use of the investment framework
- › evidence of results and outcomes for and with learners, whānau and iwi.

Iwi and Government goals for Māori language will only be achieved when Māori language in education is coupled with the active intergenerational transmission and high quality Māori language in education provision.

The success of *Tau Mai Te Reo* will be measured through:

- › Better Public Services and Ministry Māori education targets – an improved Māori language in education sector would contribute to these targets

- › the 'Effective provision of te reo Māori in and through education' rubric – as a qualitative measure of success for Māori language in education programmes and initiatives.

### *Better Public Services and Ministry Māori education targets*

*Tau Mai Te Reo* contributes directly to Government and ministerial priorities through its strong and distinctive focus on evidence about what makes the most difference for learners of Māori language. Quantitative measures used to track progress and the overall success of *Tau Mai Te Reo* will contribute to the achievement of Government's Better Public Services targets. The Government expects to see:

- › 98 per cent of children starting school will have participated in quality early learning in 2016
- › 85 per cent of 18-year-olds will have achieved NCEA level 2 or an equivalent qualification in 2017
- › 55 per cent of 25- to 34-year-olds will have a qualification at New Zealand Qualifications Framework (NZQF) level 4 or above in 2017.

<sup>40</sup> This is a form of wero that is performed in very formal situations on the marae. It is when you are challenged and you answer that challenge depending on how you pick up the leaves. The wero is to see whether you come in peace or as an enemy. This proverb is used when being challenged, or you have a challenge ahead of you.





Learner education and Māori language outcomes sought from *Tau Mai Te Reo* will also need to align with targets set within *Ka Hikitia – Accelerating Success*. In addition to the Better Public Services targets, *Ka Hikitia – Accelerating Success* targets and measures are:

#### Early Learning

- › By 2017 85 per cent of ECE services reviewed by ERO will be working to some extent or to a high extent in partnership with Māori whānau.

#### Primary and Secondary Education

- › 85 per cent of Māori learners will be achieving at or above their appropriate National Standard/Ngā Whanaketanga Rumaki Māori in literacy and numeracy by end of 2017.
- › 22 per cent of learners will participate in Māori language in education (primary and secondary education) in 2015.
- › By 2017 Māori school leavers achieving University Entrance will be on par with non-Māori school leavers.

#### Tertiary Education

- › Employment outcomes for Māori learners improves.
- › The number of learners who participate in, and complete, Māori language qualifications increases.

- › The number of learners who participate in, and complete, immersion or bilingual initial teacher education increases.

### *The 'Effective provision for te reo Māori in and through education' rubric*

*Tau Mai Te Reo* incorporates the 'Effective provision of te reo Māori in and through education' rubric (the rubric) from the Measurable Gains Framework. The rubric defines and describes what quality learning in and through Māori language in education is. It aligns to the outcomes sought from *Ka Hikitia – Accelerating Success* and *Tau Mai Te Reo* across activities within the Ministry and education sector.

The rubric can be used:

- › to measure and report on progress against *Ka Hikitia – Accelerating Success* and *Tau Mai Te Reo*
- › as a 'lens' for planning, monitoring and assessing progress of activities
- › as a tool to shape programme development.



## *The evaluative and conceptual framing of the rubric*

The key evaluative components that underpin this rubric are:

- > **Provision**
- > **Teaching**
- > **Content**
- > **Iwi**
- > **Responsiveness**

The evaluative components are important, in relation to Māori language in education, when making a judgement about performance (quality, value and importance) and progress towards the achievement of language and education outcomes for Māori language learners. Note that there is some overlap and synergy between the components.



