

'Kia ita!'

Te Taura Whiri i te Reo Māori
MAORI LANGUAGE COMMISSION



WHAKANUIA TE REO KIA ORA

Evaluation of te reo Māori in
English-medium compulsory education

Research report prepared for Te Taura Whiri i te Reo Māori

By Haemata Limited
(Murphy, H., Reid, D., Patrick, A., Gray, A., Bradnam, L.)



Haemata^{Ltd}



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Executive summary

Background

1. In 2018, Haemata Ltd (Haemata) was contracted by Te Taura Whiri i te Reo Māori (the Commission) to conduct research into the design and outcomes of Māori language programmes in English-medium schools (Years 1-10).

Evaluation requirements

2. The purpose of the study was to understand the actual and potential contribution of the English-medium compulsory schooling sector to the revitalisation of te reo Māori. To this end, the evaluation sought to identify how te reo Māori is delivered in English medium schools; what is working; what success looks like; and what may be reasonably expected of the provision.

Evaluation design

3. The evaluation sought to respond to the following research questions:
 - i. How were the Māori languages programmes developed?
 - ii. What is the relationship between Māori language programmes in English-medium schools and the Māori language curriculum guidelines Te Aho Arataki Marau mō te Ako i te Reo Māori (TAAM)?
 - iii. How are programmes being delivered in schools?
 - iv. What innovative features are evident in the programmes?
 - v. What are children's attitudes toward learning and using Māori language?
 - vi. What motivates children to learn Māori language?
 - vii. To what extent do Māori language programmes influence children's attitudes toward the language and their motivation to learn further?
 - viii. What outcomes (intended and unintended) are being achieved through the Māori language teaching and learning programmes in English-medium schools?
 - ix. How can the findings of this evaluation inform a theory of change for Māori language in English-medium schools?
4. This report relies on data gathered in a small sample of 11 schools (primary and secondary, across a range of deciles) in geographically diverse settings. The main data collection phase took place during school terms 2, 3 and 4 of 2018.



Evidence sources and methods

5. A mix of quantitative and qualitative data was gathered and analysed through:
 - a national online survey of English medium schools
 - document review
 - semi-structured interviews with teachers
 - semi-structured interviews with school leaders
 - an environmental scan during school visits
 - an “I can” student questionnaire
 - a language attitudes student questionnaire
 - focus group discussions with whānau
 - focus groups discussions with students.

Key findings and conclusions

6. English-medium schools are making a critical contribution to the revitalisation of Māori language, particularly in terms of recognising and valuing te reo Māori as a key part of our national identity.
7. School leadership plays a key role in the success of Māori language programmes in schools. Schools that have strong programmes are led by strong leaders who actively value Māori language and its contribution to the school and the wider community.
8. English-medium teachers in the participating schools displayed positive attitudes towards Māori language, and a critical awareness of the need to value the language. Students were also largely positive about Māori language learning and displayed a level of “politicisation” about the language and the need to keep it alive.
9. The key driver for English-medium schools in the provision of Māori language programmes is the goal to support wider education success. Māori language is seen as a lever for strengthening Māori students’ identity and the foundation for achieving the vision of the Ministry’s Māori education strategy, Ka Hikitia (Ministry of Education, 2013b) i.e., Maori students achieving success as Maori.
10. There is a strong connection between Māori language learning and the integration of Māori culture across the curriculum, particularly in primary schools. In describing their Māori language programmes, teachers and leaders often talked about language and culture synonymously, with cultural outcomes often dominating language outcomes.
11. The amount of time dedicated to the teaching and learning of Māori language varied across schools but was typically prioritised alongside other areas of the curriculum which were considered equally or more important.
12. Schools face a number of challenges in sustaining their Māori language programmes. The ability of schools to deliver a Māori language programme is often dependent on the availability of a sole teacher in charge of Māori language in the school. This means that the sustainability of programmes can be fragile.
13. The ability of English-medium primary schools to deliver programmes beyond Level 1 or Level 2 of the curriculum is severely limited by the Māori language proficiency of teachers and their knowledge of second language teaching pedagogy.

14. This situation has led to low expectations of Māori language outcomes in English-medium primary schools. Primary school programmes typically focus on achieving outcomes aligned to Level 1 of the national curriculum guidelines. In some cases, primary school programmes attain outcomes at Level 2, but very few students are achieving beyond this level by the end of Year 8. Ministry of Education-funded professional learning and development (PLD) support and resources have reinforced this – much of the recent resource provision, via professional development and teaching and learning resources, has aimed at supporting Levels 1-2 of the curriculum. There is an obvious gap in support to primary schools beyond these levels.
15. Low-level outcomes at primary school have a flow on effect at secondary school. It appears that current language outcomes at primary are too low to support high levels of ongoing engagement at secondary school. Those students who do continue to learn te reo Māori at secondary school are faced with having to meet the outcomes of Levels 2-6 within three years in order to achieve at NCEA Level 1.

Recommendations

16. The report makes three recommendations to Te Taura Whiri i te Reo Māori:
 - i. develop and implement a budgeted communication and promotion plan to increase the awareness of English-medium schools about the vital role they can play in the revitalisation of Māori language.
 - ii. develop and implement a budgeted cross-agency action plan to support primary schools to teach beyond Levels 1-2 of the Māori language curriculum guidelines, Te Aho Arataki Marau mō te Ako i te Reo Māori.
 - iii. collaborate with the Ministry of Education, and other agencies and providers, to review the Māori language curriculum guidelines for English-medium schools (Te Aho Arataki Marau mō te Ako i te Reo Māori) and the national qualifications for te reo Māori – to ensure their currency and fitness for purpose.





Evaluation context and requirements

In March 2018, Te Taura Whiri i te Reo Māori (the Commission) commissioned research into the contribution of English-medium schools to the revitalisation of te reo Māori. Haemata was contracted to undertake the research study and the project was carried out over a 12-month period.

As a Crown entity under the Te Ture mō Te Reo Māori (The Māori Language Act) 2016, the Commission is charged with taking the lead in co-ordinating the implementation of Te Maihi Karauna (the Government's Māori Language Strategy). It also serves as an "enabler" to strengthen collective efforts and contributions to the revitalisation of te reo Māori. In this role, the Commission works with other entities to create an environment in which the use of Māori language is welcomed, encouraged and promoted.

In its leadership role, Te Taura Whiri i te Reo Māori expects to have influence on leading, coordinating and implementing the Government's Māori Language Strategy. Its Statement of Intent specifies the strategies the Commission will use to fulfil this role, which include a need to undertake research and share information that contributes to an evidence base for its work (Te Taura Whiri i te Reo Māori, 2017, p. 8). This project is intended to add to the pool of evidence that the Commission can bring to its leadership role and aligns with the following strategies and intentions:

Lead:

- Be based on robust information and knowledge gained from our policy research and evaluation activity.

Coordinate:

- Share information across agencies so opportunities can be identified, successful activities can be replicated, and risks can be mitigated.
- Identify opportunities for agencies to work together and share resources.
- Commission research aimed at providing information agencies can use in revitalisation.

Implement:

- Deliver helpful evaluation that will support agencies reaching higher goals.

Haemata was contracted to undertake an evaluation that focuses on the provision of te reo Māori in English-medium schools. As a result of the evaluation, the Commission is seeking to understand the implications of any key findings on the revitalisation of te reo Māori. In addition, the Commission requires Haemata to provide a suite of "snapshots" to increase the knowledge base available to English-medium schools, which will support them to implement te reo Māori programmes in their core curriculum by 2025.

This report relies on data gathered through face-to-face interviews together with an environmental scan, document analysis, focus group discussions and survey/questionnaire responses. The aim is to identify and describe the current approaches to the teaching and learning of te reo Māori in English-medium schools.

Evaluation purpose

The Labour-led coalition government has a commitment that, by 2025, Māori language will be integrated into early childhood and primary school settings – and will be available as a subject in all secondary schools. The driver for this stance is the survival and future of te reo Māori as a living language and as a fundamental contributor to our cultural identity as a nation.

The Government has recognised that education (early childhood and schooling specifically) is a key lever to the revitalisation of te reo Māori.

In looking to maximise support for the revitalisation of te reo Māori, English-medium compulsory education is a potential strategic partner. The Commission has recognised the need to grow its understanding of the contribution of the English-medium education sector to the revitalisation of te reo Māori and what may reasonably be expected in order to identify how to enable the sector to realise its potential contribution. To this end, the Commission wants to gain a picture of current practice, and outcomes, in the teaching and learning of te reo Māori in English-medium schools.

Evaluation aims

This evaluation seeks to contribute new knowledge to the existing knowledge base of te reo Māori education by identifying how te reo Māori is delivered in English medium schools; what programmes are used; what is working; what success looks like; and what may be reasonable expectations of the provision.

In addition to these aims, it is expected that by the end of this project we will have identified:

- the nature of the contribution that English-medium schools can make to the revitalisation of te reo Māori, including what enables or hinders that contribution
- how the Commission might enable English-medium schools to make and/or strengthen their contribution
- how the Commission might mobilise other agencies to support the teaching and learning of Māori language in English-medium compulsory settings.





Evaluation design and methods

Kaupapa Māori research approach and principles

Haemata has a responsibility to both the Commission and the research participants to ensure that integrity, trust, and respect are maintained. Haemata also has a commitment to the cultural safety of researchers and participants. Principles of cultural safety, integrity, trust and respect have been addressed in this evaluation by adopting a kaupapa Māori-based research methodology.

In our approach to this evaluation, we have been led by the well-known work of Linda Tuhiwai Smith, Graham Smith and their contemporaries. Linda Smith (Smith, 1999, p. 120) lists seven principles which guide research undertaken from a kaupapa Māori base, namely:

1. **aroha ki te tangata** (a respect for people)
2. **kanohi kitea** (the seen face; that is, present yourself to people face-to-face)
3. **titiro, whakarongo ... kōrero** (look, listen ... speak)
4. **manaaki i te tangata** (share and host people, be generous)
5. **kia tūpato** (be cautious)
6. **kaua e takahia te mana o te tangata** (do not trample over the mana of the people)
7. **kaua e mahaki** (do not flaunt your knowledge).

Alongside these kaupapa Māori research values, Haemata is also guided by an additional set of principles that reflect our commitment to undertaking research in a culturally appropriate manner and producing research that is useful to the community being examined, as well as the body commissioning the work. In practice, we have defined a kaupapa Māori approach that has become our researchers' "code of conduct". For a Haemata team, this means ensuring that:

- our research is led by Māori, for Māori (but this does not limit our ability to work with non-Māori, nor does it refute the benefits that can come from a bicultural approach to research)
- there are benefits for Māori in undertaking the research
- matters of tikanga and process will be acknowledged/addressed correctly
- te reo Māori is normalised
- we work with integrity, with an open mind and are open to learning.

These values and principles have underpinned our work throughout this evaluation.

Project strategy

The implementation of the project took place across three phases—Ngao Pae, Ngao Tū and Ngao Matariki — from February 2018 to April 2019.

PHASE 1 Ngao Pae (Planning): February–April 2018

- Induction with the Commission to ensure clear understanding of the inquiry purpose, goals, scope, context, limitations, risks and potential mitigation
- Development of a full project plan and methodology
- Document analysis to explore the current national provision
- Development of a communication plan.

PHASE 2 Ngao Tū (Data gathering): April–October 2018

- An online survey distributed nationally to schools, to identify a selection of innovative programmes, policies and initiatives
- Agreement from identified schools to participate further in the research
- Interviews with leaders and teachers in the identified programmes to understand:
 - How their Māori language programme/initiative was developed
 - How it is being implemented
 - What works, and what doesn't
 - How it affects students' ability to learn and use te reo Māori
 - Any other outcomes associated with the programme/initiative.
- Focus group discussions with students and whānau about the Māori language programmes in the identified schools
- Environmental scan:
 - Documentation, website, signage, resources, policies, visibility of Māori language
- An attitudinal and "I can" questionnaire for students.

PHASE 3 Ngao Matariki (Analysis and Reporting): November 2018–April 2019

- Development of "snapshots" to exemplify the characteristics of quality Māori language programmes, ideally in Years 1-6; Years 7-8; and Years 9-10
- Triangulation of documentary, survey/questionnaire, and interview data
- Analysis of findings
- Identification of key recommendations, proposing 'next steps' based on the new knowledge amassed from the evaluation
- Report writing
- Dissemination of findings to relevant stakeholders in a joint communication with the Commission.



Research methodology

Research questions

In its Request for Proposals, issued on 21 November 2017, the Commission identified a set of guiding questions that they wanted the evaluation to respond to:

- How was the [Māori language] programme developed? What is its relationship to the te reo Māori curriculum, *Te Aho Arataki Marau mō te Ako i te Reo Māori – Kura Auraki (TAAM)*?¹
- How is the programme being implemented? How well is the programme working?
- How was the programme integrated into the school? What worked/what did not?
- What innovative programmes have been done that can be shared with others?
- How did the programme affect children’s ability to learn and use te reo Māori? Children’s attitudes towards te reo Māori?
- Did the programme produce or contribute to the intended outcomes? For whom, in what ways and in what circumstances?
- What unintended outcomes (positive and negative) were produced?

For analysis and reporting purposes, these questions have been reshaped into five inquiry areas, as shown in the following table:

Table 1: Areas of inquiry

Inquiry area	Inquiry area questions
1: Programme design	<ul style="list-style-type: none">• How were the Māori language programmes developed?• What is the relationship between the language programme and the curriculum (TAAM)?• How are programmes being delivered in schools?
2: Innovation	<ul style="list-style-type: none">• What innovative features are evident in the programmes?
3: Attitudes and motivation	<ul style="list-style-type: none">• What are children’s attitudes toward learning and using Māori language?• What motivates children to learn Māori language?• To what extent does the Māori language programme in the school influence children’s attitudes toward the language and motivation to learn further?
4: Outcomes	<ul style="list-style-type: none">• What outcomes (intended and unintended) are being achieved through the Māori language teaching and learning programmes in English-medium schools?
5: Theory of change	<ul style="list-style-type: none">• How can the findings of this evaluation inform a theory of change for Māori language in English-medium schools?

¹ Te Aho Arataki Marau mō te Ako i te Reo Māori—Kura Auraki: Curriculum Guidelines for Teaching and Learning Te Reo Māori in English-medium Schools: Years 1–13.

Evidence sources and methods

The findings of this project have emanated from both qualitative and quantitative data gathered from a range of sources. A range of data gathering tools was developed in the first phase of the project, Ngao Pae, to support the data gathering activities in the second phase, Ngao Tū. The table below identifies the data sources and the key informant groups in relation to each inquiry area.

Table 2: Sources of evidence

Inquiry area	Data source						Key informants
	National survey	Document analysis	Enviro scan	Interviews	Student q'aire	Focus groups	
1: Programme design	✓			✓			Lead teachers of Māori Principals
2: Innovation		✓		✓	✓	✓	Lead teachers of Māori Teachers Whānau Students Principals
3: Attitudes and motivation	✓		✓	✓			Lead teachers of Māori
4: Outcomes					✓	✓	Senior students Students Whānau
5: Theory of change		✓		✓			Principal Lead teachers of Māori

There were six data gathering activities in Ngao Tū. The purpose of these was to:

1. identify a suitable sample
2. identify the current extent of the provision
3. identify key features of the Māori language programmes
4. determine the 'visibility' of Māori language in the school environment
5. determine language outcomes and student attitudes
6. explore views about te reo Māori.





National survey

A national online survey (see [Appendix 2](#)) was disseminated to 2,270 English-medium primary and secondary schools. The survey was voluntary. The intention was to identify schools offering innovative Māori language programmes, from which the sample could be selected. The survey asked schools if they offered a Māori language programme and, if so, to rate its effectiveness as either 'not effective', 'somewhat effective' or 'very effective'. No pre-determined definition of 'effectiveness' was provided. Respondents were also asked to briefly describe any innovations that the school had implemented, and if they would be willing to participate in Phase 2 (Ngao Tū) of the research. The definition of innovation was also left up to respondents.

Document analysis

Before visiting the schools in the sample, researchers collated and reviewed publicly-accessible documentation and resources such as the school's ERO report, and the school website. If this was not accessible publicly, interviewees were asked about any references to Māori language in their school's strategic documents such as the school charter, board or operational policies, strategic or annual plans, school prospectus and local school curriculum. This information was used to identify the educational context in which the Māori language teaching and learning programme operates within the school.

Semi-structured interviews

Teachers (including lead teachers of Māori) and principals were interviewed by a researcher, generally on a one-one basis, using a semi-structured interview schedule (see [Appendix 3](#)).

The focus of the teacher interviews was on the design and implementation of the teaching and learning programme. In some cases, particularly in schools that do not have a person appointed as lead teacher of Māori, the interview involved more than one teacher in order to learn about the design of the programme at each level of the school.

The goal of the interviews with leaders was to understand the positioning of te reo Māori in English-medium education and the role of English-medium schools in the revitalisation of te reo Māori.

Environmental scan

During the visit to the school, the researcher noted any visible uses of Māori language in the school environment (i.e., physical and/or cultural environment). Any identifiable references were documented on the environmental scan tool (see [Appendix 4](#)) to inform our understanding of the context for the teaching and learning of Māori language in the school, and to identify any Māori language support initiatives outside of the teaching and learning programme.



Student survey

A student questionnaire ([Appendix 5](#)) was completed by (up to) 20 senior students from each school. The questionnaire had two parts:

1. A set of 16 “I can” statements relating directly to the eight achievement levels in the Māori language curriculum guidelines for English-medium schools (i.e., TAAM). Students identified whether or not they could use Māori language for the particular purpose identified in each “I can” statement.
2. A set of 10 attitudinal statements about learning Māori language and its value in society.

The questionnaire was intended to identify the outcomes being achieved through Māori language programmes in English-medium schools.

Focus groups

Where it was possible for a group of students to be available to meet with the researcher, a focus group discussion was facilitated to discuss student attitudes and motivation around learning Māori language.

Some schools were also able to arrange for the researcher to meet with a focus group of whānau to explore their views about the school’s Māori language programme. Two sets of questions were used to guide the discussions with whānau and students (see [Appendices 9](#) and [10](#)).

Analytical framework

The analysis of evidence sought to respond to the key research questions and develop our understanding of the five areas of inquiry. The intended outcomes from the analysis are an increased understanding of:

- the nature of the potential contribution English-medium schools can make to the revitalisation of Māori language – including what enables or hinders that contribution.
- how Te Taura Whiri might enable English-medium schools to make and/or strengthen their contribution.
- how Te Taura Whiri might mobilise other agencies to support the teaching and learning of Māori language in English-medium compulsory settings.

Because the Commission is charged with co-ordinating the implementation of Te Maihi Karauna (the Government’s Māori Language Strategy), the research team has endeavoured to apply this new strategy to the analysis. The aim is to contribute to the establishment of baseline information from which the Commission might monitor progress in the coming years. The following matrix aligns the inquiry areas to the Maihi Karauna Strategy so that the findings can be considered in terms of the key outcomes, goals and approaches outlined in the new strategy.





Table 3: Matrix aligning inquiry areas to Maihi Karauna

Analytical framework			
Maihi Karauna			Inquiry area
Outcomes	Goals	Approaches	
Aotearoatanga	By 2040, 85 per cent (or more) of New Zealanders will value te reo Māori as a key part of national identity	Whakanui – create the conditions for te reo Māori to be valued by Aotearoa whānui as a central part of national identity	Attitudes and motivation
Mātauranga	By 2040, 1,000,000 (or more) New Zealanders (or more) will have the ability and confidence to talk about at least basic things in te reo Māori	Whakaako – create the conditions for te reo Māori to be learned by Aotearoa whānui	Programme design Outcomes
Hononga	By 2040, 150,000 Māori aged 15 and over will use te reo Māori at least as much as English	Whakaatu – create the conditions for te reo Māori to be seen, read, heard and spoken by Aotearoa whānui	Innovation Theory of change



Evaluation outcomes

An increased understanding of:

- the nature of the contribution that English-medium schools make to the revitalisation of te reo Māori – including what enables or hinders that contribution
- how the Commission might enable English-medium schools to make and/or strengthen their contribution
- how the Commission might mobilise other agencies to support the teaching and learning of Māori language in English-medium compulsory settings

Identifying the sample

This section describes the criteria used to identify potential participants, the processes around securing their participation in the project, and the management of confidential information.

The scope of the study, as defined by the Commission, was limited to “compulsory English-medium education”. Clarifying this scope was important, as the Request for Proposal did not provide a definition of “compulsory”. It did, however, specify that Māori-medium schools were “out of scope” (Te Taura Whiri i te Reo Māori, 2017, p. 3). In general, every New Zealand citizen and resident is required to be enrolled at a registered school from the age of 6 years until their 16th birthday, unless they have been allocated an exemption as permitted under Part 3 of the Education Act 1989. This contributes to some understanding of “compulsory”. New Zealand schools typically structure their teaching programmes in relation to years of learning from Year 1-Year 13 and provide programmes for students aged from 5 years old (Year 1) through to approximately 18 years of age (Year 13). Students aged 6-15 years old (inclusive) are most often in Years 2-10.

Requirements for schools determine that registered New Zealand schools must provide all students in Years 1-10 with programmes of learning that reflect the objectives outlined in the relevant national curriculum in relation to seven subject areas, namely: English, The Arts, Health and Physical Education, Mathematics and Statistics, Science, Social Sciences and Technology. For English-medium education, these learning areas are defined in the *New Zealand Curriculum* (Ministry of Education, 2007). In addition, “... all schools with students in Years 7-10 should be working towards offering students opportunities for learning a second or subsequent language” (Ministry of Education, 2007:44). For English-medium schools, Māori language may be one of the languages offered, but there is no current requirement for this to be the case. Those schools that offer Māori language programmes are expected to base their teaching on the achievement objectives outlined in the Māori language curriculum guidelines for English-medium schools, *Te Aho Arataki Marau mō te Ako i te Reo Māori—Kura Auraki* (Ministry of Education, 2009).

By any definition, compulsory education excludes early childhood education of children under 5 years old. This study, therefore, did not inquire into Māori language programmes in early childhood education settings.

A little less clear, however, is when “compulsory education” starts and ends. In considering this issue, the research team focused on the purpose of the research, i.e., “to understand what the provision of te reo Māori in English-medium education looks like” and what outcomes are achieved, as stated in the Commission’s Request for Proposals (Te Taura Whiri i te Reo Māori, 2017, p. 3). To this end, the Commission agreed that the sample be drawn from all schools (primary and secondary, Years 1-13) that offer English-medium Māori language, including private schools.

The research brief determined that all Māori-medium settings were out of scope including those located within English-medium schools, such as bilingual classes or units. Schools included in a project commissioned concurrently by Te Taura Whiri i te Reo Māori, examining aspects of subjective motivation in relation to organisations that promote, value and integrate Māori language learning into their delivery, were also deemed to be out of scope.

An additional requirement was adhered to in selecting the sample, namely, the inclusion of schools from both the North and South Islands.





It was agreed that, due to budget and time constraints, the sample would be small – with a minimum of 10 schools. The result of our scoping (in consultation with the Commission) was that:

1. Compulsory education was considered to be Years 1–10 (i.e. the years in which schools are compelled to offer the national curriculum).
2. Bilingual or rumaki (total Māori language immersion) units within English-medium schools were out of scope.
3. Private schools were in scope.
4. Schools included in the Commission’s Subjective Motivation project were out of scope.

Selection of participating schools

On this basis, Haemata took a purposeful approach to sampling, to ensure that the voices of a range of language stakeholders were captured. Despite the small sample size, we sought coverage of Māori language programmes in a diverse range of English-medium schools, based on the following criteria:

- school type
- school size
- Māori student roll
- decile, and
- geographic location.

This resulted in 11 schools that provided wide coverage across these criteria. The following table identifies the number of schools involved in the sample according to each of these criterion:

Table 4: Number of schools in sample by criterion

Location				School Types						Decile										Roll Māori		
Nth ls	Sth ls	Minor Urban / Main Urban	Sec urban/ Main Urban	Prim. Y 1-8	Sec. Y 9-13	Comp./ Area Y 1-13	Co.ed	Single sex	*Special Character	1	2	3	4	5	6	7	8	9	10	<25%	26-50%	>50%
3	3	5	6	7	3	1	10	1	3	2	0	1	1	1	1	1	0	2	1	7	3	1

* Special Character includes integrated schools in the New Zealand public schooling system.

Because the study was to identify the things that “work”, including any innovations, another criterion was subsequently added, namely, ‘Innovation’.

At the time of determining the sample, a total of 2,530 schools provided education to students between Years 1-15 (Ministry of Education, 2018) of which 2,377 of the total schools were defined as English-medium.

In order to identify the sample of approximately 10 schools to participate in this study, a national survey ([Appendix 2](#)) was distributed via email to 2,270 English-medium state schools that had an email contact noted on the New Zealand Schools Directory.² This is published online through the Ministry of Education’s *Education Counts* website.

The survey was intentionally short to encourage as many responses as possible. Within a brief time, 787 responses had been received – a 34% response rate.

² Retrieved from <https://www.educationcounts.govt.nz/data-services/directories/list-of-nz-schools>

Of the responding schools, 631 (80%) offered a Māori language programme in their school, and 539 agreed to be contacted further. An initial sample was selected from “willing” schools that self-rated their programmes as being “effective”. Using the criteria above (under ‘Selection of Participating Schools’), a long-list of potential participants was identified comprising 20 schools divided into two groups (A and B) of similar size and diversity. Schools in Group A were contacted first with a written letter of invitation to participate in the study, sent via email to the contact person identified in their survey response. If a school from Group A declined to participate, a school of like kind from Group B was invited to join the study. Later a Group C was identified. This process resulted in a sample of 11 schools reflecting the diversity required.

Across the 11 schools, there were 73 teachers involved in the teaching of the Māori language programmes, teaching 1714 students in Years 1-13.

Contact with participating schools

Schools invited to participate beyond the national online survey were emailed a written letter of invitation (Appendix 1) via the contact person specified in the school’s response to the national survey. If that person was not the school principal, a copy of the letter was also forwarded to the principal. The letter outlined the purpose of the project, criteria for participating, and instructions on what to do next should they accept the invitation. An Agreement to Participate form was also included at the bottom of the letter of invitation, to be signed by the school and returned to the research team.

If no response was received from the school by the date indicated in the letter, the letter was then followed up by a telephone call from a Haemata staff member.

Schools that agreed to participate received a phone call from a member of the research team to discuss the process for data-gathering and arrange an appropriate date for a researcher to undertake the semi-structured interviews and focus group discussions. During that phone call, an offer was also made to furnish interviewees with an outline of the semi-structured interviews, and provide information for parents, including an agreement form for their children to participate in focus group discussions.

Following that phone call, schools were given the following documents, if relevant:

- outline of interview schedule for teachers ([Appendix 3](#))
- outline of interview schedule for leaders ([Appendix 3](#))
- parent information sheet ([Appendix 7](#))
- student information/permission sheet ([Appendix 6](#))
- student questionnaire i.e., hard copy of online questionnaire ([Appendix 5](#))

The documentation provided met the ethical standards and information needs of schools.





Selection of participants

Criteria for participating in the research were outlined in a letter of invitation sent to schools (see Appendix 1). Schools were asked to ensure that the researchers would be able to carry out semi-structured interviews with two sets of key informants:

1. the teacher most conversant with the Māori language programme offered in the school
2. the principal (or school leader) responsible for curriculum delivery.

In addition, the school was asked to convene, if possible and appropriate, focus groups of students and whānau/parents with whom the researcher could meet to carry out semi-structured focus group discussions.

An additional group of students also contributed to the study. A student questionnaire ([Appendix 5](#)) was given to a group of (up to 20) students in each school. In most cases the questionnaire was completed by students who had participated in the school's Māori language programme the longest time – because they were the ones likely to have achieved the best outcomes. Typically, these were the most senior students in the school.

The following table identifies the number of schools where data was able to be collected from each type of informant group.

Table 5: Number of schools by informant group

Schools	Informant group				
	Teacher/s	Leader/s	Whānau	Students via survey	Students via focus group
School 1	✓	✓	✓	x	✓
School 2	✓	✓	x	✓	✓
School 3	✓	✓	x	✓	✓
School 4	✓	✓	✓	✓	✓
School 5	✓	✓	✓	✓	✓
School 6	✓	✓	✓	x	✓
School 7	✓	✓	✓	x	x
School 8	✓	✓	✓	✓	✓
School 9	✓	✓	x	✓	✓
School 10	✓	✓	✓	✓	✓
School 11	✓	✓	x	✓	✓
Total no. schools	11	11	7	8	10

Limitations/issues

Availability of participants

The 20 schools identified in the original long list had all indicated, through the online survey, a willingness to participate further in the study. However, after contacting the initial 10 schools (in Group A), it became apparent that the situation had changed for some schools in the intervening four-month period between completing the national online survey and receiving an invitation to participate in the next phase. For two of the schools, the lead teacher of Māori who had responded to the survey had resigned and the school did not feel it was able to participate. Two other schools did not respond to the invitation despite numerous email and phone contacts. A further school initially agreed but later declined due to unexpected workload pressure. As a result, five schools from the original 10 Group A schools participated in the final sample. Schools in Groups B and C were then approached. In total, 21 schools were invited to participate in the study. Of these schools, 11 agreed and formed the final sample as identified in the following table.

Table 6: Number of schools invited, and responses received

Response to invitation	#	%
Agreed	11	52
Declined	6	29
Nil response	4	19
Total schools invited	21	100

Student participation

The purpose of the student questionnaire was to identify the language and attitudinal outcomes of their Māori language programme. For this reason, students who had participated in the programme the longest were the preferred respondents. There was also the consideration of the ability of very young students to undertake an online written questionnaire.

However, having the most senior students complete the questionnaire was not always possible. The timing of data gathering in one secondary school meant that most senior students had finished for the year, and so the questionnaire was completed by younger students. Further, in one primary school and one secondary school, the schools had arranged for a mixed age-group of students to complete the questionnaire.

In some cases, the school oversaw the delivery of the student questionnaire after the visit from the researcher. This was an option offered if it was not possible for the researcher to carry out the questionnaire on the day of interviews due to students' unavailability or time constraints. The outcome was that 124 students from eight of the 11 participating schools completed the student questionnaire.

Student voice was also gathered through focus group discussions with a researcher. The student focus groups were voluntary and held only in schools where it was feasible to arrange a focus group on the day that the researcher visited. This possible in all but one school, i.e., focus groups with students were conducted at 10 schools.





Whānau participation

Where possible, and particularly where whānau involvement in the programme was part of the innovation identified by the school, the researcher sought to conduct a focus group interview with whānau representatives. Generally, the only possibility for this to take place was on the day the researcher visited the school, which was a limitation for some schools and for the number of whānau who could participate. In one instance, the researcher was able to hold an evening focus group meeting on a separate date from the school visit. Focus groups with whānau were able to be conducted at seven schools.

Sample size

The scope of this evaluation was restricted to a small sample size (n=11). This allows only for a basic descriptive analysis about the provision of Māori language in English-medium schools. The initial national survey, which was carried out across the country, provided some quantitative data on a larger scale. However, no weighting adjustments or confidence intervals have been calculated.

Evidence sources

There are also some limitations resulting from the evidence sources and data gathering methods used. In this evaluation, students were asked to self-rate their language abilities. Any self-rating activity has inherent issues of reliability. Similar issues of reliability arise from the sample of participating schools, chosen to specifically identify and highlight a range of innovative features of Māori language programmes in English-medium schools. The findings, therefore, may be overly positive and not reflective of the wider sector. Further, our informants were not randomly selected. They were people who could speak knowledgeably about Māori language in the schools, and who had a stake in the programmes. While other evidence was also sourced, in an effort to triangulate the data, we are aware that the findings may not be reliable when extrapolated to the wider English-medium schooling sector.

Informed consent and confidentiality

Prior to semi-structured interviews being carried out with teachers, school leaders, and whānau, participants were informed that their names would not be used in any report unless they explicitly agreed to this happening, but that their role might be disclosed (if necessary) to facilitate the understanding of those who read the research report.

Informants were also asked to complete and sign an ethics form (see [Appendix 8](#)), and their permission was sought if the researcher was audio-recording the interview.

Students participating in focus groups were required to have signed permission from their parent/caregiver (see [Appendix 6](#)).

Signed consent was not sought for students who completed the online questionnaire as this was completed anonymously. Parents and caregivers, however, were informed about the questionnaire and given the option for their child not to participate (see [Appendix 7](#)).

To ensure that ethical standards were adhered to throughout the project, and that the integrity of the collected information was maintained, information collected was treated in a confidential and secure manner. The reporting of school names and interviewee names has been avoided, unless explicitly agreed to by the principal or individual. Care has been taken to report data in a way that does not identify any individual informant or school. Student and whānau data have been collected on a group basis, and the analysis and reporting of that data has been undertaken on a school-by-school or sector (primary and secondary) basis to protect the identity of informants.

Summary of findings

In this section, findings from the collated information and datasets are summarised specifically in relation to each of the five Inquiry Areas. The findings need to be considered within the context of English-medium schooling in Aotearoa New Zealand in 2018. Two descriptions of the context are provided. First, an overview of the provision of Māori language in English-medium schools on a national scale. Second, an overview of the provision of Māori language in English-medium schools at a school level.

Context

National provision

Māori language education in New Zealand schools consists of two pathways:

1. Māori-medium education
2. Māori language in English-medium education.

The Ministry of Education (Ministry of Education, 2013, p. 19) defines these two pathways further in terms of the number of hours per week Māori language is used in the classroom as the medium of instruction or taught as a subject (as shown in the table below). The five levels of “immersion” provide some understanding of the Māori language environment of the classrooms in which English- or Māori-medium students are learning. They are also used as the investment framework to assist schools in the provision of Māori language programmes and provide teachers with professional development support. In general, Māori-medium education is considered to encompass Māori language immersion levels 1-2, with English-medium education including immersion levels 3-5.

Table 7: Māori language pathways and immersion levels

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

(Ministry of Education, 2013, p. 19)



By definition then, Māori language education in English-medium settings includes students who are:

- learning te reo Māori as a language subject
- taught the curriculum in the Māori language for up to 50 percent of the time (12.5 hours per week).

Numbers of schools

Over the past 10 years there has been a slight upward trend in the percentage of New Zealand schools with students learning Māori language through an English-medium pathway. As at 1 July 2018, 43% of schools were involved in Māori language in English medium—an increase of 5% over the previous ten years (see [Figure 1](#) below).

Percentage of schools with students learning Māori language in an English-medium setting (2008-2018)

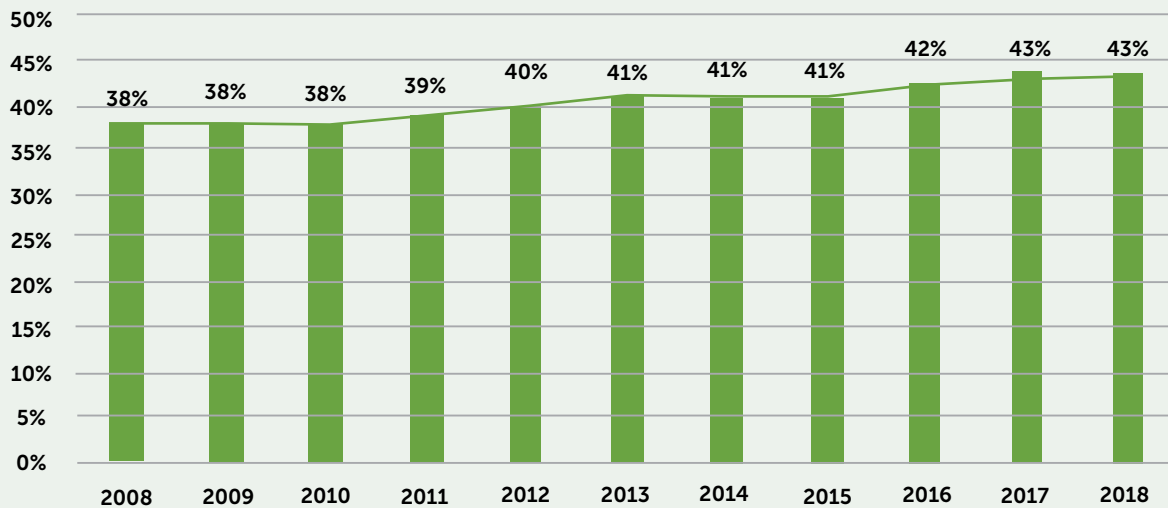
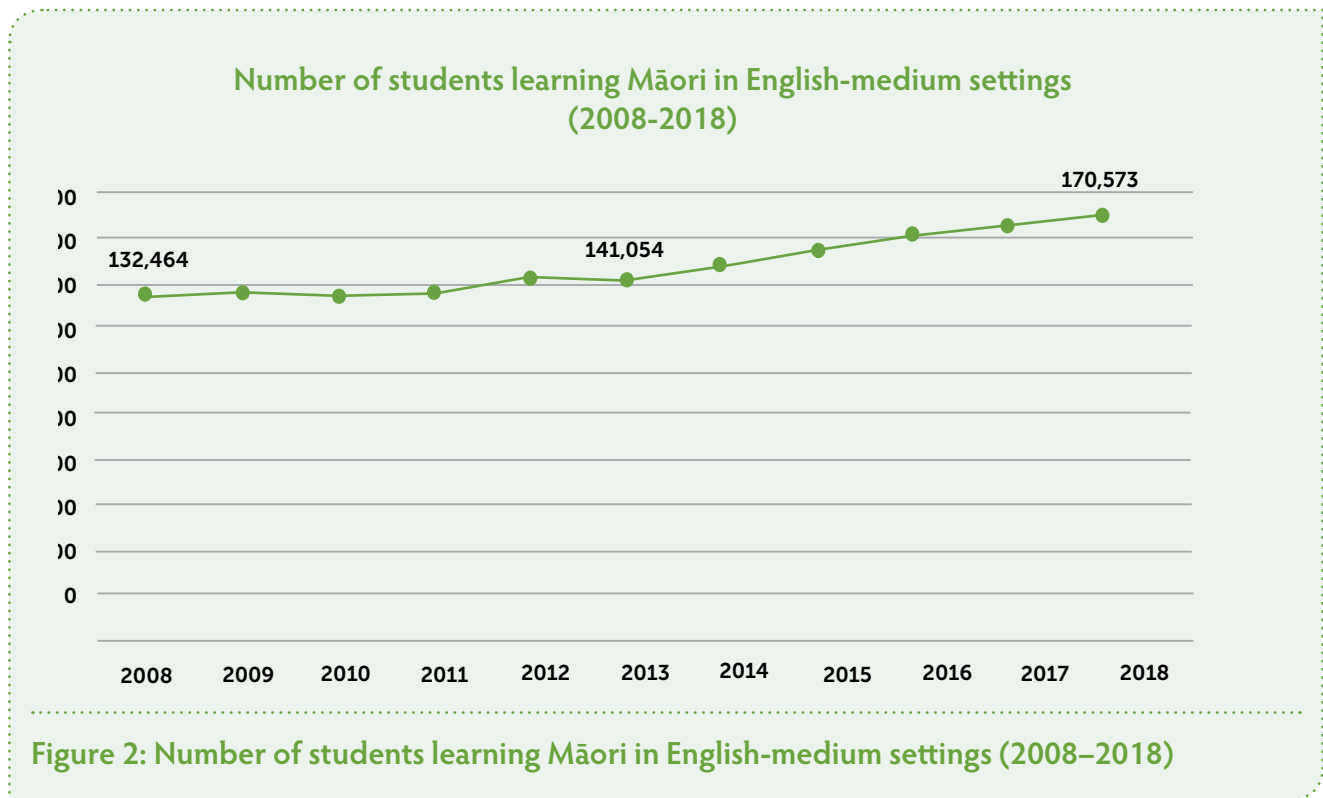


Figure 1: Percentage of schools offering Māori language in English-medium (2008-2018)

Ministry of Education data available through the Education Counts website (www.educationcounts.govt.nz) shows that, in the 10-year period since 2008, 87 more schools have some students learning Māori language in an English-medium context. As at 1 July 2018, a total of 1,093 schools offered Māori language in an English-medium setting.

Numbers of students

Along with an increasing number of schools with students learning Māori in an English-medium setting over the past 10 years, there has been a consequential increase in the number of students learning Māori in those settings. As at 1 July 2018, the total number of students involved in Māori language in English medium (immersion levels 3-5 only) was 170,573 (see [Figure 2](#) below).