Component	Focus
<b>Provision</b>	Māori language in education is available and delivered in an appropriate learning environment; the network has the capacity and capability (people, buildings, teaching and learning resources, and funding) to support and strengthen the delivery of Māori language in education
<b>Teaching</b>	Proficiency and competency of the Māori language teacher workforce to deliver education programme and curricula content in and through the Māori language
<b>Content</b>	The Māori language is deliberately supported in education programmes through curricula content that reflects reo ā-iwi, mita, ngā kōrero ā-iwi, ā takiwā hoki
<b>Iwi</b>	Working with and for iwi, as the kaitiaki of Māori language, and critical partners to provide for Māori learner identity, language and culture within education settings
<b>Responsiveness</b>	Education settings are responsive to the language needs, priorities and aspirations of the learner, and their parents, families and whānau



## The 'Effective provision of te reo Māori in and through education' rubric

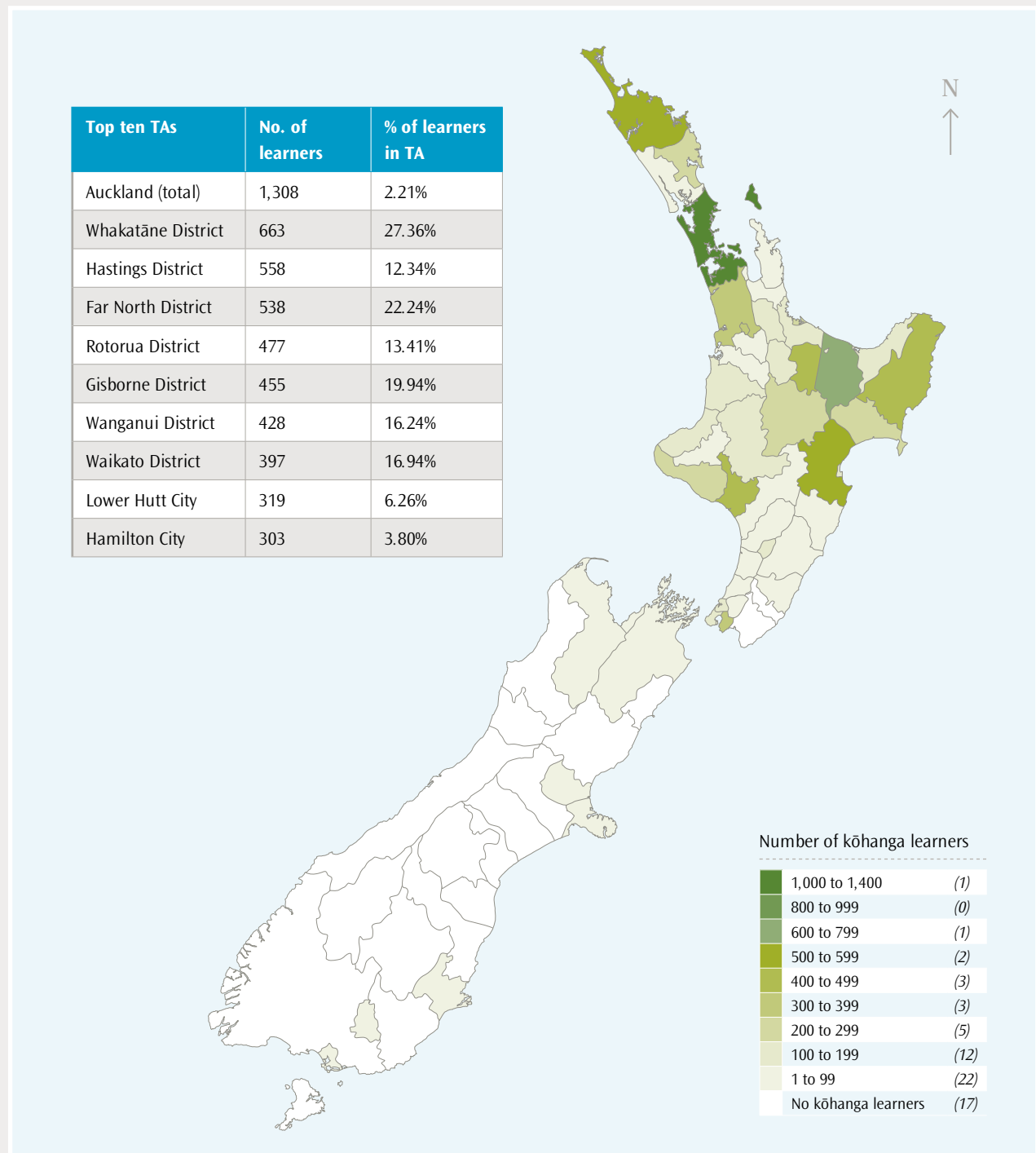
	Provision	Teaching
	<i>Māori language in education is available and delivered in an appropriate learning environment; the network has the capacity and capability (people, buildings, teaching and learning resources, and funding) to support and strengthen the delivery of Māori language in education</i>	<i>Proficiency and competency of the Māori language teacher workforce to deliver education programme and curricula content in and through the Māori language</i>
Highly effective	Māori language is provided, valued, accessible and embedded within all education settings and contexts. Provision enables and encourages learners to reach progressively higher levels of Māori language fluency and ability. Learning environments are set up to inspire learners and support learning and are fully ICT network connected. A strong high quality Māori language learning pathway is available from early learning to tertiary for learners.	Effective teachers of Māori language have a high-level of Māori language proficiency and provide clear pedagogical leadership. There is a strong focus on delivery in a manner that is consistent with language acquisition theory. Research and learner outcome data are gathered to drive evidence-based practice. Māori language teacher development plans (school or community based) are in place to ensure the quality of teachers' language proficiency and constant improvement of teaching and learning. School leaders value and support Māori language provision.
Consolidating effectiveness	Māori language is valued and is available for learners. Learners have access to education at their desired immersion level. Provision of Māori language delivers content appropriate to the specific language learning levels of learners. Provision enables and encourages learners to reach higher levels of language and educational achievement. Learning environments are nicely presented but not all have ICT provision. A clear learning pathway offers learners access to Māori language from early learning to tertiary.	There is evidence of pedagogical leadership with some attention to improving teaching practice in and through the Māori language. Teachers are actively upskilling their proficiency of te reo Māori, me ōna tikanga and/or pedagogy in teaching.