This has been an increase of approximately 38,000 primary and secondary students in the past decade, with the greatest increase happening in the past five years. Since 1 July 2013, the total number of students learning Māori in an English-medium context has increased by over 29,519 students, while in the preceding 5-year period, the total number increased by only 8,590.

Primary student numbers

The teaching of Māori in primary schools accounted for most of the increase in each of these periods. In 2018, there were more than 146,000 primary school students in English-medium schools learning Māori (see [Figure 3](#)). This was an increase of almost 27,000 students from five years previously, in 2013, and it almost quadruples the increase of the preceding five years from 2008–2013.





**Number of primary students learning Māori in English-medium
(2008-2018)**

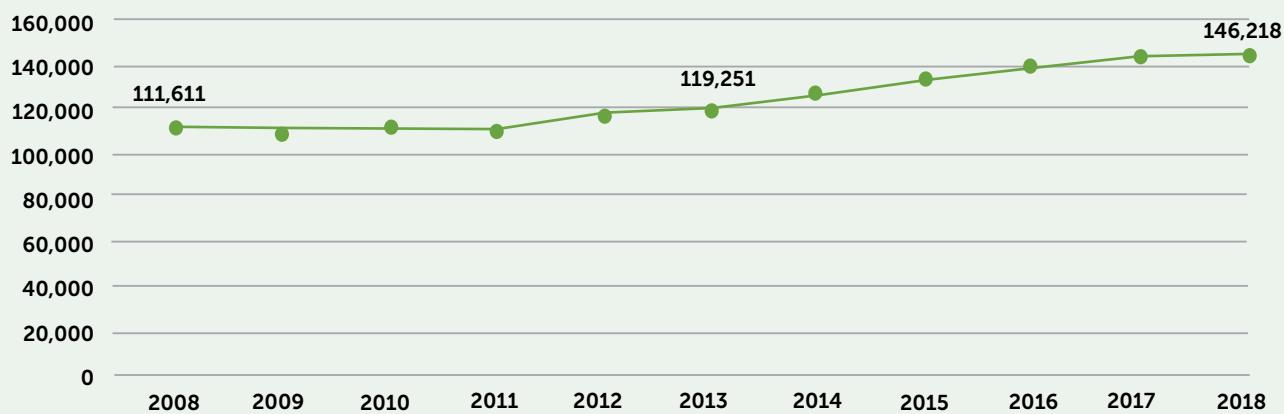


Figure 3: Number of primary students learning Māori in English-medium settings (2008-2018)

Secondary student numbers

While the number of primary school students involved in learning Māori in English-medium contexts has increased steadily in the past 10 years, the picture is not the same for secondary school students. Only in 2018 did the number of secondary students learning Māori in an English-medium classroom grow beyond that of the previous 'high' in 2009, nine years previously. In fact, over the 5-year period between 2011-2015, the number was on a steady decline (see [Figure 4](#) below).

**Number of secondary students learning Māori in English-medium
(2008-2018)**

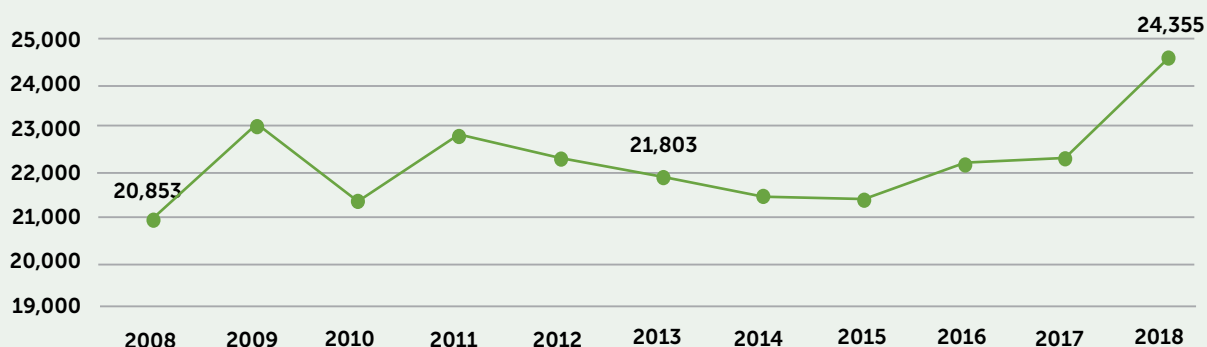
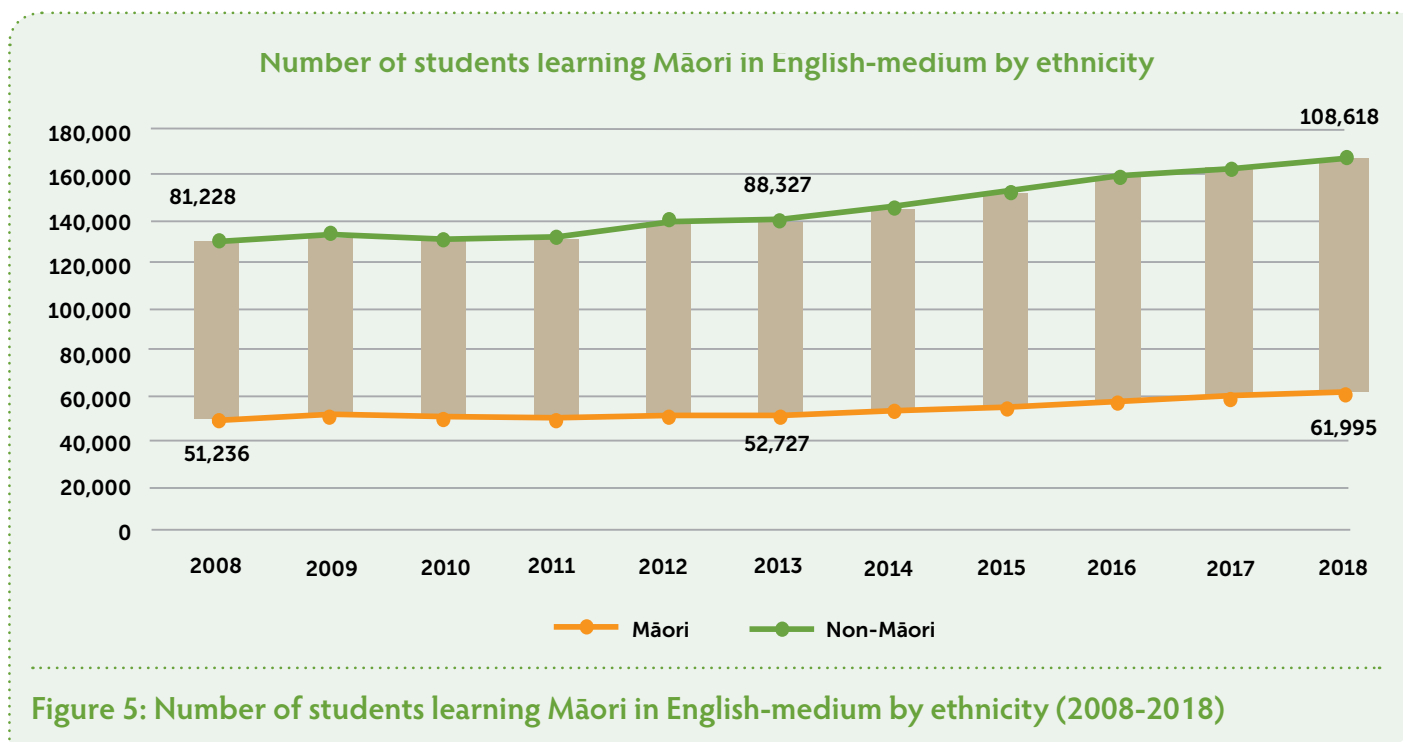


Figure 4: Number of secondary students learning Māori in English-medium settings (2008-2018)

Students by ethnicity

As at 1 July 2018, of the total 170,573 students learning Maori language in English medium settings, 61,955 identified as Māori. Since 1 July 2013 this has seen an increase in 29,519 students. In the five years before 2013, there was very little increase in the number of Māori students learning the language in English-medium schools. During that same period (2008-2013) the number of non-Māori students learning Māori language increased by approximately 6,000 (see [Figure 5](#) below).



A point of interest in the data is the disparity between the rate of increase in numbers for Māori students and non-Māori students. While in 2008, 30,000 more non-Māori than Māori students were learning Māori language in English-medium settings, the difference had widened to more than 40,000 in 2018.

While this may be a little misleading because of population figures, when considering the percentage rate of increase there is still a disparity as shown in the table below. The number of Māori students increased at a rate of 3% and 17% over the period 2008-2013 and 2013-2018 respectively. The total increase of 10,719 Māori students (1,491 to 2013, and a further 9,228 to 2018) learning Māori language in English-medium schools over the 10-year period, equates to a total increase of 21% from the 2008 figure.

The comparative figures for non-Māori are somewhat higher. Between 2008 and 2013 the number of non-Māori students learning te reo Māori in English-medium settings increased by 8% and jumped to a 23% increase in the following 5-year period to 2018. Overall, since 2008, the number of non-Māori students learning Māori language in English-medium schools increased by 27,390 (7,099 to 2013 and a further 20,291 by 2018). This equates to an overall rate of increase of 47% since 2008.





Table 8: Rate of increase of students learning Māori in English-medium, by ethnicity (2008-2018)

	2008		2013		2018		
	#	#	Increase	Rate of increase since 2008	#	Increase	Rate of increase since 2013
Māori	51,236	52,727	1,491	+ 3%	61,955	9,228	+ 17%
Non-Māori	81,228	88,327	7,099	+ 8%	108,618	20,291	+ 23%
Total	132,464	141,054	8,590	+ 6%	170,573	29,519	+ 21%

School provision

The national survey carried out during Phase 1: Ngao Pae provided the basis from which the school sample was derived. The survey was sent to 2,270 English-medium schools nationally. Of these, 79% provide for students at Year 1-8 only. The remaining schools offered education through to secondary students (see [table below](#)).

Table 9: Survey recipient schools by sector

Survey recipients	#	%
English-medium schools offering education at Year 1-8 only	1797	79
English-medium schools offering education at Years 9-13 (including composite/area schools)	473	21
Total	2270	100%

A total of 787 schools responded to the survey. Their responses offer some useful insights into Māori language programmes at a school level. Of the responding schools, 80% (631) offered a Māori language programme at the start of 2018 (see [Figure 6](#)). This meant 20% did not offer such a programme. But just over half of these schools (11% of the total sample) said that they intended to offer a Māori language programme within two years.

Do you currently offer a te reo Māori programme in your school? (n=787)

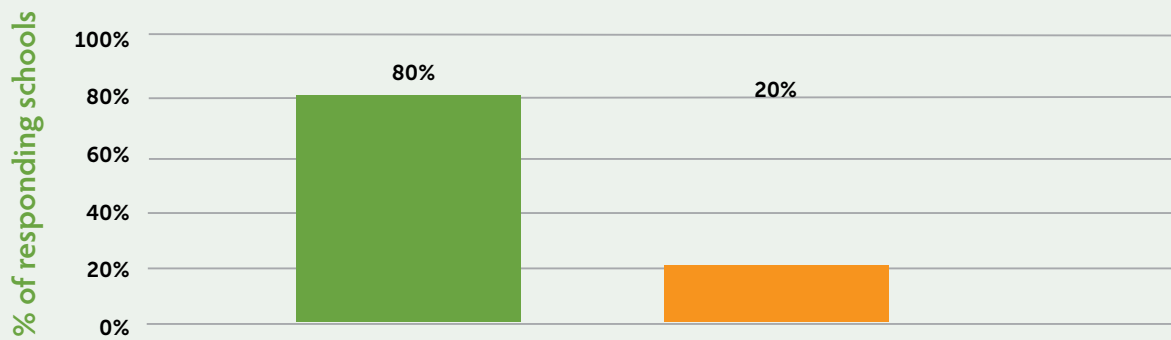


Figure 6: Percentage of survey respondents schools offering Māori language programmes

These findings appear positive for the future of Māori language in English-medium school. However, we offer a word of caution here. The findings may reflect schools most likely to respond to a survey about Māori language teaching. If so, these results could be overly optimistic.

Schools that offered a Māori language programme were asked to indicate how effective the programme is in supporting language outcomes. The question did not provide a definition of "effective" other than proposing effectiveness should be considered in relation to achieving language outcomes. The findings suggest that most respondents felt that their school's programme was either "not effective" or only "somewhat effective". Only one-quarter rated the Māori language programme in their school as "very effective".

How effective is your reo Māori programme in supporting language outcomes? (n=592)

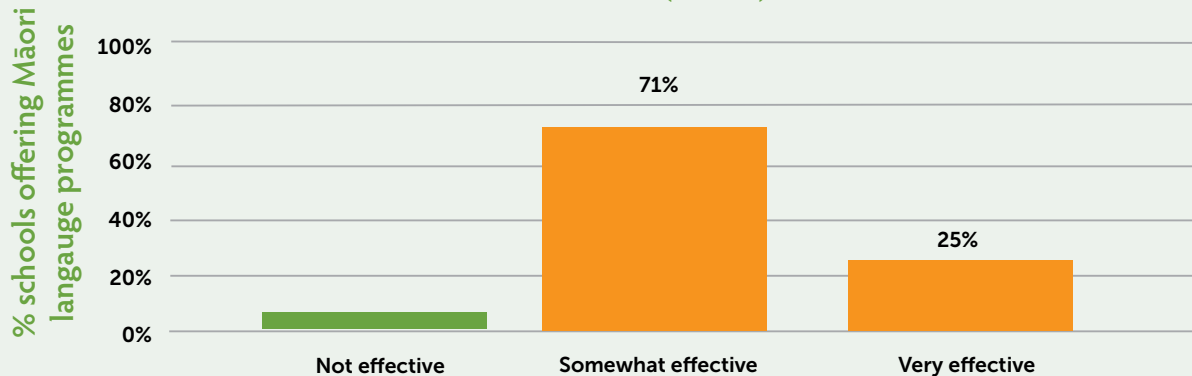


Figure 7: Respondents' self-ratings of their Māori language programme's effectiveness





Respondents were also asked to explain what makes their Māori language programmes effective. The most commonly mentioned contributor to an effective programme was the teacher, with many respondents stating the importance of teachers being willing and confident to use Māori as critical to the effectiveness of their programme.

Other factors in effective programmes, commonly identified by respondents in the national online survey, included integrating Māori language in the classroom in a normal, authentic way – most often being for routine instructions and activities. Respondents spoke about this practice as a way of valuing the language and building student and teacher confidence.

In terms of the programme delivery, respondents often mentioned integrating language learning across the curriculum, particularly where a thematic approach to learning is used. The theme provides a context for the Māori language learning programme; and the focus is often on building vocabulary, pronunciation, or basic everyday phrases.

Many respondents also identified waiata, tikanga and kapa haka as important elements contributing to Māori language outcomes.

What makes your programme effective in supporting language outcomes?

Teachers' willingness to upskill.

We have one fully fluent speaker of te reo on staff.

Teachers persist in trying to incorporate te reo across their curriculum as much as possible.

Interpretative commentary

These findings signalled some important areas for further exploration in the next stages of the data gathering phase. The findings of the survey suggested that, while schools may offer Māori language learning as part of their school curriculum, the effectiveness of those programmes in terms of producing language outcomes was unclear.

Responses to the survey also highlighted a heavy focus on the teaching and learning of cultural practices such as pōhiri, waiata, and kapa haka, within the Māori language programmes, particularly in primary schools. Some respondents described these as being the “hooks” to engage students. As researchers, however, we wondered whether this was also to do with the inability of teachers to offer a more in-depth Māori language programme. It became apparent early in the data gathering phase, that the ability to offer a Māori language programme in a school is heavily reliant on the willingness and Māori language ability of teachers. Furthermore, in many instances, it depends on one specific teacher. This was confirmed when two “willing” schools were invited to participate further but felt unable to do so because the teacher who led the Māori language programme in the school had since left. This fragility of Māori language programmes in English-medium schools was one of the early key findings of the study.

Areas of inquiry

In this section, the findings of the data gathered from the 11 sample schools is presented in relation to the five inquiry areas. Each area of inquiry is presented with its related key question/s, the findings evidenced in the dataset, and finally our analysis of those findings.

INQUIRY AREA 1 Programme design

Key research questions

- How were the Māori language programmes developed?
- What is the relationship between the language programme and the curriculum (TAAM)?
- How are programmes being delivered in schools?

Findings

Programme development

In all 11 sample schools, teachers led the planning and development of Māori language programmes. This generally happened by teachers working together as a syndicate (i.e., a group of teachers working at similar levels of the school), or with the guidance of a lead teacher of Māori.

In some schools, a school-wide plan was developed (possibly by a lead teacher of Māori) **and** delivered by all classroom teachers.

Alternatively, seen in two schools, a specialist teacher of Māori had developed and delivered the school-wide plan.

Where there was a school-wide programme in place, the teaching and learning programme was more likely to have an identifiable progression of language and cultural outcomes.

In approximately half of the schools (5/11), whānau and students were also involved in the planning stages suggesting contexts or topics for study. In some cases, whānau also provided guidance on grammar and tikanga.

Whānau in one of those schools had been integral to initiating research and consultation on Māori language in the school, and in developing the school's Māori language strategy. This strategy served as a long-term vision for the development and cultivation of language and cultural practices (te reo me ngā tikanga) in the school and informed the school's goals and annual plan.

In one school, the local hapū had been integral to the development of the programme, providing guidance on tikanga and enabling the school to access local histories and stories.

In four schools, external PLD facilitators worked with teachers to plan and develop their Māori language programmes. A key feature of the programmes in these schools was the use of the curriculum guidelines (TAAM) and supplementary resources. Specific pedagogical approaches, such as vocabulary acquisition strategies and communicative language teaching, were also more likely to be a feature of these programmes. Moreover, these schools identified PLD as a significant and necessary lever to support improved teacher confidence in the planning and delivery of Māori language in the school.



Programme support materials

Support materials and supplementary resources were an important feature of Māori language programme planning in the 11 sample schools. Teachers drew on a range of support materials and resources to support their language teaching programmes, including resources produced by the Ministry of Education and the Commission, as well as commercially-produced resources.

Widely-used Māori language resources produced by, or on behalf of, the Ministry of Education included:

- ***Ka Mau te Wehi*** – a multimedia resource designed for use with students in Years 7 and 8. It is aligned to curriculum levels 1-2 of *TAAM*. The resource includes unit and lesson plans, videos, student worksheets, waiata, print resources, professional development resources, and explanations of tikanga or protocol. This resource is available online or hard copy.
- ***He Reo Tupu He Reo Ora*** – used to support Māori language teaching programmes in primary schools, Years 1-6. Also aligned with Levels 1-2 of *TAAM*, the resource has provision for some extension to Levels 3-4. Its multimedia components include teachers' notes covering eight topics, second language tasks, resource sheets to support those tasks, assessment rubrics, video clips and animations. This resource is available online.
- ***Ako Panuku resources*** – a Ministry of Education-funded initiative that supports Māori teachers in secondary schools, many of whom teach Māori as a subject. The initiative provides a wide range of planning, teaching, learning, and assessment resources, and professional development opportunities for teachers.

Teachers also accessed commercially-produced text and digital resources. One such resource was *Māori Made Easy* – a workbook supported with web-based content provided through the MāoriLanguage.net website <http://www.maorilanguage.net>.

Programme outcomes

Māori language programmes in the schools were designed to achieve a range of outcomes.

A desire to contribute to the vision³ of the Ministry of Education's Māori education strategy, *Ka Hikitia*, was a key motivator for teaching Māori language, identified by leaders in all schools. Some primary school teachers cited examples of Māori students achieving success as Māori by, for example, demonstrating excellence in te reo and kapa haka, and undertaking leadership roles. These examples were, at least in part, attributable to the Māori language programme in the school.

Also common across all schools was the desire for students to become familiar with tikanga Māori, with specific cultural outcomes identified in the Māori language programmes. Kapa haka was an identified context for the teaching and learning of te reo, with students learning waiata, haka and karakia. Other contexts identified by informants included tikanga Māori, Māori art and Māori history.

In programmes where language outcomes were identifiable, the language goals were informed by the achievement objectives and/or language modes of *TAAM*.

³ Māori students achieving success as Māori

At primary school level in particular, positive student attitudes toward Māori language were important outcomes of the programmes. To this end, teachers aimed to normalise Māori language by integrating it into their classroom programmes and promoting the language as an accessible language for both Māori and non-Māori learners.

Teachers and leaders in all schools shared the ways in which they actively set out to promote and value Māori language. The development of a clear rationale for the teaching and learning of Māori in their school (including why Māori language is important, worthwhile and valuable) was considered foundational to gaining support from staff and parents. Typically, key arguments in the rationale provided by leaders and teachers were that Māori language is:

- an official language of New Zealand
- integral to our national identity
- a Treaty of Waitangi obligation and central to being bicultural and/or multicultural.

Using Te Aho Arataki Marau mō te Ako i te Reo Māori (TAAM)

All schools interviewed used the Maori language curriculum guidelines (TAAM) to some extent, to guide the design and delivery of Māori language teaching and learning. However, teachers in two schools felt that their knowledge of the curriculum was very limited and that they would need more support to use it effectively. All primary schools identified that their Māori language programmes were limited to the outcomes specified at Level 1 of the curriculum. Two schools specified an aspirational goal to extend their programmes to Level 2, as soon as possible.

The three secondary schools in the study reported that their programmes spanned Levels 1-7 of TAAM. Only one secondary school reported the inclusion of achievement objectives at the highest level of the curriculum, Level 8.

Programme delivery

The schools delivered their programmes in a wide range of ways. The number of hours per week, and the duration of lessons, varied from school to school. Across the schools, the number of hours given to the teaching and learning of Māori language ranged from a minimum of 1 hour to a maximum of 4 hours per week. The difference was associated with being a primary or secondary school.

It was common for schools to have an appointed teacher responsible for the Māori language programme in the school. This was the case in eight of the schools interviewed. The teacher in charge of Māori language may or may not have been a specialist teacher (such as a secondary teacher who teaches Māori as subject, or a teacher in a primary school who teaches te reo Māori across all classes). They may have been full time, or part-time, and they may or may not have been recognised through remuneration for their specialist role.

We believe strongly that our students should honour the Treaty by learning basic language skills and tikanga.

To be a bicultural citizen, for Māori students to be strong in their identity and their language, for non-Māori students to be strong in our national identity.

A commitment to tangata whenuatanga and the Treaty of Waitangi partnership in Aotearoa.





It was common for teachers in these charge positions to also have other appointed responsibilities (for example, pastoral, curriculum, other leadership roles). This was the case in all but one primary school, where the teacher in charge of Māori language was a specialist teacher whose role was solely focussed on the development and delivery of the school's Māori language programme.

Teachers in charge of Māori language assumed responsibility for the teaching and learning of Māori language in the school, including programme planning and providing professional support to their colleagues, with advice, guidance, and resources.

In primary schools, they also oversaw the delivery of the programme by classroom teachers. An alternative to this, seen in two primary schools, was the extended role of the teacher in charge of Māori who assumed responsibility for delivering language-specific lessons to each class. The regular classroom teacher was expected to use Māori language in everyday contexts and contribute to consolidating the specific language that students had been introduced to in the language-specific lessons.

In primary schools, the teaching and learning of Māori language tended to be integrated throughout the classroom teaching programme. Where students were learning about specific topics (e.g., transport), language relevant to that topic was identified and taught. Typically, this involved related vocabulary or short phrases learnt in the context of the topic. Another key strategy for integrating the language into the classroom, as identified by participants, was the use of Māori language for classroom instructions and daily routines.

Each of the schools in the study capitalised on particular activities and events to make learning authentic and to normalise the use of Māori language. Informants identified a wide range of events that their schools participated in, or convened, for this purpose. These included: Te Wiki o te Reo Māori, Waitangi Day, Matariki, noho marae, school productions, marae visits, assemblies, prizegiving, and other ceremonies such as pōhiri. In each of these events, the use of Māori language in general communication, for an authentic purpose, and in ways relevant to students, was considered important.

In one of the three participating secondary schools, learning Māori language was compulsory at Years 7-9. In one other secondary school, there was a desire to make learning Māori language compulsory in Years 9-10 by 2020.

Interpretative commentary

The findings suggest that schools look to the national curriculum (the New Zealand Curriculum) to guide and shape the broad goals of their Māori language teaching and learning programmes. They look to their local school curricula and context to refine their programmes with localised features, and they look to the Māori language curriculum guidelines (TAAM) and supplementary resources to identify specific language or cultural goals.

The role that teachers play in planning and developing programmes appears to reflect their teaching knowledge and language skills. From our interviews with teachers, it seems that generalist primary school teachers feel confident in their knowledge of 'how' and 'when' to teach. For example, they know how and when Māori language can be integrated into their classrooms. However, a lack of Māori language ability, and an absence of specific language vocabulary and structures in TAAM, means that they are reliant on internal or external specialists (including whānau) to support the programme.

The specialist teachers of Māori language whom we interviewed were confident in 'what' to teach. They were often able to draw on hapū and whānau to help shape and influence the programme in terms of specific language (words, phrases, structures), tikanga or cultural conventions, and local history and knowledge.

There seems to be a genuine desire to 'normalise' the use of Māori language, and to make the learning authentic by using it in everyday conversation, and teaching and learning contexts. It is evident that schools consider this to be foundational to promoting and valuing Māori language (whakanui), which might in turn, and in time, lead to enhanced teaching and learning (whakaako), and critical advancement of the language (whakaatu).

Of some concern is the finding that the level of language being addressed in primary school programmes is realistically limited to Level 1 and, aspirationally, Level 2 of the curriculum guidelines (TAAM). Not all programmes had identifiable language outcomes and, in general, there seemed to be a greater focus on culture, than on language, in the Māori language programme. The language outcomes that are achieved through the learning of waiata, haka and karakia, for example, are secondary and coincidental to the cultural outcomes – rather than planned and purposeful outcomes for language development. And it is more common than not for teachers to refer to these types of cultural activities when describing their language programme – rather than explicit language learning activities.

For primary schools to be able to move beyond curriculum level 1, they will need more support to develop programmes that identify explicit language outcomes that reflect the achievement objectives at curriculum level 2 and above. Similarly, secondary schools will need further guidance and support to be able to plan and teach programmes at the highest level of the curriculum, Level 8. Two of three secondary schools interviewed did not have programmes that spanned to that level. In those cases, in order to meet students' needs at that level, the teaching programme was outsourced to external providers such as Te Aho o Te Kura Pounamu (The Correspondence School) or universities (STAR programmes).

However, using the curriculum is only one form of support required. The more challenging issue is that of teacher proficiency. While the resource support for teaching Māori language in English-medium schools is greater than it has ever been, if teachers are not proficient in the language themselves, developing and delivering a programme is difficult. While some supplementary curriculum resources used in primary schools identify possible language content for teachers to draw on, an identified issue seems to be that the curriculum does not identify specific language to be learned at each curriculum level. This can be challenging for lead teachers also, even those with an appropriate level of language proficiency, as they require both specialist language teaching knowledge and Māori language proficiency to be able to identify and plan for language progression and development.

However, with very few 'specialist' language teachers who are proficient in Māori language, the issue of programme quality and sustainability is a real concern. The role in some schools, be it a lead teacher, specialist, or teacher in charge, is integral to the success of the schools' programmes. Leaders are conscious of the need to plan for succession but are faced with the challenge and difficulty of finding other teaching staff with the necessary language knowledge and skill. The acute shortage of qualified and quality teachers of Māori language is a severe limitation to the contribution that English-medium schools can make to the revitalisation of Māori language.



INQUIRY AREA 2 Innovation

Key research questions

- What innovative features are evident in the programmes?

Findings

Teachers and leaders described a range of innovative features in their Māori language programmes. Some of the features were about the structure; others were content features, or delivery or support mechanisms. In other cases, the individual features were not necessarily innovative, but the combination of particular features was unique.

Structural features

Some schools had established high-level structural support for the teaching and learning of Māori language in their schools. Specific examples identified through the study included:

- an established whānau support group, active in supporting the school to promote, value and teach te reo Māori from Year 1-10.
- leadership opportunities for Māori students. Examples included a senior student group to promote things Māori at the school and to provide a constructive vehicle for (Māori) student voice; opportunities for students to grow into roles such as kaikaranga, kaikōrero, language advisors for teachers.
- active engagement of hapū in the development of the school values, with an accompanying metaphor and narrative to support the school vision.
- a school vision that made explicit reference to Māori language development.
- a school strategy and a school curriculum for Māori language that guided the teaching and learning of Māori language from Year 1–10. In one special character school, the child development philosophy which the school espoused, provided the platform for identifying appropriate Māori language content at each level. The school curriculum supported classroom teachers to incorporate and integrate Māori language, tikanga Māori, kaupapa Māori and the principles of *Tātaiako* (Education Council New Zealand/ Matatū Aotearoa, 2011) into their teaching within the context of their school ethos and philosophy.
- a tuakana-teina model of weekly Māori language lessons for students (and parents), whereby students were grouped according to their prior learning, knowledge and experiences in Māori language, rather than age or years of schooling.
- a whānau class (multi-level) model that was reo-based.
- The availability of extension classes or alternative learning pathways for advanced learners of Māori language.
- partnership with an early learning centre that supported Māori language learning in the early years before starting primary school, to ensure a smooth transition and progression of learning.
- a secondary school programme available to all Year 11 students wanting to learn Māori language irrespective of their prior learning in te reo Māori (i.e., no pre-requisites).
- enhanced school signage to raise the visibility of Māori language. This included a new logo and a Māori name for the school; Māori names for syndicates, house groups, classrooms and school buildings; welcome signs in Māori; and the incorporation of Māori language in school values and policies.

Delivery mechanisms

Participating schools exemplified a range of delivery approaches. The appointment of a specialist Māori language teacher in some schools provided a delivery mechanism to support the teaching programme across the school. The role of the specialist teacher varied across the schools, but in one school this involved modelling lessons, with the expectation that the normal classroom teachers would observe, learn and consolidate the new language learning for students. All other classroom teachers contributed to the normalising of Māori language in this school, and actively encouraged students to use the language they were being taught in everyday and routine schooling and home contexts.

Some schools valued the responsibility for Māori language teaching by recognising the lead teachers with extra classroom release, or the allocation of management units.

Content features

At a programme content level, schools identified a range of innovative approaches. In one school, a focus on local knowledge was supported with stories relayed by local kaumātua. Those stories were a springboard to student inquiry learning and dramatisation (through waiata, tī rākau, taiaha, haka, kanikani and poi). The approach culminated in a tangible outcome – the compilation of a book gifted to the local iwi, in the spirit of reciprocity, to ensure intergenerational transmission of their local stories.

Other schools described actively involving mana whenua, whānau and the wider community in the teaching and learning programme. This included staff and students regularly visiting local marae, and working with local hapū to celebrate key events in ways that promote language and tikanga e.g., climbing local maunga to herald Matariki at dawn (with karakia, stories and waiata); organising school concerts and productions with Māori themes; facilitating pōhiri for visitors; and holding their prizegiving at the local marae.

Another school spoke about their schoolwide reo Māori plan which was accompanied by supporting resources organised around kaupapa and communicative learning in units. The lead teacher of Māori was responsible for planning units of work and identifying explicit language content (kupu/kōrero), games and activities to support the programme.

A special character school involved in the study supported the delivery of its Māori language programme with a schoolwide progression for Māori language learning across Years 1-10. During the first three years of instruction, the focus was on oral language development. Students were introduced to a range of activities, verbal exchanges (greetings, questions and answers to everyday situations), karakia/verses, stories/pakiwaitara, counting rhymes, movement activities/korikori-tinana, waiata and games designed to engage them authentically in the language without the need for translation or explanation. There was much repetition, and new material was introduced slowly and deliberately. From Years 4-6, children continued to practise what they had learned previously but began writing and reading, as well as being made aware of the structure and form of the language. Students started by writing what they already knew and understood. This continued throughout Years 7-10. Children continued their oral work and reading material was introduced once they were familiar with the letters and could read familiar sentences. The teaching of grammar was limited.





Support mechanisms

Teachers and leaders identified a host of strategies they used to support teachers and staff to develop their competence in Māori language and/or tikanga Māori. Some strategies included:

- Hosting a “free” (school-funded) monthly breakfast for staff to convene and learn Māori language together.
- Providing regular language classes for staff, facilitated by an external specialist. The school funded a tutor, who was a teacher in another school, to provide weekly language lessons. Attendance was not compulsory but many staff, including the senior leadership, participated in this opportunity which had been in place for 3-4 years. As a result, teachers had greater confidence and improved pronunciation; and the use of Māori language in daily conversations and whole-school activities (such as classroom routines and assemblies) had increased.
- Accessing Ministry of Education-funded PLD facilitators to support teachers in-school and in-class with developing, planning, and delivering a well-resourced programme aligned to TAAM.
- Engaging a school-funded external facilitator over an extended period of three years to upskill staff on using communicative teaching pedagogy and associated resources.
- Undertaking self-directed professional development in the teacher’s own time and expense, or while on funded study leave from school, to develop their language knowledge. Some teachers had done this individually, and others had attended Māori language courses as a group to support each other.
- Undertaking study together as a group of teachers (e.g., a tertiary paper or course) to enhance knowledge of te reo and/or tikanga Māori.

Interpretive commentary

What “innovative” means in a Māori language school programme is variable, depending on what one might consider to be the “norm”.

Research into te reo Māori resources in English-medium undertaken by CORE Education (Hotere-Barnes, Raroa, & White, 2018) showed that kapa haka and waiata are normal features of Māori language learning programmes in English-medium schools. As such, we have considered programme features aside from kapa haka and waiata to be possible innovations.

When asked “What makes your Māori language programme innovative?”, informants reported a wide variety of activities, many of which may not be considered directly language-related, and others that may not be considered particularly innovative. However, what is innovative in one school context may differ significantly to another setting. The range of innovations suggests that the implementation and growth of Māori language in a school is more of a journey than a destination. The nature of the innovation seems to reflect the stage that teachers, leaders and the school community are at in the journey of Māori language programme development and learning. It also speaks to the context of the school setting – its community, its leadership and its staff.

What has been very clear from this research is that many of the innovative features of school programmes have been established or enacted because of the priority accorded to te reo Māori in the school. This suggests that the success, growth and sustainability of Māori language learning in a school is largely dependent on the value and support accorded to it by the school’s leaders. If the leadership is supportive, and values Māori language and Māori language learning in their school, the programme is more likely to be resourced appropriately. Schools with strong and innovative programmes have strong leadership that actively values Māori language. Advancement and innovation are thereby enabled, rather than disabled.

INQUIRY AREA 3 Attitudes/Motivation

Key research questions

- What are children's attitudes toward learning and using Māori language?
- What motivates children to learn Māori language?
- To what extent does the Māori language programme in the school influence children's attitudes toward the language and motivation to learn further?

Findings

Across the 11 sample schools, 97 students of varying ages participated in focus group discussions facilitated by a researcher. The discussion covered a range of topics related to learning Māori language, including:

- what they like (or dislike) about learning te reo Māori
- why learning te reo Māori is important
- whether te reo Māori should be compulsory in schools
- their use of te reo Māori (including when, with whom, and for what purpose)
- their intention to continue learning te reo Māori after leaving their current school.

In addition to focus group discussions, 124 students completed the student attitudinal questionnaire ([Appendix 5](#)), through which they were asked to indicate their level of agreement or disagreement with a set of 10 attitudinal statements about te reo Māori.

The data from the questionnaire shows that students were generally positive about learning Māori language, for a range of reasons. Common reasons students gave included:

- enjoyment
- learning about the culture and traditions
- national identity
- ability to communicate with others.

Notwithstanding, there were some negative aspects communicated too. Most common across the questionnaire responses were themes of:

- irrelevance
- lack of challenge
- uninspiring
- difficult.

However, all students (100%) in the focus groups felt that learning Māori language was important to them. Results from the online questionnaire were not as unanimous, with 71% of students (88/124) agreeing or strongly agreeing with the statement "Learning te reo Māori is important to me". A majority (77%) would also like to learn more Māori at school. In line with these views, 68% (84/124) of students either strongly agreed or agreed with the statement, "People who speak more than one language are very knowledgeable."

I am really liking learning new stuff in Māori.

I like the new games, there's some language in it that goes with the games and it's also something fun to play



The issue of compulsory Maori language learning provided a mixed response from students. They were asked to rate their level of agreement or disagreement to two statements:

- "Māori language should be compulsory at school for all students."
- "Māori language should be compulsory at school for Māori students."

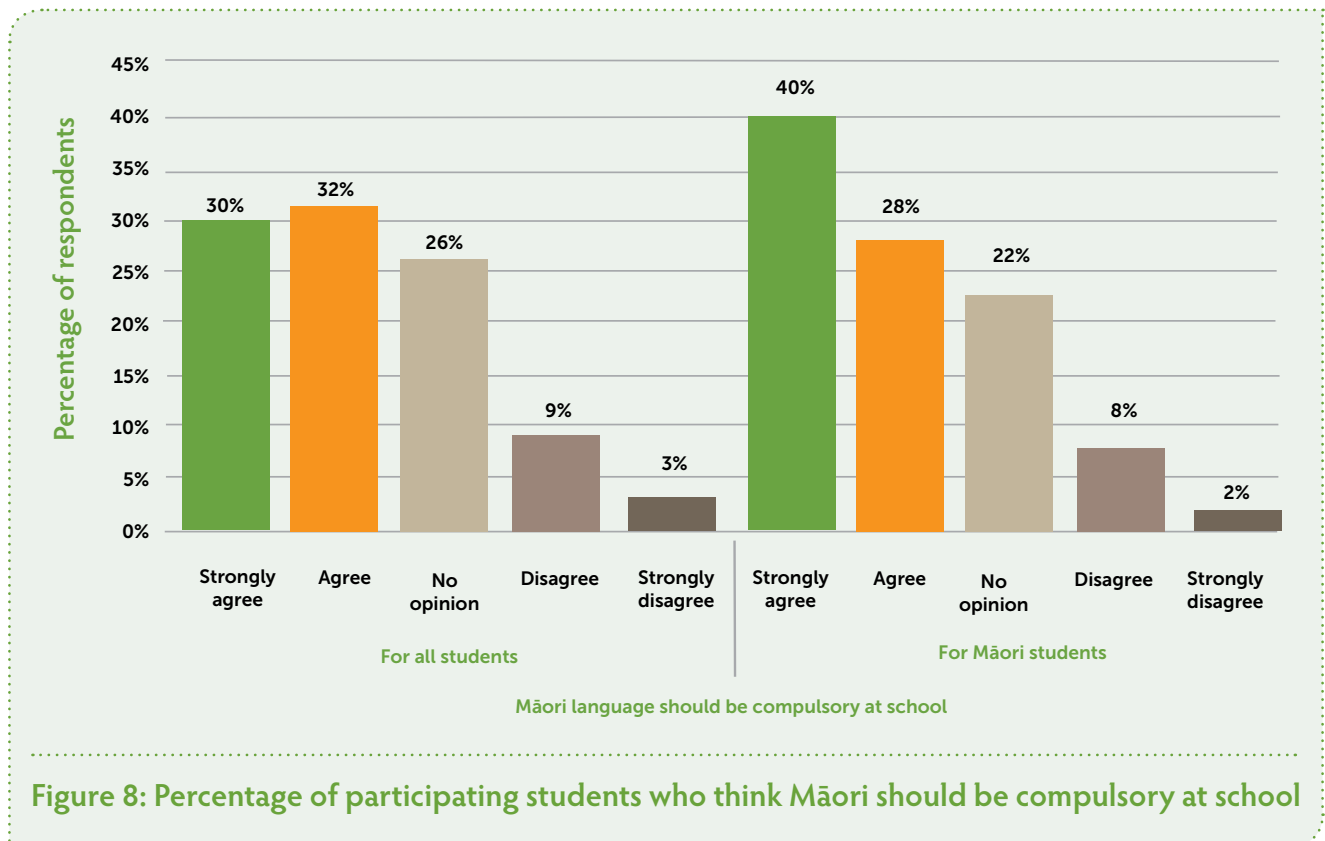


Figure 8: Percentage of participating students who think Māori should be compulsory at school

As shown in graph above, some 62% (76/124) of respondents (strongly) agreed that Māori language should be compulsory for all students. Results were similar in relation to Māori language being made compulsory for Māori students, with a slightly higher 68% of respondents supporting this idea. Interestingly, the strength of that agreement was higher in relation to compulsion for Māori students learning the language. Some 40% of respondents "strongly agreed" that Māori language should be compulsory for Māori students, compared with 30% of respondents selecting "strongly agree" in relation to Māori language being made compulsory for all students.