Developing effectiveness	Māori language is supported and delivered on demand but is not necessarily embedded. Requests for access are responded to by providers who think outside the square to enable learning of and in te reo Māori to be integrated into the learning programmes. Learning environments are acceptable but opportunities to make improvements are missed or not prioritised. Some learning pathways exist but provision might not be the preferred option.	Some initiatives will be in place to strengthen pedagogy and teacher language quality but these may be external and generic professional development options, not endorsed by iwi within the school/iwi community.
Minimally effective	Māori language is respected but is accessed off site or in a manner not well connected or integrated into a learner's learning programme. Access to Māori language is not tailored to the preferred immersion level of each learner. Learning environments are adequate but not of the same quality as the rest of the wider learning environment. Provision is available. There are some gaps in provision but not to the extent that learners don't make progress.	There may be pockets within the education setting or context where some of the good practices of language learning or thinking are evident, but they are not widespread and are heavily dependent on the presence and leadership of one or two teachers. No systematic plans are in place to raise and ensure teaching and teacher language quality.
Ineffective	Māori language in education is not readily accessible within the learning environment. Provision of te reo Māori contains content that is not at the learner's language level. Learning environments are of a low standard and not ICT connected. There are gaps in provision that hinder learner progress. The learners in total immersion are particularly vulnerable.	Teachers have limited proficiency of Māori language and/or practice in teaching. No processes or plans are in place to consider or improve teaching quality or teacher language – professional development is ad hoc or uses ineffective methodologies.
Poor or detrimental	Māori language in education is not accessible and requests for access are not supported. Learner expression of and knowledge of their identity, language and culture is not supported in education. Learning environments are substandard.	Teachers provide a rigid, inflexible or generic approach that fails to be culturally responsive to the language needs and aspirations of learners. There are significant concerns about the quality of teaching and the Māori language of teachers and there is no consideration as to how improvements and strengthening could occur.