Do people you live with speak Māori at home?

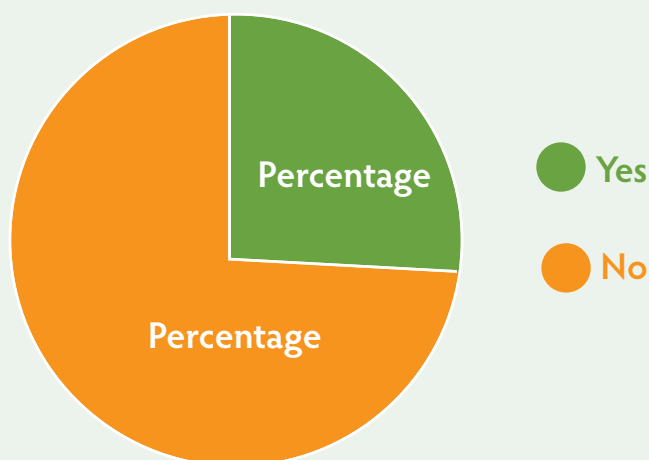


Figure 9: Percentage of participating students who live in homes where others speak Māori

In terms of the use of te reo Māori in their daily lives, findings suggest that only 27% of students lived with people who spoke Māori at home (see graph above). However, students identified four main places where they were most likely to use Māori language: at school, at home, at the marae, and at the homes of other whānau members.

The people with whom they spoke Māori, and the purposes for which they used the language, are closely linked to these places. Students identified that they most commonly spoke Māori when they were at school or with whānau. The table below outlines the most common responses in terms of language domains.

Table 10: Domains of Māori language use by participating students

Where	When	With whom	Purpose
At home	During everyday activities	Whānau – immediate and extended	To communicate/ converse with whānau To teach others e.g., younger siblings or cousins, or a parent
At the marae	During whānau hui During school events	Whānau – immediate and extended Te reo Māori kaiako	To greet To socialise
At school	During class During kapa haka During assemblies	Te reo Māori kaiako	To learn
At the homes of other whānau	During whānau outings (including shopping)	Friends (secondary students)	To socialise, catch up with friends (secondary students)



Across the questionnaire and focus groups, an average of 73% of students indicated that they intended to continue learning Māori after they left school (or left the current school they were attending). There was a difference of 24% between students' responses in the questionnaire and their views in the focus groups. That is, of the students who responded to the questionnaire, 61% indicated an intention to keep learning Māori after they left school, while a higher 85% of focus group participants had the same intent. Students who were unsure, or did not intend to continue learning, most often responded this way because of their uncertainty about both:

1. the availability of Maori language at secondary school (for primary school graduates)
2. possible career paths (for secondary school graduates).

Interpretative commentary

Overall, students held very positive views about learning Māori and their responsibilities as New Zealanders to the indigenous language of the country in which they live. Four key attitudinal and motivational themes emerge from the student responses: responsibility, contribution, obligation and desirability.

Responsibility

Students appear to feel a responsibility for keeping the language alive, ensuring its survival as a living language.

Contribution

Students seem to recognise that, by learning Māori language, they are contributing to the survival of the language and culture, ensuring its accessibility to the next generation.

Obligation

Most students believe that everyone living in Aotearoa has an obligation to learn the Māori language. Some 82% of students (100/124) either strongly agreed or agreed with this suggestion. In their view, the language is part of their national identity and therefore, as "New Zealanders", they are obliged to learn the language that is unique to the country and the tāngata whenua.

Desirability

Some students, particularly those at secondary school, perceived Māori language competency as desirable in relation to employment and career prospects. The issue, however, is whether or not they have the ability to select Māori language as an option in their timetable.

Collectively, the four emerging themes indicate a level of politicisation amongst students, particularly in the first three themes – responsibility, contribution and obligation. This suggests that students are intrinsically motivated to learn te reo Māori. They view learning te reo Māori as being the 'right' thing to do – culturally and politically.

I want to keep the Māori language alive [because] New Zealand is where we can speak it.

Learning it [the Māori language] will help it survive, from generation to generation.

It [the Māori language] represents our country. It is a big part of New Zealand culture.

It [the Māori language] will help me to get a good job [and] help me to understand myself and my culture.

...you have to learn [the Māori language], you can't just be your culture without knowing what that culture is, or what you do, or even how to speak it, there's much more whakapapa.

Everyone who lives in New Zealand should make an effort to learn Māori.

Whakanui

Te reo Māori has always been a cultural identifier for Māori as iwi, and as tāngata whenua, but it also appears to be an identity marker of increasing importance for non-Māori as citizens of Aotearoa, and as “Kiwi”.

Notwithstanding other contributors, such as the media, to shaping students’ perceptions about Māori language and culture, schools and their respective communities seem to have influenced how students view learning Māori language. The influence on students who participated in this study seems to have been positive. Based on the student responses, learning te reo Māori is worthwhile, and holds value in their lives longer term – it does not appear to have a limited “shelf life”.

It’s [Māori language] what makes us unique as a country.

I would [continue learning Māori] because I am a Kiwi.

Whakaako

It is no surprise then, that the reo Māori programme is a key lever in helping to shape positive student attitudes towards Māori language and culture. In turn, this impacts on students’ motivation to want to learn, or continue to learn the language, particularly beyond primary school.

When asked what they liked about learning te reo Māori, several Māori students recognised the link to their identity, and learning about themselves, as Māori.

If I speak te reo, I can access my culture, or other cultural privileges like tā moko.

Other students, too, had positive learning experiences to recount, describing learning the language as fun and an opportunity to learn new things. One student enjoyed the fact that she could banter in te reo Māori. Similarly, playing games in te reo Māori and learning new words were activities students enjoyed.

Conversely, a lack of opportunity to grow their learning beyond what they already knew, as well as the challenges associated with learning a second language, were the main aspects that students did not like about learning te reo Māori. Several of them expressed frustration at not progressing beyond basic language – or having to learn things that seemed irrelevant. This is likely due to the limited ability of their teachers, or because they have transitioned from primary to secondary, or from a Māori-medium setting to an English-medium programme.

Sometimes the stuff that’s being taught appears to have no real-life application.

At the secondary level, the motivation to learn Māori appears to be more extrinsic in nature. Learning Māori language is seen as a desirable skill and an advantage for employment purposes. Given the secondary landscape, with its emphasis on students achieving a nationally-recognised qualification, it is not surprising that students see learning te reo Māori as a desirable subject to include as part of their programme toward a National Certificate of Educational Achievement (NCEA).





Another important contributor to students' attitudes and motivations to learning and using Māori language is whānau. Whānau members (including parents, grandparents, siblings, aunts, uncles, cousins) were identified as the main audience with whom the students communicated in te reo Māori. Not surprisingly, grandparents were identified as the most likely of any other whānau sub-group to engage in communication in Māori language. They are, therefore, a key motivator for learning.

Another motivator for students is a desire to help, or learn alongside, others in their whānau who are also learning te reo Māori. One student enjoyed being able to help their parent who was learning his pepeha for work purposes. Another was motivated by their mother who was also learning Māori language and engaging the student in basic conversation.

In contrast, one student who participated in the study had parents who were not supportive of their teenager learning Māori language at school and would not allow the language to be spoken at home. Despite this, the student was committed to continuing their learning of Māori language at school.

In summary, the findings suggest that students are both intrinsically and extrinsically motivated to learn Māori language because, by doing so, they feel they are:

- meeting a responsibility for keeping the language alive
- fulfilling an obligation as a New Zealander
- likely to be more employable.

Māori language programmes that facilitate positive learning experiences, led by passionate teachers, and supported by the wider school community, have great influence and impact on shaping and contributing to the development of students' positive attitudes towards Māori language and culture. In turn, this engenders the desire to want to continue to learn te reo Māori.

For most students, school is the only (or predominant) place where they speak, hear, or are exposed to Māori language. Their teachers are their main source of language input, language exposure and motivation to learn. Whether students are intrinsically or extrinsically motivated, the teacher and the school have significant influence on a student's desire to continue learning the Māori language. To that end, the school and teachers can be enablers or barriers to learning.

My nan speaks and I want to carry that on.

...you can learn where you come from, what runs in your family, and my nana will growl me if I don't – once I wasn't doing te reo, but I was doing kapa haka and she was like 'You get back in there and learn'.



INQUIRY AREA 4 Outcomes

Key research questions

- What outcomes (intended and unintended) are being achieved through the Māori language teaching and learning programmes in English-medium schools?

Findings

During the interviews, teachers were asked about the outcomes being achieved through their Māori language programmes. Students were also asked to self-identify their Māori language abilities through a short “I can” questionnaire which posed a series of 16 skill-based statements linked to the levels of *TAAM*. Two skills were presented at each level of the curriculum, typifying the degree of language proficiency that students are expected to achieve. Generally, one of those skills was a productive language skill and the other a receptive language skill.

In their self-ratings, most students (both primary and secondary) indicated that they possessed language skills equivalent to Level 1 of *TAAM*, the Māori language curriculum guidelines. For example, 93% indicated that they could introduce themselves, and 80% reported that they understood simple instructions or questions (see [Figure 10](#) below).

Percentage of students who can carry out Level 1 and Level 2 tasks in Māori

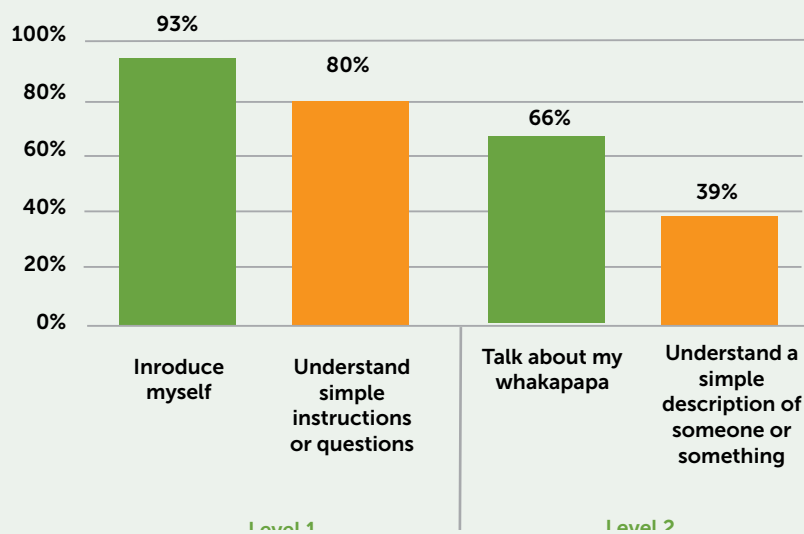


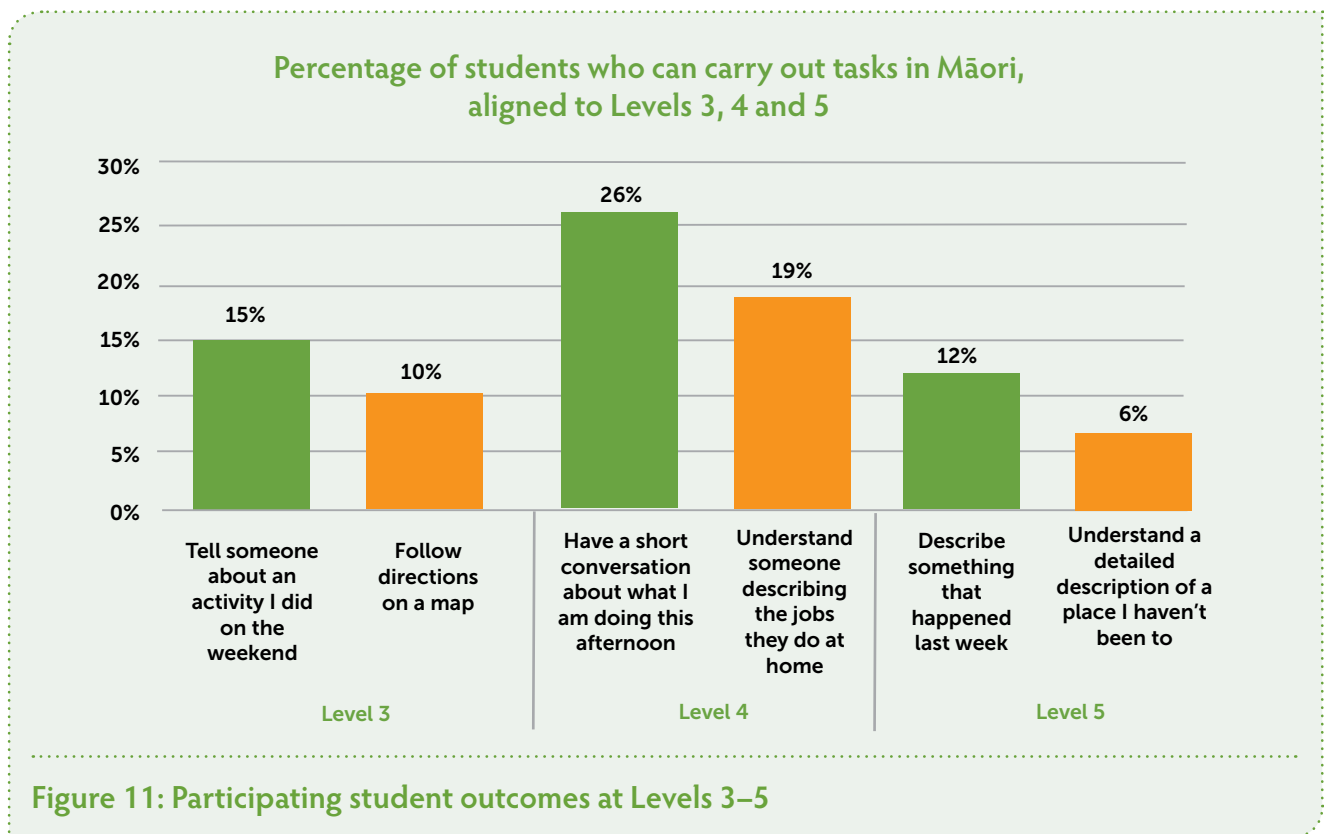
Figure 10: Participating students' outcomes at Levels 1 and 2



In respect of Level 2 skills, more than half of the student respondents (66%) felt capable of talking about their whakapapa, but only 39% indicated that they could understand a simple description (as per [Figure 10](#)).

The findings suggest even fewer students have skills associated with Levels 3 – 8 of the curriculum. Between 10-15% of students reported that they could carry out tasks in Māori associated with Level 3 of the curriculum. Although slightly higher proportions of students felt they could undertake tasks associated with Level 4, such as having a short conversation about their afternoon plans (26%) and understanding a description of household jobs (19%), only 12% could describe something that happened last week (i.e., a curriculum Level 5 objective).

A low 6% reported that they could understand a detailed description of a place they had never been to, which is also an achievement objective at Level 5 of the curriculum (see graph below).



Similar results were found in relation to tasks aligned to Levels 6–8 (see [Figure 12](#)). At Level 6, only 12% of students indicated that they were able to follow instructions on how to make something. The result for the alternative Level 6 task (i.e., talking about future plans) was higher (20%). This finding is not surprising as being able to talk about one's aspirations has been a common theme specified in NCEA examinations in previous years. At Levels 7 and 8, students' receptive skills were reportedly stronger than their productive skills. For example, at Level 7, approximately a quarter of the students (23%) claimed to understand most of what other speakers said about everyday things, compared with only 8% feeling that they could argue or debate in Māori. And, at Level 8, 14% of students reported that they could understand much of the news in Māori, whereas only 7% indicated that they could describe to a visitor what they could do while in town.

Percentage of students who can carry out tasks in Māori, aligned to Levels 6, 7 and 8

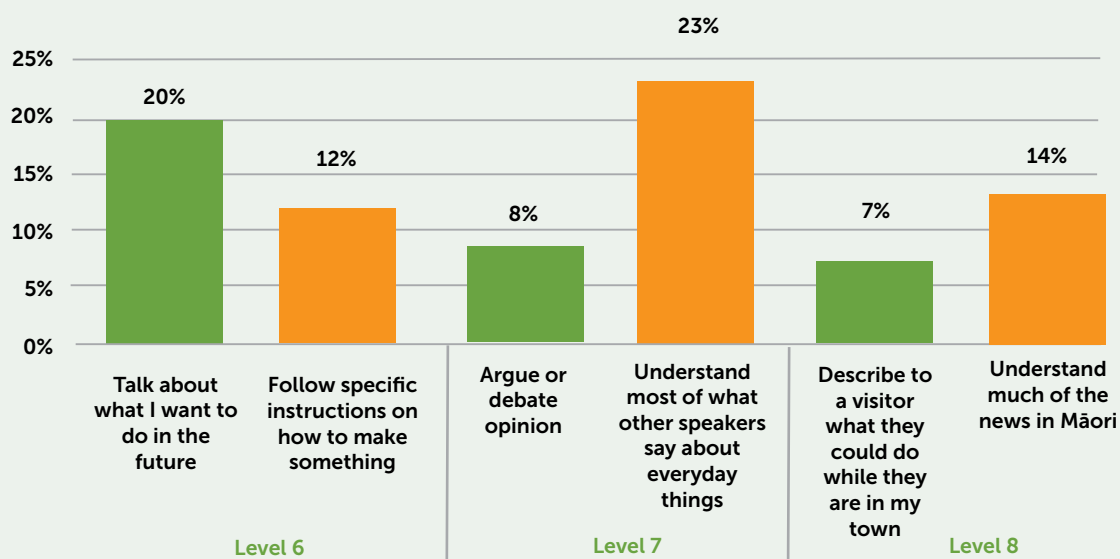


Figure 12: Participating student outcomes at Levels 6–8

Primary school students and teachers (Year 1-8)

In the main, it was difficult to discern all student outcomes in the primary schools that we visited due to the absence of regular monitoring and assessment of Māori language achievement. However, two schools were using the self-assessment rubrics in *He Reo Tupu He Reo Ora* (the Ministry of Education’s multimedia resource for reo Maori learning in Years 1-6) to monitor progress.

One outcome evident across this cohort (as reported by staff, students and whānau) was the ability of students to deliver their pepeha. In the student “I can” questionnaire ([Appendix 5](#)), 92% of primary students indicated that they could introduce themselves in Māori (see the graph below). This language skill aligns to Level 1 of TAAM. The high level of attainment in relation to this language skill suggests that much work had been done by teachers around this particular area of language. Although students’ pepeha were generally constructed according to a templated structure, it provided a natural conduit for exploring the meaning of local place names, which some students identified in their qualitative responses to the questionnaire, as an extension of their language ability. Learning pepeha also provided a springboard to the Level 2 curriculum objective, “2.1 communicate about relationships between people” (Ministry of Education, 2009, p. 43). The findings of the student questionnaire suggest that 57% of primary students felt they had achieved this outcome.



Percentage of participating primary students who can use Levels 1-2 Māori language skills

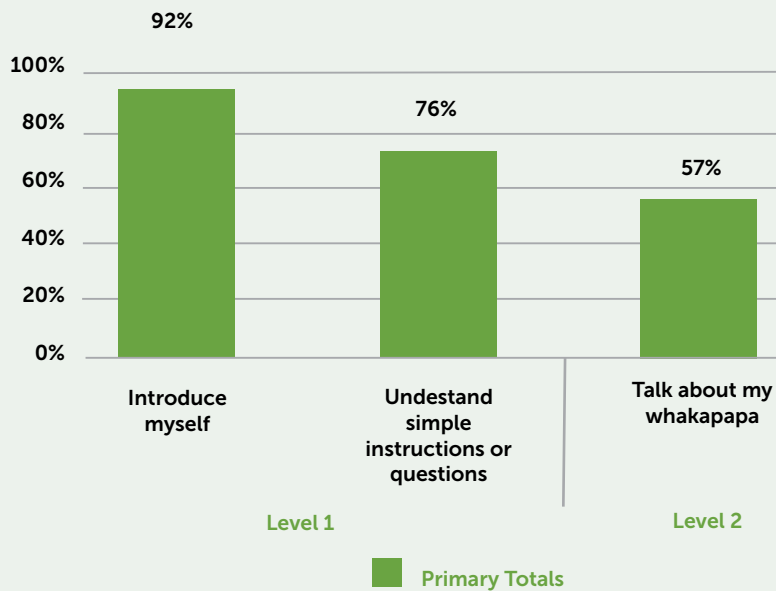


Figure 13: Selected outcomes for primary students

There was a common repertoire reported across primary schools (irrespective of class level) such as the teaching of colours, numbers, dates, greetings, farewells, and states of being. This type of formulaic language also included teachers' basic classroom instructions. In the student questionnaire, 76% of primary students reported that they could understand simple instructions or questions, at curriculum Level 1 (see [Figure 13](#) above).

Participant teachers reported that the singing of waiata, including involvement in kapa haka, was a main conduit for the learning of Māori language in primary schools. This was also a finding of the NMSSA study (Ministry of Education, 2018). Students were also able to recite karakia at the start or end of the day. While this type of language is generally rote learnt and, for many students, done with little understanding of the language therein, one student indicated that they had, indeed, been taught the meaning of the verses and karakia they recite.

I can say karakia off by heart – and understand what they mean.

Primary teachers felt secure teaching this limited repertoire of Māori language in successive years. Beyond this, they acknowledged that the learning of Māori language was mainly restricted to isolated words or short phrases. The introduction of meaningful sentences in genuine real-life communication was one step too far for most.

In the online student questionnaire ([Appendix 5](#)), there was an opportunity for students to add qualitative comments about what they could do in Māori language. As well as the basic and limited range of language mentioned above, some primary students said they were also able to:

- name foods
- name classroom items
- name animals
- describe the weather
- use prepositions.

It is likely that this extension of language knowledge and skill was precipitated by topics being studied in the classroom programme across the curriculum, which suggests that primary school teachers are making an effort to integrate Māori into their wider classroom programmes and inquiry topics. This was certainly a common theme in the results of the national survey undertaken at the outset of this project.

Incongruously, in analysing the data from the student questionnaire, the primary school students' self-ratings of their ability suggested that they were more accomplished in their productive ability (i.e., speaking, writing, and performing) than in their receptive use of the language (i.e., listening, reading and viewing).

When the primary teachers discussed their Māori language programmes, they typically talked about the inculcation of tikanga in the classroom as an inherent outcome of the programme. The most common exemplification of tikanga was the value placed on tuakana-teina behaviour, as demonstrated by students helping their peers, and their teachers too.

An important outcome for primary school students learning Māori was precipitated by the principle of inclusivity, i.e., all students, including foreign students or less academically able students, were experiencing success in learning Māori language. This finding debunks the myth that only academically-able students will succeed in second language learning.

It's an even playing field; all children can succeed in te reo Māori.

Qualitative comments from students and whānau in the focus group discussions indicated a desire for students to be learning more complex, cognitively-challenging language. However, the findings suggest that primary teachers' low proficiency is invariably an obstacle to this, exacerbated by:

- being time-poor to upskill their own language proficiency (amidst other priorities)
- limited access to quality professional development
- insufficient knowledge of second language acquisition
- being unaware of resources (government or commercially-produced) to support their Māori language programmes.

Primary teachers reported that, over time, they had increased their confidence to 'give te reo a go' – due to their very gradual increase in Māori language proficiency. Furthermore, many of them stated that they now recognised the inherent value of teaching and learning Māori language. Some teachers even articulated the goal of 'normalisation' and making a personal commitment. One non-Māori teacher became emotional during the interview, while relating how she had embraced Māori language and worked out the intrinsic worth of Māori language, based on her own set of values.

You just have a feeling in your heart. It comes from a personal value system.

Another teacher related her experience of being able to communicate the benefits of Māori language to dissenting parents and students. Armed with an increasing confidence and belief that it is right to be teaching New Zealand's indigenous language, she felt capable of providing students and parents with a strong evidence-based perspective.

My dad says Māori language is a waste of time – and I shouldn't do it at school.





Secondary school students and teachers (Year 9-13)

Because the scope of this research was limited to the compulsory sector (ages 6-16), NCEA outcomes were not discussed specifically. However, it is evident that Māori language outcomes for secondary school students revolve around preparation for achieving NCEA standards (curriculum levels 6-8). During this study, it became apparent that this is a major hurdle for most secondary students and teachers of Māori language, due to the limited curriculum coverage at primary school. As already stated, we found that primary schools focussed on curriculum Levels 1-2 or even less, depending on when students first encountered the language, and the teaching capability.

The reality is that, in order to adequately prepare students to undertake NCEA qualifications in Years 11-13, secondary school teachers of Māori must propel their students from curriculum Level 1 or 2 through to Level 5 within the first two years of secondary schooling (i.e., Years 9 – 10). In one secondary school this issue was addressed through inter-departmental planning and assessment. The teachers of Māori and English worked together to help students develop generic language skills, such as essay writing and speechmaking, to fulfil the anticipated requirements of NCEA. In turn, there were positive outcomes for teachers who benefited by enhancing their own knowledge and reducing their workload.

Responses to the student questionnaire suggested there was marked variation in secondary school students' receptive ability in terms of understanding descriptive language (see graph below). Specifically, 52% of secondary school students reported that they could understand a simple description of someone or something. This is an outcome that is expected at curriculum Level 2. By contrast, only 8% of the secondary school participants felt that they could understand a detailed description of an unknown place – a language outcome aligned to curriculum Level 5, leading into NCEA. Although the difference can be attributed in part to the increasing complexity of language between curriculum Level 2 and Level 5, it is still surprising that so few of the 48 secondary student respondents (71% of whom were Māori) had sufficient receptive ability to understand detailed descriptions of unknown places.

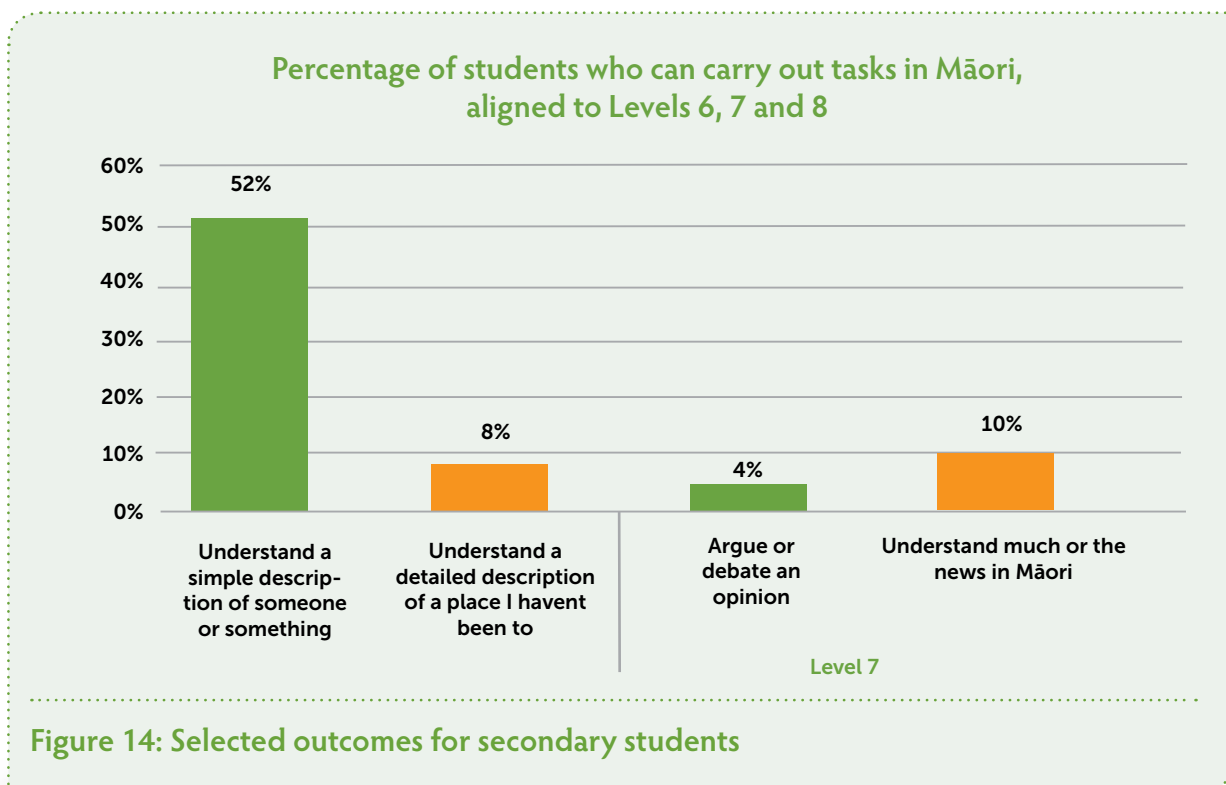


Figure 14: Selected outcomes for secondary students

The language purpose for which the fewest proportion (4%) of students felt they could use Māori language was a skill related to Level 7 of *TAAM* i.e., arguing or debating an opinion. Given the curriculum coverage necessary over a short period of time at secondary school, this finding is not surprising.

In terms of real-life communication, it was encouraging to see responses in the questionnaire indicating that 10% of the secondary school participants could understand much of the news in Māori. This perhaps highlights the role of Māori media in terms of language development and in keeping students abreast of current affairs. The media are also important for enabling students and teachers to become more politically aware. (The issue of politicisation is discussed elsewhere in this report – under [Inquiry area 3, Attitudes and motivation](#)).

When asked to comment on other things that they could do in Māori, in addition to what was asked of them in the student questionnaire, secondary school students referred to primary school topics such as time, days, months; New Zealand place names and classroom objects.

An interesting, although confounding, finding was that the secondary school students' self-ratings in the "I can" statements indicated they were more able in the productive use of Māori language than in the receptive use.

There were only two areas where they perceived their receptive ability to be stronger than their productive ability:

1. to understand most of what other speakers say about everyday things (Level 7)
2. to understand much of the news in Māori (Level 7).

Whānau

Reportedly, there had been positive outcomes for whānau through the delivery of Māori language programmes in schools. In the focus group discussions with whānau it was apparent that they were increasingly being given a voice in the school, particularly in relation to tikanga and Māori language content in the school curriculum. Whānau were also clear in their Māori language aspirations for their children. At one of the schools – a major urban, high decile school – whānau articulated their desired outcomes for the students, namely:

- articulation of pepeha
- recitation of karakia
- ability to acknowledge people in the form of a mihi
- knowledge of local place names
- knowledge about mana whenua
- confidence to stand and speak in Māori (albeit formulaic)
- knowledge of New Zealand history (e.g., the Treaty).

Interpretative commentary

The Māori language programmes investigated in this evaluation contributed to schools' intended student outcomes and the outcomes desired by whānau.

It is appropriate to present and interpret the findings of primary and secondary schools separately due to the very different intended outcomes and delivery modes used in these sectors. Māori language in primary schools is, in the main, taught by generalist teachers who are expected to teach a range of subjects within their classroom curriculum. As such, the teaching and learning of Māori language competes with other areas of the curriculum, such as literacy and numeracy. By contrast, Māori language in secondary schools is taught by specialist teachers, often in more generous and dedicated time slots. Because of the different delivery modes, and the higher stakes in secondary schooling in terms of national qualifications, the expectation of Māori language outcomes for students is greater at the secondary level.





Year 1-8 outcomes

Since 2008, all NZ schools have been *required* to offer a second language programme catering for students in Years 7–10 (Ministry of Education, 2007).⁵ However, it is not mandatory for these students to take up that offer of learning a second language. The Ministry of Education has chosen to focus on language learning in Year 7 and 8, by investing in a series of multi-media resources (*The Learning Languages Series*) designed to support Level 1 and 2 curriculum achievement objectives of the respective languages, including te reo Māori.

It is acknowledged in the Ministry's Māori language curriculum guidelines, *Te Aho Arataki Marau* (Ministry of Education, 2013, p. 34) that:

The levels described in these curriculum guidelines do not coincide with traditional year levels or with students' years of schooling. The age at which students begin learning te reo Māori will be one factor in determining what level or levels a class might work within during the course of one year. For example, many students in a Year 7 class might work towards level 1 objectives only, but many students beginning to learn te reo Māori in Year 9 might be able to meet the achievement objectives for levels 1 and 2 within one year.

Students who begin learning te reo Māori in primary and intermediate schools may spend considerably longer working within level 1 than those who start at secondary school.

Research for the NMSSA project (Ministry of Education, 2018) shows that, realistically, many English medium students are studying Māori language at the lower end of curriculum level 1, irrespective of their class level or age, because students start learning Māori in different years of their schooling. This situation would not exist if students started learning Māori language at age 5 (Year 1), as is the case with other learning areas in the curriculum, and if they were exposed to increasingly more complex language in the ensuing years.

However, there is another significant matter to consider. The evidence from this study suggests that, in primary schools currently, there is a restricted repertoire of Māori language input due to low levels of teacher proficiency in the language. The Māori language used by primary school teachers in the study was generally limited to:

- instructional language, used for classroom management
- formulaic language that can be rote learnt (e.g., pepeha; whakapapa; greetings)
- vocabulary recognition (e.g., colours, numbers)
- karakia and waiata learnt by rote.

Such a limited diet, repeated year after year, is not conducive to a Māori language progression across the school, nor does it contribute to sustained student engagement. In fact, some primary school students indicated in the focus groups that they were becoming disenchanted with the repeated repertoire each year – such that they would likely opt for a different second language in Year 9 at secondary school.

Comments from primary school students whom we interviewed suggest that they are ready for, and could handle, more challenging Māori language input. They are being restricted by their teachers' low level of language proficiency. The situation is likely to be exacerbated by issues such as teacher workload and the quality of, or accessibility to, professional development and resources.

A desire to contribute to the outcomes of the Ministry of Education's Māori education strategy, *Ka Hikitia Accelerating Success 2013–2017* (Ministry of Education, 2013b), was a key motivator for teaching Māori language in all schools. The strategy emphasises identity, language, and culture as underpinning a vision of "Māori enjoying and achieving education success as Māori" (p. 13). Te reo Māori is seen as being integral to this vision. However, the focus in primary schools would seem to be more on culture and identity, than on language. Language appears to be recognised and valued inasmuch as it contributes to affirming Māori student identity and enabling education success.

⁵ The exception to this is Māori-medium settings where students are learning English.

Teachers and leaders talked about culture and language synonymously. In describing their Māori language programmes, they frequently drew on examples of activities that reflected the local curriculum and the uniqueness of the New Zealand educational landscape – more so than specific language outcomes. Teachers and leaders appreciated the importance of validating Māori students' culture as a way of affirming their identity; and they valued the place of language within the culture. However, it needs to be recognised that, while growing students' knowledge of language and culture will lead to a greater sense of identity, affirming their culture and identity does not necessarily bring about a knowledge of language.

In the main, Māori language outcomes in primary schools are restricted to a limited repertoire of instructional, formulaic and/or rote-learned language, commensurate with teachers' low proficiency. Beyond this, primary school outcomes are generally related to culture and identity (i.e., Māori student identity and national identity).

Year 9-13 outcomes

The limited range of language outcomes being achieved at primary level presents real challenges for secondary schools. There are two key issues associated with this situation:

1. Students who become bored from being re-taught the same material over a period of up to 8 years, may decide to opt out when learning Māori becomes an option at Year 9
2. Secondary teachers of Māori language have only two years to cover at least three curriculum levels (Levels 3-5) in order to prepare students adequately for national qualifications in Year 11.

The first of these issues (student disengagement in primary schools) is a concern for language revitalisation and is aggravated by the nature of competitive timetabling in secondary schools. When students are required to choose between Māori language and another desirable subject, frequently Māori language is the option relinquished. This has been an ongoing issue for many years and, while some schools have resolved the matter by making Māori language compulsory at Year 9, it continues to be an issue at most secondary schools. If numbers of students studying Māori language at secondary school revert again to trending downwards, as was the case between 2011-2015 (see Figure 4 of this report), the opportunity for English-medium schools to contribute to Māori language revitalisation cannot be maximised.

The second of these issues (curriculum coverage in secondary schools) is exacerbated if curriculum Levels 1 and 2 have not been covered well in primary school, or if the contributing primary school has not provided a Māori language programme at all. Moreover, the timetabling of secondary school programmes means that the amount of time allocated for the teaching of Māori language in secondary school varies considerably from school to school. This perhaps explains why the findings suggest that the self-rated language outcomes for secondary students are only slightly better than those for primary students. For example, fewer than half of the secondary students indicated they could understand or use Māori language beyond Level 2 of the Māori language curriculum guidelines. Clearly, the attainment of language outcomes is likely to be even poorer if all levels of the curriculum need to be covered in Years 9-13.

It needs to be acknowledged that this situation is not unique to Māori language teachers. Secondary teachers of other languages are also confronted with the same dilemma. The Ministry's Māori language curriculum guidelines (Ministry of Education, 2009, p. 34) confirm that "... although the achievement objectives in these curriculum guidelines are not the same as the achievement objectives for the learning languages area in the *New Zealand Curriculum*, the two sets of objectives have a common purpose and are closely aligned".

Notwithstanding the similarities, there must surely be a special case for our indigenous language to be given more comprehensive coverage in primary schools – to allow for a more seamless transition to learning Māori in secondary school, and to relieve already overburdened Māori language teachers (New Zealand Council for Educational Research (NZCER), 2003).





Whānau

Whānau of some schools are rightly concerned about the transition from primary to secondary, in terms of the secondary Māori language specialist teacher moving students on in their learning – based on their prior knowledge gained at primary school. One school whānau group commented on the poor transition from primary to secondary school, with all Year 9 students having to start te reo Māori from scratch, irrespective of their prior knowledge.

Another issue associated with transition is the different pedagogies used in primary and secondary schools. The former is reportedly more activity-based. An emphasis on fluency in the early stages of language learning lends itself to the use of oral language activities, encouraging students to use the small amounts of Māori language that they know. At secondary school, however, the focus changes with an increased focus on form and accuracy. Rather than maintaining a communicative, or task-based pedagogy, the teaching can become less engaging – with a consequent decrease in enjoyment for students.

The noticeable involvement of Māori parents in the language programmes, particularly in the primary schools, is promising. As Māori parents become more confident in voicing their aspirations for the language, the outcomes for their children are likely to be enhanced. However, for those outcomes to be significantly greater than the outcomes currently being attained, whānau will need to be supported to raise their expectations and school leaders will need to show good faith in establishing a genuine whānau-school partnership.

Unintended outcomes

The unintended outcomes of Māori language programmes identified through this study are largely to do with valuing the language and strengthening Māori student “voice”. The strength and impact of Māori student voice was evident through the focus group interviews with students, particularly the clarity of their views about Māori language. Data from the student questionnaire affirms their positive attitude towards Māori language. It is likely to be a view fed by who and what students are exposed to. Certainly, for Māori students who participated in this study, their passion for their heritage language was attributed to both their teacher and their whānau.

Māori student voice sometimes took an unexpected form. Teachers in one school were surprised by the response to an initiative establishing a separate kapa haka for Māori students, as a way of affirming their identity. Māori student participation in this kapa soon dwindled as Māori students did not like being separated out—they felt more confident participating in the wider, inclusive group. Consequently, the school rectified the situation by having one kapa haka group for all students.

Strong school leadership, increasing commitment from teachers, and the ongoing discussion on Māori language in the media, also seem to have positively influenced the views of students who participated in this study. The teachers and leaders who were interviewed were confident in their views and enthusiastic about the contribution they were making to building a bicultural country.

Because our language is the Indigenous language to this country. It represents your culture and who you are.

For our Māori learners, it helps them to really feel that their culture is valued or feel one with their culture. For our non-Māori, it's a way for them to really understand what it is to understand the culture and language of our Indigenous people, or tangata whenua. The aim is that it breaks down the racial barriers that exist – that are there that you don't actually see, that happen in many ways that non-Māori don't even realise. Having it compulsory for them gives them that opportunity to learn about the culture, without being given that choice – where they would most likely choose not to.

Many of the teachers had made a professional commitment to increasing their Māori language capability by undertaking professional development. These experiences had helped to instil in teachers a moral obligation to ensure that all students have an opportunity to learn Māori language as the indigenous and official language of Aotearoa.