Content	Iwi	Responsiveness
<i>Māori language is deliberately supported in education programmes through curricula content that reflects reo ā-iwi, mīta, ngā kōrero ā-iwi, ā takiwā hoki</i>	<i>Working with and for iwi, as the kaitiaki of Māori language, and critical partners to provide for Māori learner identity, language and culture within education settings</i>	<i>Education settings are responsive to the language needs, priorities and aspirations of the learner, and their parents, families and whānau</i>
The richness of the Māori language and reo ā-iwi (tikanga, grammar, structure and world view) is provided for and reinforced across the range of education provision. Content connects to all learners' existing cultural knowledge and is embedded within the wider learning programme. Learners progress steadily to higher language proficiency levels and their cognitive development and broader education achievement are enhanced through their Māori language competencies and proficiency. Provision nurtures all learners' identity, language and culture through content appropriate to each learner.	Educators value and are engaged in meaningful relationships with iwi to ensure content and provision is in place to maintain and enhance te reo ā-iwi, iwi content and iwi-focused learner outcomes. Iwi value their education partnerships and see them as a key way to influence and support uri and Māori in their rohe. Iwi are valued as language owners and partners. Education providers value and invest in iwi expertise to ensure the quality and authenticity of their provision. Iwi are involved in setting the strategic priorities and planning for the education institution.	The learning environment is highly responsive and tailored to the needs and aspirations of learners, and their parents, families and whānau. The learning environment also values and affirms the identity, language and culture of learners. Educationally powerful connections exist between whānau and education providers. Whānau feel valued and welcomed and are aware of the influence and importance of their contribution and support to learner outcomes.
Māori language is positioned within education provision and content, and the practice of speaking the Māori language in everyday settings is supported. Content is developed to connect to learners' existing culture knowledge and wider learning programmes. Effort is being invested to ensure reo ā-iwi and tikanga ā-iwi are reflected, and grammar and language structure is correct.	Educators and iwi preferences equally determine engagement and processes for working together (e.g. method) on Māori language in education and these are mutually agreed and acted upon. Education provision for learners is enhanced through the connections education providers have with iwi that are recognised as key stakeholders. There is alignment between iwi education priorities and the day-to-day operations of the education provider.	Curricula and/or programme content is informed by learner voice and also advice and input from parents, families and whānau. Māori language in education programmes reflect learners', parents', families' and whānau cultural context, values and world view of education. Learners and their parents and whānau feel valued and included but still see room for improvement.
Māori language is supported and visible in the education provision content for entry/basic language learning levels and has some connection to wider learning. Language progression and attendance to reo ā-iwi and other language quality indicators may not be so evident.	Educators engage in relationships with iwi in contexts where it is advantageous for both parties to do so, such as curriculum development with regards to Māori language. Both parties see opportunities where the partnership could be strengthened. There are issues that need to be worked on to improve collaboration and strengthened provision for learners.	There is a shared understanding within the learning environment of the language needs, strengths and aspirations of learners and their parents, families and whānau. Authority and decision making are not inclusive or driven by learner voice or their parents, but they are valued and know how to request support.
Māori language is acknowledged within the education provision content but provided in an ad hoc manner and has a limited connection to wider learning. A few errors are visible and content misses opportunities to impart cultural knowledge and attend to iwi-specific qualities.	Provision is beginning to be informed by advice from iwi, and is beginning to reflect their cultural context for te reo Māori in education. There may be breakdowns in communications. Arrangements at this level feel ad hoc or tokenistic. There is limited consideration and attendance to iwi aspirations or education priorities.	Some efforts are underway to build and support a learning environment that is welcoming and inclusive of learners of Māori language and their whānau. Whānau are included at a minimal level but this is not integrated or influential. Learner voice is not consistently valued.
Māori language is acknowledged within the learning setting but is not implemented in the education provision content or is not at a level that progresses learners' proficiency. There are errors in tikanga, grammar and structure, and a Māori world view and iwi-specific content are not present.	Educators only get in touch with iwi when they feel it is really needed and educators prefer not to be contacted by iwi. Iwi do not feel included in education and have significant concerns about education provision in their rohe. Educators are not confident in how to engage with iwi. There is little inclusion of iwi aspirations in education strategic plans.	A generic approach is applied within the learning environment that fails to be culturally responsive to the language needs and aspirations of learners and their parents, families and whānau. Whānau do not feel included in education provision and have no understanding of the importance and extent of their role to support their learners.
Māori language is not recognised within the education provision content or the learning setting, or what is taught is fundamentally incorrect and with many errors.	Learning contexts are set by the educator with no connection to iwi or consideration of the interests of learners of Māori language. Iwi feel powerless to contribute and feel like they have no influence in the delivery or content of education in their rohe. Educators avoid dealing with iwi and Māori.	The learning contexts are set by the educator with no consideration of the language needs and aspirations of learners and their parents, families and whānau. Learners and their whānau feel powerless, excluded and actively avoid engagement with the education provider.