A similar commitment was found in some parents, who were also learning Māori. There were instances of children being catalysts for change within their whānau. Such was the case of the mother who reported her experience of learning Māori alongside her child at school:

I come in to the teina class. My daughter is 5 years old and she is in the tuakana class. I want to learn te reo Māori so I can support her. I just come in and act like one of the students, and pair up with another little child. It's really great because they're little. I just feel really empowered from being in the class.

The Maihi Karauna strategy acknowledges the importance of increasing the status of Māori language in one of its approaches, Aotearoatanga i.e.. "Aotearoa – Nationhood: te reo Māori is valued by Aotearoa whānui as a central part of national identity." (Te Puni Kōkiri, 2019, p. 10). This is, perhaps, one of the areas in which English-medium education can make its greatest contribution.



Te Wiki o te Reo Māori parade.



INQUIRY AREA 5 Theory of change

Key research questions

- How can the findings of this evaluation inform a theory of change for Māori language in English-medium schools?

Findings

In the interviews and focus group discussions with leaders, teachers and whānau, common themes emerged which indicated that Māori language programmes in English-medium schools have the potential to drive important shifts.

Access to te reo Māori

In the primary schools that participated in this study, efforts had been made to make Māori language more accessible by integrating it into daily routines and across the curriculum. Māori language in these schools and classrooms was typically used for such things as karakia, pepeha, praising children, basic greetings, commands, songs and talking about daily topics such as the date, weather, numbers and colours. In one school, there was a specific Māori language goal in the school's strategic plan which provided the impetus for the provision of Māori language across the school.

Tikanga Māori

Across nearly all participating schools, there had been specific efforts to include tikanga Māori in their school processes and to normalise aspects of tikanga as part of the school culture. Interviews with teachers and students showed a greater understanding of tikanga overall. One school changed their pōhiri practices once they discovered (through discussions with local iwi) that some roles were not appropriate for children. They then developed their own way of welcoming visitors to their school, which has since become part of their own school culture. In some schools, the Māori language experience for students and whānau was being extended through visits to local marae. In fact, one school held their prize giving there.

Teaching of Māori language

In terms of teaching Māori language, some schools reported increased use of Māori language by students and teachers as a normal part of their daily school lives. As well as having set times for teaching the language, teachers were also normalising the language by integrating it into their classroom activities. One school reported that a teacher-inquiry focused on Māori language had led to a growth in teacher confidence and a greater focus on Māori language in their classrooms.

Primary teachers were generally enthusiastic about including Māori language in their classroom programmes. Moreover, they believed they were doing a good job. There was greater awareness of the need to teach Māori language. One school actively recruited teachers who had Māori language ability, and other teachers were expected to commit to learning and developing their knowledge of tikanga and Māori language.

In order to extend the learning of Māori language, one primary school had set up an accelerated Māori language class for senior students. This class was taught by an ex-student from the local college, who was studying to become a teacher. The request for such a class came from the students and their whānau.

Moral obligation and responsibility of leaders

Principal leadership was key to the shift in schools. The evaluation identified that having a supportive and visionary principal, with an understanding of the place of Māori language in New Zealand, leads to a greater commitment to Māori language programmes in schools. Most principals articulated a moral obligation and responsibility for supporting the revitalisation of Māori language by providing the opportunity for students in their schools to learn te reo Māori as part of the school curriculum.

We have to show respect for te reo Māori to give it status here.

Professional learning and development (PLD)

Some schools participating in the evaluation funded their own Māori language teacher professional development. These schools often had access to a local Māori language teaching expert. In the case of one school, the professional development included a communicative approach to learning Māori language in context – going beyond vocabulary building – by integrating the language across the curriculum (e.g., linking it to inquiry topics). While some professional development support is available free to schools, few schools were accessing this support at the time of the study. One teacher spoke about participating in a Māori language online course for teachers several years ago. She still applied much of that knowledge in the classroom. Another school had participated in centrally-funded ‘whole-school’ PLD in the past, which created a strong base of capable teachers. However, over time, some teachers had left the school, and their base was not as strong as previously. Teachers also spoke about taking courses through local tertiary institutions, such as wānanga and other tertiary providers, to improve their Māori language proficiency. They alluded to the commitment of studying in their own time, attending noho marae and completing assessments. However, these teachers reportedly made more of a contribution to Māori language in their schools than their colleagues.

In many schools, the lead teacher of Māori language facilitated the professional development of their colleagues and supported teachers. This was done by sharing resources, planning lessons, instigating long-term planning, and providing in-class support for teachers to further develop their Māori language knowledge. Often the lead teacher was supporting teachers over and above their teaching workload. They were passionate and committed to Māori language for all. However, due to limited capacity, sustainability is a real challenge in all of these situations.

Whānau

There is evidence that whānau were strong drivers of Māori language in schools. They held expectations that their children would have a better experience than they had in accessing Māori language at school. Where they could, and if they were enabled to, they contributed to the teaching programmes in their children’s schools. This was particularly the case in primary schools.

Expectations

Two key publications, *Ka Hikitia* (Ministry of Education, 2013b) and *Tātaiako* (Education Council New Zealand/ Matatū Aotearoa, 2011), have set expectations around the use of Māori language in teaching and learning programmes in New Zealand schools – as have changes to the teacher standards.

Ministry docs ‘Ka Hikitia/Tātaiako’ have helped. Now there is more urgency and a heart thing. Before teachers didn’t know why, and now have a good understanding of how. Appraisal tells us this.

However, there is an absence of direction in terms of expected outcomes resulting in low expectations around what could be achieved in primary schools; namely, achievement at Levels 1 – 2. This has limited students’ potential to progress their acquisition of Māori language. Moreover, this current low expectation has been reinforced by PLD providers, who have focussed their support on these lowest levels of the curriculum.





Interpretive commentary

English-medium schools are a potential lever for change in society around the value and growth of the Māori language. In the schools that participated in this study, certain conditions predicated the successful implementation of their Māori language programmes. Those conditions can be considered in relation to the three approaches identified in the Maihi Karauna strategy – Whakanui, Whakaako, and Whakaatu.

Whakanui

- Integration of Māori language into everyday activities as part of the school culture, such as tohutohu, karakia, pepeha and pōhiri
- Relationship with local marae and involvement of whānau
- Teachers valuing te reo Māori.

Whakaako

- Appointment of a lead teacher of Māori
- Collaborative planning to support and implement a quality Māori language programme
- ‘Whole staff’ learning of Māori language.

Whakaatu

- Māori language heard and used regularly for routine purposes in, and beyond, the classroom
- Students being encouraged to transfer their Māori language learning from the classroom to home.

Theory of change

A theory of change can offer schools a planning process toward the attitudinal and cultural shifts required to implement a successful Māori language programme. Theory of change methodology provides a description of how and why a desired change can be expected to happen in a particular context (Center for Theory of Change, n.d., p. 1). It defines the building blocks that are required to create the desired change, and the expected impact of that change.

This methodology allows a framework to be developed, based on planning and evaluation, to inform understanding of what is working. The starting point is to identify the long-term goals and work backwards to identify the necessary steps to achieve those goals. These steps include: identifying desired outcomes and pre-conditions for achieving long-term goals; developing activities/ interventions to bring about the desired outcomes; identifying assumptions about the change process that may promote or hinder success; and presenting the issue that needs to be solved.

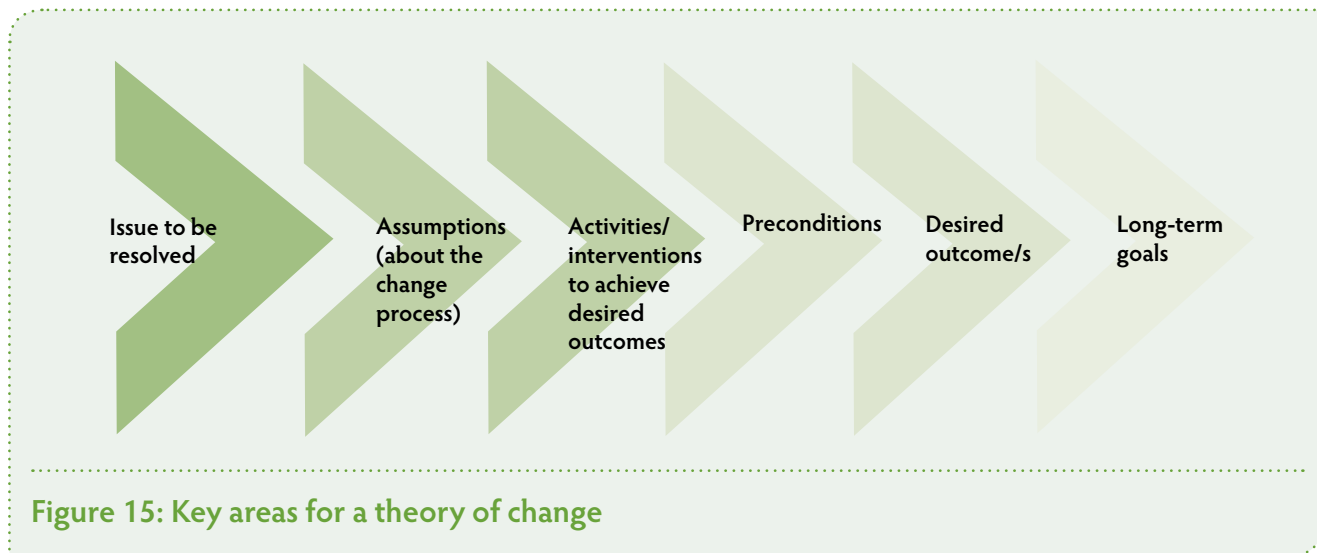
It would be fair to say, that schools do not necessarily give consideration to the change process when planning for Māori language in their schools. Generally, however, they set long-term goals and carry out a range of activities in the hope that the goals will be met. Although these activities can make some difference, they do not necessarily lead to the desired outcomes.

For much of the time, schools are reliant on a key person (usually the lead teacher of Māori) to undertake the development, planning, implementation, and evaluation of the school’s Māori language programme. In addition, that teacher might be expected to provide support to their colleagues, model lessons, and produce resources. This is most likely done in isolation and without any real plan for change.

It would be more effective if schools had a theory of change that identifies clearly defined language outcomes, the pre-conditions required to achieve those outcomes, a shared understanding of any assumptions, and the interventions they will need to implement to create the desired shift. Schools would be more likely to achieve their long-term goal/s if they had a clear strategy and their plan for change was specific, focused, and informed by the robust assessment of students’ Māori language abilities.

Theory of change framework

In order to support schools to create the conditions required for the successful implementation of a Māori language programme, a theory of change model has been developed based on the findings of this evaluation. The model is based on the following approach involving six key areas:



While the six areas remain relatively static, there will be elements within each that are unique to some schools or types of schools; and others that are generic to all English-medium schools.

The following Theory of change is designed to guide support to schools in a way that will contribute to the revitalisation of Māori language.



Table 11: Theory of change model for te reo Māori in English-medium schools

Theory of change model for te reo Māori in English-medium schools	
Issue to be resolved	<ul style="list-style-type: none"> • Revitalisation of the Māori language
Assumptions (about the change process)	<ul style="list-style-type: none"> • Teachers may lack confidence – and be fearful of change • Secondary Māori language specialist teachers may be defensive about their traditional teaching methods – and may be averse to change • School principals may not dedicate enough resourcing to support Māori language teaching and learning • Teachers will be open to upskilling their Māori language ability e.g., through PLD • School leaders are the drivers of change in their schools
Activities/interventions to achieve desired outcome/s	<ul style="list-style-type: none"> • Promote a range of second language activities for the teaching and learning of Māori language • Provide PLD for teachers which increases their proficiency; uses second language materials; and develops understanding second language acquisition theory – to ensure quality input • Provide guidance and support for integrating Māori language in the wider curriculum and embedding the language in the school culture
Preconditions	<ul style="list-style-type: none"> • Māori language is a curriculum requirement • Students are passionate about, and value, Māori language • Teachers are committed to teaching Māori language – and to progressing students beyond the basics • Appropriate and sufficient Māori language resources are available across all levels of the curriculum • Teachers participate in PLD – then transfer their new learning to the classroom • Māori language is factored in to teacher appraisal • Students’ Māori language learning is assessed • School leadership and school whānau actively support te reo Māori in the school • Adequate time and resourcing is available to the teaching and learning of Maori language
Desired outcome/s	<ul style="list-style-type: none"> • Students access, learn, and use, Māori language in a range of contexts • Students progress from Levels 1 to 8 in a sequential manner throughout their schooling • Students continue to learn te reo Māori into secondary levels
Long-term goal/s	<ul style="list-style-type: none"> • Implement a Māori language progression across the school – such that graduates from primary school (Year 8) and secondary school (Year 13) have progressed through the appropriate curriculum levels (1 to 8)

Conclusions

The Labour-led coalition government recognises its role in protecting and promoting the Māori language. As such, it intends to make Māori language an integral part of students' education in the early years, and at primary and intermediate school levels. Although the current contribution of English-medium education to Māori language revitalisation is largely an unknown quantum, the current government's commitment to the survival of Māori language relies heavily on the English-medium schooling sector. In a press release in 2018,⁶ the Honourable Kelvin Davis MP (Associate Minister for Māori Education) acknowledged the important role of English-medium schools in the revitalisation of Māori language. The policy intent is to ensure that the fundamentals of the language will be integrated throughout the curriculum in these early stages of education, giving children the foundation to go on to learn Māori language to a more fluent level.

Teacher workforce

The findings of this study provide a baseline description of the current outcomes being achieved through English-medium schooling. One of the early findings of the evaluation was the tenuous nature of the provision of Māori language programmes in English-medium schools. In most of the participating schools, the ability to deliver their Māori language programmes was reliant solely on one teacher. Should that teacher resign their position, the programme is unable to be delivered until the school is able to employ another person with the necessary skills and expertise. The current state of the teacher workforce is such that recruiting a teacher with Māori language skills is particularly challenging. While the Ministry of Education has a workstream aimed at resolving this situation, the reality is that this situation will not be resolved in the short-term without a cross-agency collaborative approach.

Teacher capability

Te Aho Arataki Marau mō te Ako i te Reo Māori – Kura Auraki (TAAM) outlines achievement objectives in relation to eight levels of Māori language competency.

Evidence gathered in this evaluation suggests that most children learning Māori language in English-medium schools attain proficiency equivalent only to Level 1 of the curriculum, by the time they have left primary school. Some primary students may attain slightly better, achieving at Level 2, but very few reach any levels beyond that. There are various reasons for this current situation, but most determining, perhaps, is the low expectation of teachers, leaders and whānau. The Ministry of Education's requirements for schools allow English-medium schools to determine if, and when, they teach Māori language, and to what level. The messages given to schools through various mechanisms, including Ministry of Education-funded PLD facilitators, and its supply of resources, is that primary schools need to focus only on those lower levels of the curriculum. As such, there is no real expectation for primary schools to work beyond these basic levels. Arguably the expectation is realistic given the low levels of Māori language proficiency amongst English-medium primary teachers. What is unknown, however, is the extent to which the low expectation for language outcomes at primary level is perpetuating the status quo.

The risk, as suggested in the findings of this study, is that primary students may become disenchanted with learning Māori language because they fail to attain a level of proficiency that is useful or engaging for them. As such, the policy intent to provide children with the foundations to go on to learn Māori language to a more fluent level at secondary school may be flawed.

On a more positive note, the current expectations seem to have driven an increased level of confidence in English-medium primary teachers who are now prepared to "give it a go". Teachers in the schools involved in this study were also very positive about Māori language and the value it holds for their teaching, their students, and for our national identity. They exhibited a critical awareness of the need to support and value Māori language.

⁶ Retrieved on 14 February 2019 from <https://www.beehive.govt.nz/release/focus-supporting-m%C4%81ori-students-and-strengthening-te-reo>



Tōku reo, tōku ohooho

Our analysis of the findings illuminated an important consideration in determining the contribution of English-medium schools to the revitalisation of Māori language. Inherent in any language revitalisation strategy is valuing the language as the essence of a culture — it is central to one's being as a member of that culture. For Māori, the language holds intrinsic value. There is, perhaps, no better way to express this sentiment than through the whakatauki:

***Tōku reo tōku ohooho;
Tōku reo tōku māpihi maurea;
Tōku reo tōku whakakai marihi.***

My language is my inspiration, my special gift, my precious treasure.

As such, the driver for Māori people in the revitalisation of Māori language is the survival of the essence of 'being Māori'.

There are also strong linguistic, cultural, educational and cognitive arguments for speakers and users of the language to have high levels of proficiency. As a front door to a culture, the better one understands a language, the more the door opens. To access the cognitive benefits of being bilingual, one needs to speak the language beyond a basic level. And for students to succeed at school, they need to have cognitive academic proficiency in the language of learning.

Analysing the data from this study revealed a different driver for Māori language in English-medium schools, namely, *Ka Hikitia*, the Ministry of Education's Māori education strategy, which envisions "Māori enjoying and achieving education success as Māori" (Ministry of Education, 2013b). The vision is underpinned by five principles, the fourth of which is "Identity, language and culture". This principle has now become somewhat of a catchphrase across the education schooling sector. It drives much of the work in trying to disrupt the continuing disparity between Māori and non-Māori education success. The message that Māori children need to be strong in their identity to be successful at school is a point well-made and accepted. However, this strong focus on identity is potentially to the detriment of a potentially larger contribution that English-medium schools could make to Māori language revitalisation.

It's an intrinsic need for my son, that's a part of his make-up, his whakapapa I guess, and also as an adult, knowing the sense of loss that you carry, the feeling of being bereft and not complete without knowledge of your language and your culture, that is the taumaha we carry.

Arguably, primary schools do not need to deliver higher levels of language programme if language learning and language proficiency is not the main driver for Māori language in their schools. Their key driver, understandably, is wider education success through growing a child's sense of identity. This is done by promoting and valuing Māori children's culture and language, which explains why many Māori language programmes are equally about cultural outcomes. The driver for secondary schools is, naturally, supporting students to attain national qualifications, but this is made more difficult because of students arriving at secondary without the requisite language base and curriculum coverage.

Resourcing

Another key consideration emanating from the findings is the need for further support of Māori language programmes in English-medium schools. Much of the recent resource provision, via professional development and teaching and learning resources, has aimed at supporting Levels 1-2 of the curriculum. There is an obvious gap in support beyond these levels. A medium-term goal would be to create the conditions for te reo Māori to be taught to at least Level 4 of the curriculum in all primary schools.

Attitudinal shift

There is also an opportunity that has yet to be realised to any significant extent in English-medium schools. English-medium schools are making their greatest contribution in terms of raising the status of the language. Teachers and students in this study exhibited very positive attitudes toward Māori language, and were somewhat politicised about the place of Māori language in New Zealand's national identity.

The cultural and attitudinal shift within these schools supported the implementation of their Māori language programmes and was largely driven by the school leadership, and/or school whānau. While the study was based on a very small number of schools (n=11), the diversity of school types was reflective of the education landscape. There is an opportunity to support schools throughout the country to make similar shifts and contribute to the survival of te reo Māori in this way.



Te Wiki o te Reo Māori parade.



Recommendations

Three recommendations have been formulated to support and strengthen the contribution of English-medium schools to the revitalisation of Māori language. The recommendations have been written for Te Taura Whiri i te Reo Māori in support of its leadership role in co-ordinating the implementation of Te Maihi Karauna.

Based on the findings of this evaluation, it is recommended that Te Taura Whiri i te Reo Māori:

1. *Develop and implement a budgeted communication and promotion plan to increase the awareness of English-medium schools about the vital role they can play in the revitalisation of Māori language.*

This recommendation is intended to promote the outcome of Aotearoa from the Maihi Karauna Strategy. It would include developing strategies and resources that support schools to make the cultural and attitudinal shift required to implement effective Māori language programmes. The promotion plan would affirm the efforts of students and teachers to learn te reo Māori, and develop whānau, teachers', and school leaders' understanding of the benefits of learning the language. It would also provide guidance to schools on the important considerations for effective language development such as time, quality input, quality teaching etc.

The implementation of this recommendation would mean that the profile of Māori language learning in English-medium schools would be raised, and the necessary conditions would be created for te reo Māori to be valued by teachers, leaders and school communities.

2. *Develop and implement a budgeted cross-agency action plan to support primary schools to teach beyond Levels 1-2 of the Māori language curriculum guidelines, Te Aho Arataki Marau mō te Ako i te Reo Māori (TAAM).*

This recommendation is intended to promote the Mātauranga outcome of the Maihi Karauna Strategy, whereby:

- i. primary school students and teachers would be sufficiently proficient to talk about basic things in te reo Māori; and
- ii. the conditions would be created for te reo Māori to be learnt to at least Level 4 of the curriculum in all New Zealand primary schools.

Te Taura Whiri would work with other agencies and stakeholders (such as the Ministry of Education, the Teaching Council of New Zealand, teachers, and experts in the effective implementation of the Māori language curriculum guidelines) to:

- ensure that student teachers graduate with a requisite level of Māori language proficiency
- create appropriate teacher and student resources to support the teaching and learning of te reo Māori at levels 3-4 of the curriculum
- develop a Māori language learning progression for Years 1-8, and
- make available language learning opportunities for teachers that enable them to effectively teach Māori language in primary school to curriculum level 4.

The action plan would also consider strategies for supporting teachers to access and maximise the use of existing resources (including PLD) to support their programmes.

This recommendation also includes lobbying the Ministry of Education to review its current resourcing formulas so that schools can access the expertise they need to teach Māori beyond Levels 1-2 of the curriculum. Importantly, this recommendation should not preclude support for the teaching and learning of te reo Māori in secondary schools and at levels 5-8 of TAAM.

3. Collaborate with the Ministry of Education, and other agencies and providers, to review the Māori language curriculum guidelines for English-medium schools (Te Aho Arataki Marau mō te Ako i te Reo Māori) and the national qualifications for Māori language – to ensure their currency and fitness for purpose.

This recommendation is intended to contribute toward all three outcomes of the Maihi Karauna (Aotearoa, Mātauranga, Hononga) and would include working with teachers, experts and stakeholders to ensure that the current Māori language curriculum guidelines (TAAM) are current and appropriate. Consideration would be given to including explicit outcomes relating to critical awareness and language status.

This recommendation also includes working with teachers, the Ministry of Education and NZQA to review the relevance and appropriateness of the current Te Reo Māori NCEA Achievement Standards for students of Māori as a second language, with a focus on communicative competence.



Te Wiki o te Reo Māori parade.



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Appendices

Appendix 1: Letter of invitation to schools

[Date]
[Addressee]
[School]

via email: [addressee's email address]

Tēnā koe [Name]

Tēnā rā koe, otirā, tēnā koutou e kaha nei ki te hāpai i ā tātou tamariki i roto i ngā kura o te motu. Ko te reo mihi tēnei o Haemata e rere nei, tēnā koutou katoa.

Thank you for completing the online survey earlier in the year on teaching and learning of Māori language in your school. The response was outstanding, with almost 800 schools responding.

As explained in that survey, Haemata Limited has been contracted by Te Taura Whiri i te Reo Māori (Māori Language Commission) to carry out a study on the teaching and learning of Māori language in English-medium schools. The Commission wants to understand how they can support innovative school programmes that contribute to Māori language revitalisation.

The study is being carried out in three phases:

PHASE 1: NATIONAL ONLINE SURVEY

This was an exploratory online survey to identify the range of Māori language programmes and initiatives currently available in English-medium schools.

As a result, we are interested in finding out more about the Māori language programme currently offered at XXXXX School and invite you to participate in the Phase 2 of the study.

PHASE 2: IN-SCHOOL DATA GATHERING

This stage involves developing descriptions of the identified Māori language programmes through:

- Semi-structured interviews with key people (school leaders, teachers).
- A short student questionnaire.
- Focus group interviews with a small group of students and/or whānau members (if appropriate).

If you agree to participate, one of our team will visit your school at an agreed time.

PHASE 3: DATA ANALYSIS AND REPORTING

An evaluation report and case studies on some of the schools that participate in Phase 2.

Participating in this study is voluntary. We hope you will see the benefits that this project can offer the education sector, the Māori language community, and wider New Zealand society.

If you agree to participate further, please complete the Agreement to Participate below and return via email to office@haemata.co.nz as soon as possible by [date]. One of our team will then be in contact with you to arrange a visit.

If you have any questions, or require further information, please don't hesitate to contact our office on the above email address or by phoning 07 308 6322. Thank you in anticipation. Noho ora mai i roto i ngā manaakitanga o te wā.

Nāku noa, nā
Hineihaea Murphy
Director, Haemata Limited
Cc Principal, [school, <principals' email>]





UNDERSTANDING TE REO MĀORI IN ENGLISH-MEDIUM SCHOOLS

AGREEMENT TO PARTICIPATE

School Name:

1. Our school agrees to be involved in the evaluation of Te Reo Māori in English-medium schools being conducted on behalf of the Māori Language Commission.
2. We give permission for our school's name to be published in the writing up of the evaluation report and any supplementary publications e.g., case studies (if relevant). [Note: individuals will not be named in the analysis or reporting of information, although it may be necessary to identify roles to provide context].
3. We understand that if students are to be interviewed, consent from their parents will be required.
4. Our contact person is:

Name:

Title:

Email:

Phone:

Signed:

Principal's name:

Signature:



Date:

Please scan and email to: office@haemata.co.nz

Please return asap by [date]



Appendix 2: National survey

	<p><i>'Kia ita!'</i> <i>Te Taura Whiri i te Reo Māori</i> <small>MĀORI LANGUAGE COMMISSION</small></p> 	<h3>Te reo Māori in English-medium Schools</h3>
Introduction		
<p>Tēnā koe</p> <p>Te reo Māori is New Zealand's indigenous language. The Māori Language Commission Taura Whiri i te Reo Māori (TTW) is charged with promoting Māori as a living language and enabling the revitalisation of te reo Māori.</p> <p>English-medium schools make an important contribution to the revitalisation of te reo Māori. TTW is seeking to better understand how they might support and maximise that contribution.</p> <p>Haemata Ltd has been contracted to undertake a research project to identify and case study a range of English-medium schools that have te reo Māori programmes.</p> <p>We invite you to participate in the first stage of this project by completing the following survey. The survey will take only 5-10 minutes.</p> <p>All information will be treated as confidential and any reporting will be done so in a way that does not identify any individuals or schools without the explicit permission of the individual or school.</p> <p>If you have any questions before completing the survey please contact us on tari@haemata.co.nz or Ph (07)3086322.</p> <p>Please note: If you exit the survey and wish to return to complete it later, please access the survey link using the same device.</p> <p>Could you please complete this as soon as you can; the survey will close by the end of term 1.</p> <p>Ngā mihi</p> <p>Hineihaea Murphy Project Director Haemata Limited.</p>		





1. *Name of school

2. *What proportion of your school roll is Māori?

3. *Do you currently offer a te reo Māori programme in your school?

- Yes
- No

4. *Are you intending to offer a te reo Māori programme in your school in the next 1-2 years?

- Yes
- No

5. *What years is the programme offered at?

- Year 1
- Year 2
- Year 3
- Year 4
- Year 5
- Year 6
- Year 7
- Year 8
- Year 9
- Year 10
- Year 11
- Year 12
- Year 13
- unknown

6. *What might be considered to be unique or innovative about your programme?

7. *How effective is your reo Māori programme in supporting outcomes?

- Not effective
- Somewhat effective
- Very effective

8. *What makes your programme effective in supporting language outcomes?

9. *Do you have any further comments about the teaching and learning of Māori language in your school?

10. *If we have any further questions about your Māori language programme, are you happy to be contacted?

- Yes
- No

11. Contact person's details, i.e., name, email, phone number

Appendix 3: Kaiako and leaders' interview schedules

INTERVIEW SCHEDULE: KAIAKO

Semi-structured interview questions

Goal: To drill down into the responses from the schools selected through the national online survey.

1. Reo Māori context

Tell me about te reo Māori in your school

- How many teachers and students 'speak Māori'? Has this changed over the years?
- To what extent is te reo Māori used in the school? Has this changed over time?
- Are any staff learning te reo Māori?

2. Programme design

Tell me about the reo Māori programme in your school/class

- Year levels, no. of ākonga, no. of kaiako (if relevant)
- Programme design – How is the programme designed e.g., is it based on Te Aho Arataki Marau? If so how? If not, reasons why not? What are the intended outcomes? Why those outcomes? Who else contributes to the programme, in what ways?
- Programme structure, e.g., how many hours per day/week dedicated to te reo Māori
- What do they find are the most effective language learning tasks/activities?
- What are the most useful and effective reo Māori learning resources you use?

3. Innovation

Please elaborate on the unique, innovative aspects you mentioned in your survey i.e. Why do you think this really works? What do you do in your classroom to help students learn to reo Māori?

4. Outcomes

- What do you hope to achieve through the programme? (explore critical awareness, status, use, acquisition, quality)
- How well is the programme working? What actual outcomes does it achieve e.g., language outcomes, attitudinal outcomes, cultural outcomes, student engagement?
- Is ākonga progress monitored – if so, how? Other outcomes, including unintended outcomes?
- * What motivates teachers and students, whānau to want to learn te reo Māori?

5. Support

- What has been the most effective type of support that you have received in the past?
- Is there any other type of support that would be helpful in order to keep improving?

6. Next steps

What are the next steps to improving the programme? What would be needed to make the programme more effective? [If resources or PLD support, ask to be specific about the type of resources or support and who should be responsible for providing it.]





INTERVIEW SCHEDULE: LEADER

Semi-structured interview

Goal: To understand the positioning of te reo Māori in English-medium education and the role of English-medium schools in the revitalisation of te reo Māori.

1. Reo Māori context

Tell me about te reo Māori in your school

- Why do you offer te reo Māori in the school – what are the key drivers for offering te reo Māori in your school?
- What do you consider to be the role of your school in contributing to the revitalisation of te reo Māori? (Do you think schools have a role in the revitalisation of te reo Māori? If so, what is that role?)
- Has your view/understanding of this changed over time? If so, how, and what caused the change of view?

2. Role of leadership

- In your view, what is your role (as school leader) in supporting te reo Māori revitalisation? (e.g., helping others understand the issues about te reo Māori revitalisation, supporting Māori aspirations for language, engaging with whānau, ensuring kaiako have access to support ...)
- How this is demonstrated in your school?

3. Innovation

- Do you have a particular vision for te reo Māori in your school? (if not discussed previously)

4. Next steps

- What are the next steps for te reo Māori in your school?
- What would need to change for your school to achieve greater outcomes?

Appendix 4: Environmental scan

SCHOOL:			
DATE:			
COMPLETED BY:			
Source	Evidenced Y/N/?	Are the references indicators of Whakanui, Whakaako, Whakaatu? give example	Additional Comment
ERO REPORT			
Are there any references to te reo Māori in the school?			
WEBSITE			
Use of te reo Māori			
References to te reo Māori programme			
References to place of te reo Māori in the school/community			
Does the website tell you anything about the value of te reo Māori in the school?			
STRAT DOCS			
Does the school have a TRM policy?			
Is TRM mentioned in the school's strategic or annual plans?			
Does the school have targets for TRM?			
PERSONNEL DOCS			
Does the school have a lead teacher/teacher who has overall responsibility for TRM?			
Is te reo Māori a focus for staff development? (e.g., staff PLD plan re TRM)			
Is TRM a consideration in staff appraisal?			
PHYSICAL ENVIRONMENT			
Is TRM visible in the school environment? e.g., signage; motto; staffroom displays			
Is TRM heard in the school environment? e.g., around the school – staff/students/whānau, greetings at school reception and from students, school assemblies, classrooms?			
Is there a dedicated Māori language classroom/marae?			
SCHOOL CULTURE			
Identity - is TRM part of the school's identity e.g., prospectus, stationery, motto, school pānui, school song/haka/pepeha or their culture 'the way they do things around their school'?			
Is there strong participation in kapa haka?			
Does the school have awards for te reo Māori achievement?			
Is the Māori community/whānau active in the school?			
Does the school gather/survey the Māori student/whānau voice? If so, is it about TRM?			





Appendix 5: Attitudinal and "I can" questionnaire for students


Haemata¹⁴

'Kia ita!'
Te Taura Whiri i te Reo Māori
MĀORI LANGUAGE COMMISSION


STUDENT SURVEY: TE AKO I TE REO MĀORI

Introduction

HE KŌRERO MŌU

*** 1. Your School (please enter the name of your school)**

*** 2. Your Gender**

Female

Male

*** 3. Your Age**

*** 4. Your Year Level (tick one only)**

<input type="checkbox"/> 1	<input type="checkbox"/> 6	<input type="checkbox"/> 11
<input type="checkbox"/> 2	<input type="checkbox"/> 7	<input type="checkbox"/> 12
<input type="checkbox"/> 3	<input type="checkbox"/> 8	<input type="checkbox"/> 13
<input type="checkbox"/> 4	<input type="checkbox"/> 9	<input type="checkbox"/> 13+
<input type="checkbox"/> 5	<input type="checkbox"/> 10	

*** 5. Your Ethnicity (tick all that apply)**

NZ Māori

Pākehā

Other

*** 6. Do people you live with speak Māori at home?**

Yes

No

WHAKANUIA TE REO KIA ORA **75**



TŌ REO MĀORI

7. In TE REO MĀORI, I can: (please tick all of the things you can do in te reo Māori)

- | | |
|------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| <input type="checkbox"/> introduce myself. | <input type="checkbox"/> describe something that happened last week. |
| <input type="checkbox"/> understand simple instructions or questions. | <input type="checkbox"/> understand a detailed description of a place I haven't been to. |
| <input type="checkbox"/> talk about my whakapapa. | <input type="checkbox"/> talk about what I want to do in the future. |
| <input type="checkbox"/> understand a simple description of someone or something. | <input type="checkbox"/> follow specific instructions on how to make something. |
| <input type="checkbox"/> tell someone about an activity I did on the weekend. | <input type="checkbox"/> argue or debate an opinion. |
| <input type="checkbox"/> follow directions on a map. | <input type="checkbox"/> understand most of what other speakers say about everyday things. |
| <input type="checkbox"/> have a short conversation about what I am doing this afternoon. | <input type="checkbox"/> describe to a visitor what they could do while they are in my town |
| <input type="checkbox"/> understand someone describing the jobs they do at home. | <input type="checkbox"/> understand much of the news in Māori. |
| <input type="checkbox"/> Other (please specify) | |





STUDENT SURVEY: TE AKO I TE REO MĀORI

Ō WHAKAARO MŌ TE REO MĀORI

* 8. To what extent do you agree or disagree with each of the following statements:

	Strongly agree	Agree	No opinion	Disagree	Strongly disagree
Learning Māori language is fun.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning Māori language is important to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would like to learn more Māori at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will keep learning Māori after I've left school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Māori language should be compulsory at school for Māori students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Māori language should be compulsory at school for all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is a good thing that people speak Māori in public places.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I only speak Māori at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Everyone who lives in New Zealand should make an effort to learn Māori.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People who speak more than one language are very knowledgeable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Done - kua mutu

Appendix 6: Parental permission form

TE REO MĀORI IN ENGLISH MEDIUM SCHOOLS

A research study on behalf of Te Taura Whiri i te Reo Māori

Tēnā rā koe,

The Māori Language Commission Taura Whiri i te Reo Māori (TTW) is charged with promoting Māori as a living language. The Commission is seeking to understand how English-medium schools may be contributing to this outcome.

To do this, they have contracted Haemata Ltd to undertake research with a selection of schools that have te reo Māori programmes. [NAME OF SCHOOL] is part of this study.

One of our researchers will be visiting the school on [DATE] to talk with teachers and the principal. We would also like to talk with a focus group of students. Your child may be one of those students. We expect the focus group discussion to take no longer than 30 minutes and will be at a time agreed with the school.

All information will be treated as confidential and any reporting will be done in a way that does not identify any individual student.

Please complete the permission form below indicating whether or not you agree to your child participating in a focus group discussion on learning te reo Māori.

If you have any questions before completing this form, please contact us via email at office@haemata.co.nz or Ph (07)3086322.

Ngā mihi
Hineihaea Murphy
Project Director, Haemata Limited

Name of Student: _____

Please circle your response to the following statement:

I give permission for my child (or charge) to participate in a group discussion with a researcher about learning te reo Māori at school.

Yes No

Signature: _____

Your name: _____

Date: _____

Please return this parental permission form to the teacher – or to the research team at:
Haemata Ltd office@haemata.co.nz





Appendix 7: Parent information sheet

TE REO MĀORI IN ENGLISH MEDIUM SCHOOLS

A research study on behalf of Te Taura Whiri i te Reo Māori

Tēnā rā koe

The Māori Language Commission Taura Whiri i te Reo Māori (TTW) is charged with promoting Māori as a living language. The Commission is seeking to understand how English-medium schools may be contributing to this outcome.

To do this, they have contracted Haemata Ltd to undertake research with a selection of schools that have te reo Māori programmes. [NAME OF SCHOOL] is part of this study.

One of our researchers will be visiting the school on [DATE] to talk with teachers and the principal. We will also be conducting a short student survey about learning te reo Māori. Your child may be one of those students invited to complete the online or hardcopy survey. The survey takes no longer than 10 minutes to complete and will be administered at the school at an agreed time.

All information will be treated as confidential and any reporting will be done in a way that does not identify any individual student.

If you have any concerns about your child participating or would prefer that they do not participate, please advise the teacher as soon as possible. If you have any questions about this study or the student survey, please feel free to contact us via email at office@haemata.co.nz or Ph (07)3086322.

Nāku noa, nā

Hineihaea Murphy
Project Director, Haemata Limited

Appendix 8: Ethical consent form

TE REO MĀORI IN ENGLISH MEDIUM SCHOOLS

A research study on behalf of Te Taura Whiri i te Reo Māori

INFORMED CONSENT

Researcher (contracted by the Māori Language Commission): Haemata Ltd

Please circle (or highlight) either YES or NO after each statement below, to indicate your agreement or disagreement.

I understand the nature of the study.	YES	NO
I know that I can ask questions at any time.	YES	NO
I know that I can refuse to answer any question.	YES	NO
I agree for my interview to be audio-recorded.	YES	NO
I understand that the notes and audio (if relevant) captured during my interview will be accessible only to the Haemata research team and will be destroyed in the future.	YES	NO
I understand that my name will not be used in the report or any other publication without my permission.	YES	NO
I agree to my name being used in the report or in any related publication e.g., highlights or snapshots about te reo Māori in English-medium schools.	YES	NO
I agree to my role being divulged in the report or any supporting publications.	YES	NO
I know that a summary of my interview will be provided to me at my request.	YES	NO
I know that I can request a copy of the final evaluation report – or a summary thereof.	YES	NO
I understand what is required of me as a participant in this evaluation AND I agree to participate.	YES	NO

Signature of participant: _____

Name of participant: _____





Appendix 9: Student interview schedule

INTERVIEW SCHEDULE: STUDENTS			
SCHOOL		DATE	

Make up of focus group:

Student	Gender		Age	How long have they been learning TRM at school?	Do their parents/ caregivers speak Māori?
	M	F			
Student 1					
Student 2					
Student 3					
Student 4					
Student 5					
Student 6					
Student 7					
Student 8					
Student 9					
Student 10					

1. What do you like/not like about learning te reo Māori?

Likes	Dislikes

2. Do you think learning te reo Māori is important? Why? Why not?

# students	Reasons
Yes	Why?
No	Why not?
Other	Comments:

4. Where do you use te reo Māori? (explore where, when, with whom, for what purpose)

General comments			
Specific examples of use			
Where	When	With whom	Purpose

5. Do you think you will continue to learn te reo Māori when you leave this school? Why? Why not?

# students	Reasons
Yes	Why?
No	Why not?





Appendix 10: Whānau interview schedule

INTERVIEW SCHEDULE: WHĀNAU			
SCHOOL		DATE	

Make up of focus group:

	Gender		Ethnicity	Role (e.g. parent?)	Māori speaker?	Other
	M	F				
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

1. What is your level of involvement in the reo Māori programme at the school? In what ways?
2. How important is it for the school to offer a reo Māori programme? Why?/Why not?
3. Do you think te reo Māori should be compulsory in all NZ schools?

#	Reasons
Yes	Why?
No	Why not?

4. What do you want your children to be able to do in te reo Māori?
5. [if not covered already] Are there any other benefits that you see in having your child/ren learn te reo Māori e.g., benefits to them, to your whānau, to the community?

Interviewer comments/observations/reflections:

'Kia ita!'

Te Taura Whiri i te Reo Māori
MAORI LANGUAGE COMMISSION



Haemata ^{Ltd}