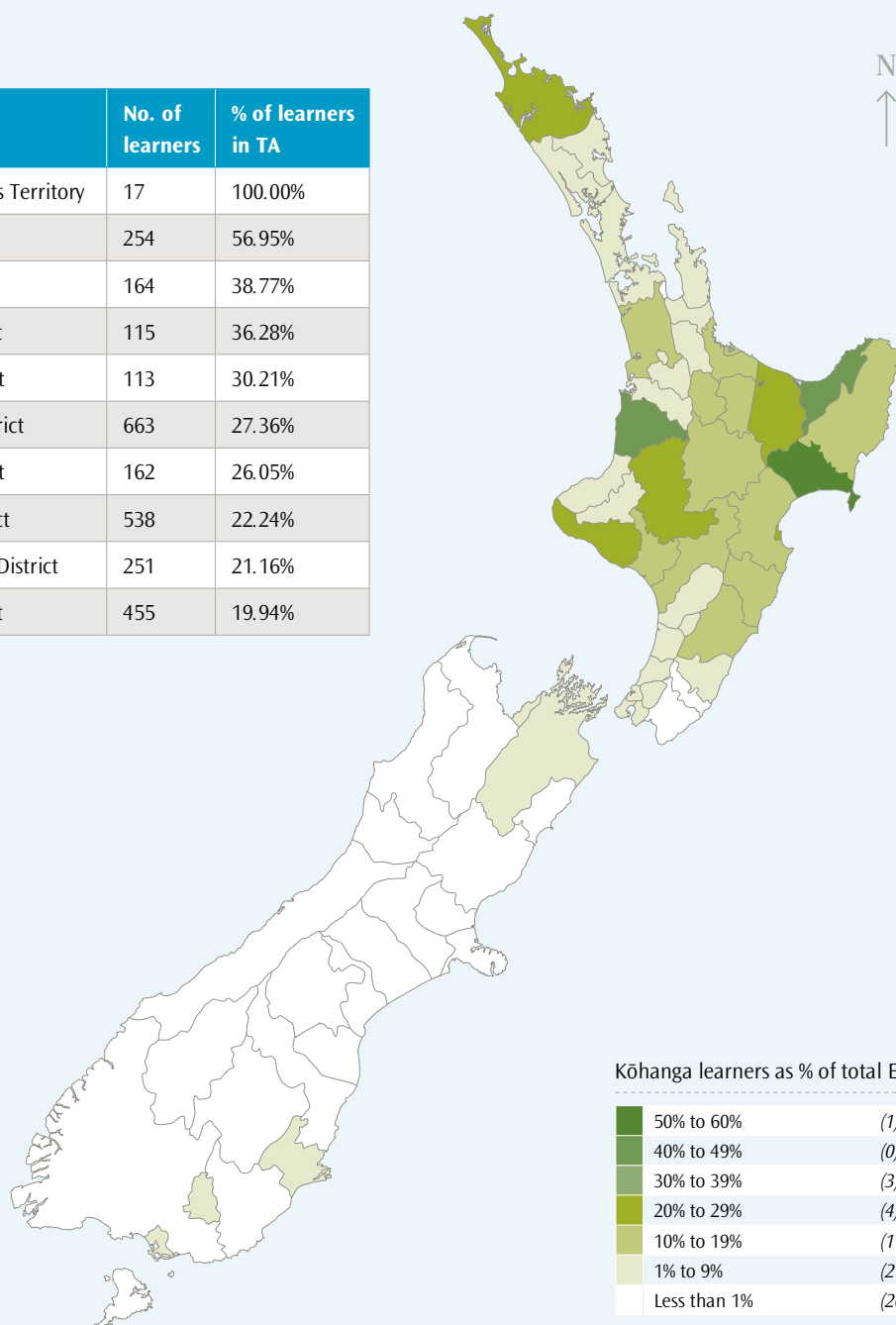
## Appendix A: Regional participation maps

*Number of learners participating in kōhanga by territorial authority (TA) in 2010/11*



*Percentage of learners participating in kōhanga vs. total participation across all early learning services by territorial authority (TA) in 2010/11*

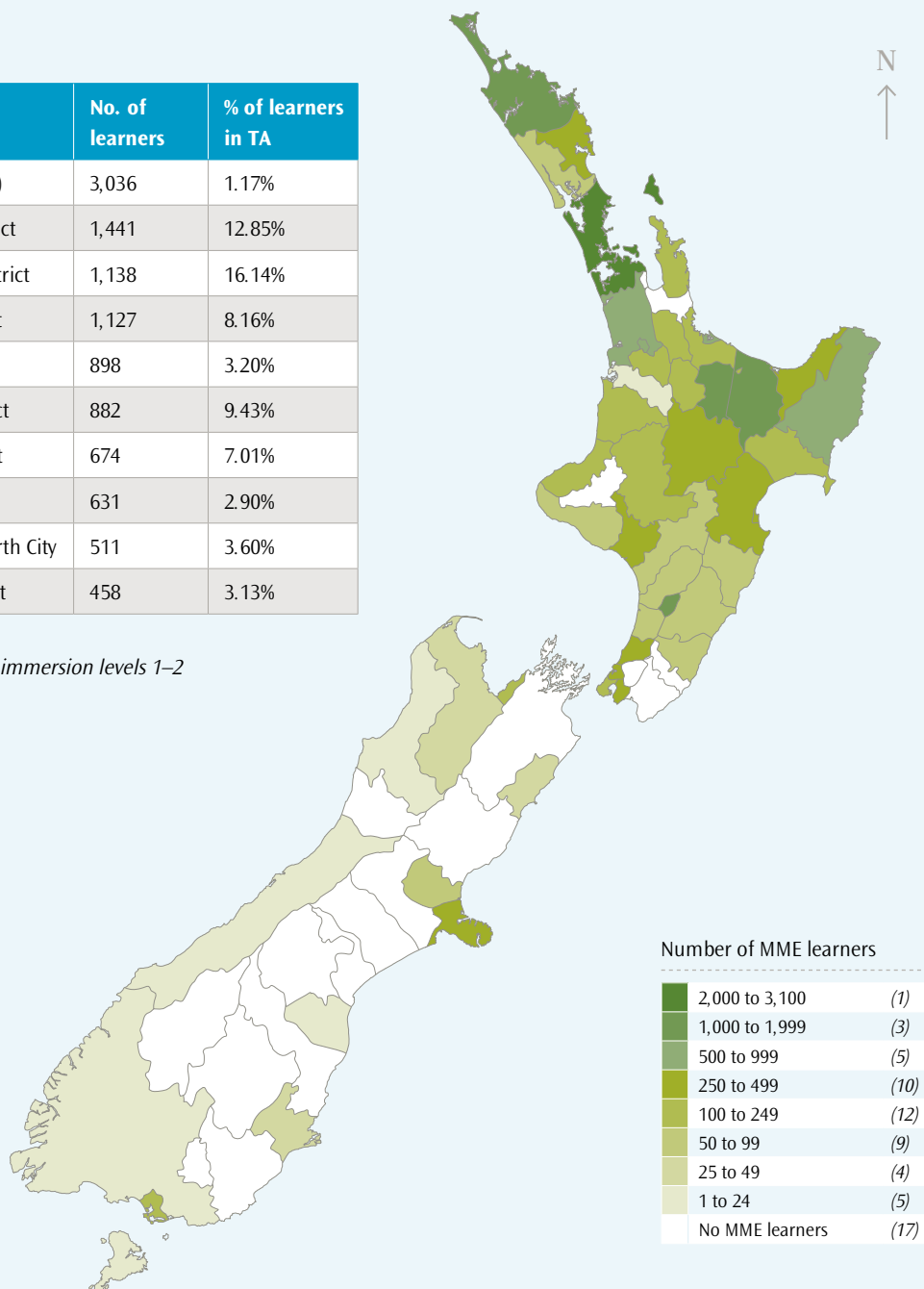
Top ten TAs	No. of learners	% of learners in TA
Chatham Islands Territory	17	100.00%
Wairoa District	254	56.95%
Ōpōtiki District	164	38.77%
Kawerau District	115	36.28%
Waitomo District	113	30.21%
Whakatāne District	663	27.36%
Ruapehu District	162	26.05%
Far North District	538	22.24%
South Taranaki District	251	21.16%
Gisborne District	455	19.94%



*Number of learners participating in Māori medium\* education (schooling) by territorial authority (TA) in 2010/11*

Top ten TAs	No. of learners	% of learners in TA
Auckland (total)	3,036	1.17%
Far North District	1,441	12.85%
Whakatāne District	1,138	16.14%
Rotorua District	1,127	8.16%
Hamilton City	898	3.20%
Gisborne District	882	9.43%
Waikato District	674	7.01%
Tauranga City	631	2.90%
Palmerston North City	511	3.60%
Hastings District	458	3.13%

\*Māori language immersion levels 1–2

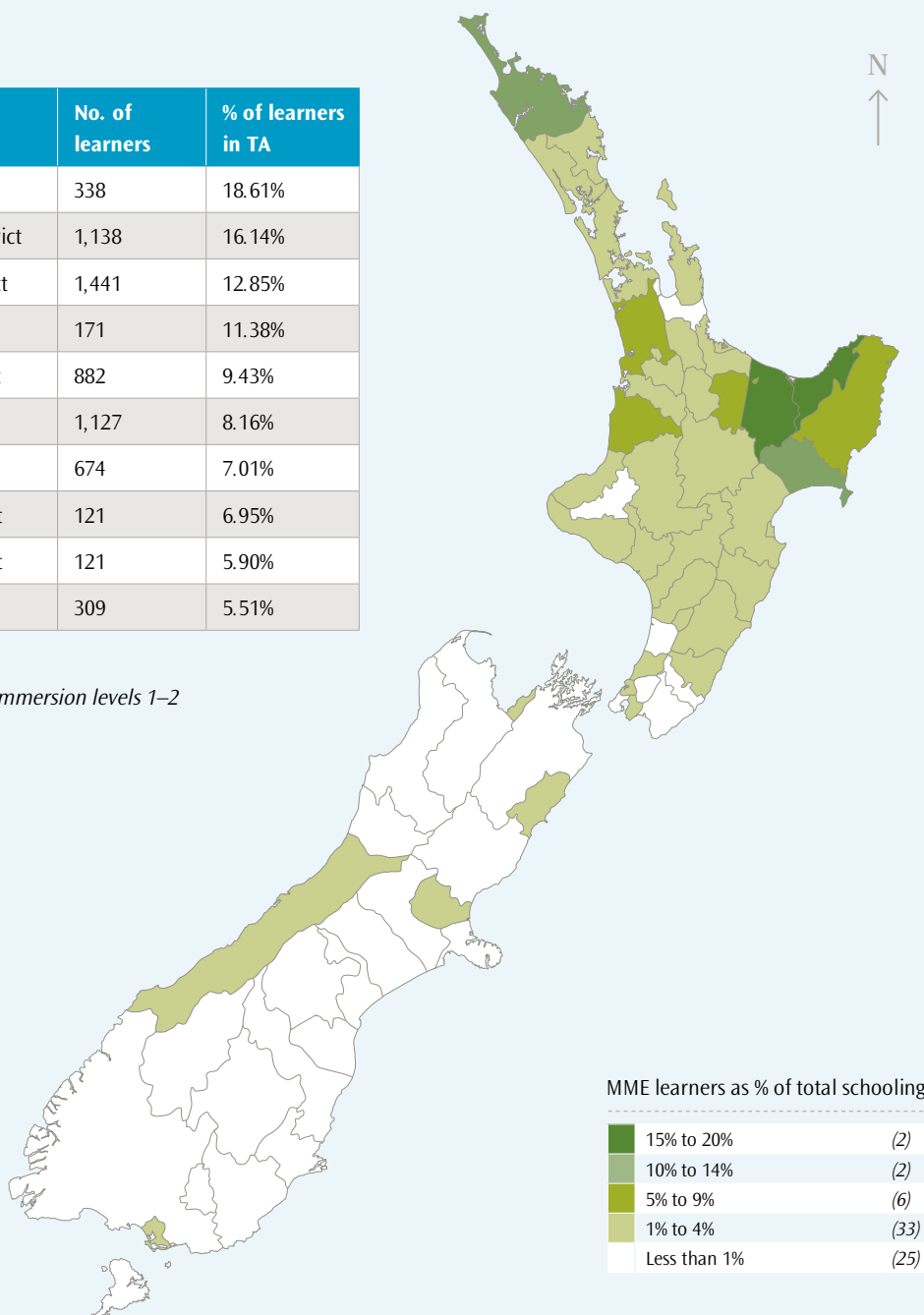




*Percentage of learners participating in Māori medium\* education (schooling)  
vs. total participation across all schooling by territorial authority (TA) in 2010/11*

Top ten TAs	No. of learners	% of learners in TA
Ōpōtiki District	338	18.61%
Whakatāne District	1,138	16.14%
Far North District	1,441	12.85%
Wairoa District	171	11.38%
Gisborne District	882	9.43%
Rotorua District	1,127	8.16%
Waikato District	674	7.01%
Waitomo District	121	6.95%
Ruapehu District	121	5.90%
Taupō District	309	5.51%

\*Māori language immersion levels 1–2



## Glossary

Hapū	Sub-tribe
Iwi	Tribe
Kura	Māori medium school (years 1–8)
Rohe	Region (example iwi boundary)
Tikanga	Māori customs and traditions
Uri	Offspring, descendent
Wānanga	Māori medium tertiary education institute
Whānau	Family group (inclusive of extended family)
Wharekura	Māori medium secondary school (years 9–13)

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**KA HIKITIA** ACCELERATING  
SUCCESS  
The Māori Education Strategy



**WHAKAPŪMAUTIA,  
PAPAKŌWHAITIA, TAU ANA**  
Grasp, Embrace and Realise



*Tau Mai Te Reo* builds on the Māori language in education elements of *Ka Hikitia – Accelerating Success 2013–2017*. *Tau Mai Te Reo* recognises the importance of iwi and Māori participation, contribution and partnership to strengthen Māori language in education consistent with *Whakapūmautia, Papakōwhaitia, Tau ana – Grasp, Embrace, Realise: Conducting Excellent Education Relationships*.



