

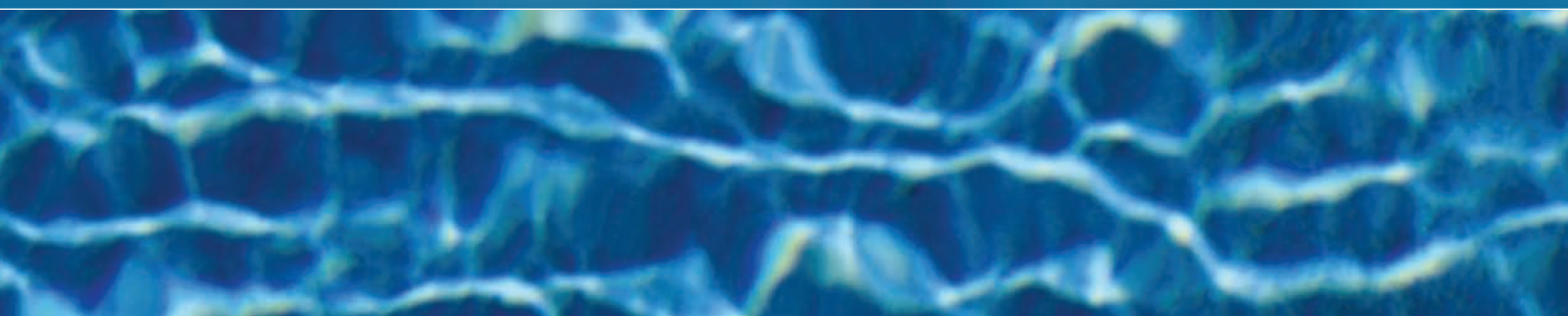


MINISTRY OF EDUCATION

Te Tāhuhu o te Mātauranga

He tini manu reo

Learning te reo Māori through tertiary education – a summary



Learners in tertiary education

Learning te reo Māori through tertiary education – a summary

This document provides a summary of the findings from *Learning te reo Māori through tertiary education*. The report examines the size and impact of the provision of te reo Māori courses through tertiary education over the period from 2001 to 2005, in order to provide an information base for considering future directions for supporting te reo Māori through tertiary education and areas for further research. The focus is on the learning of the language, rather than learning in the language.

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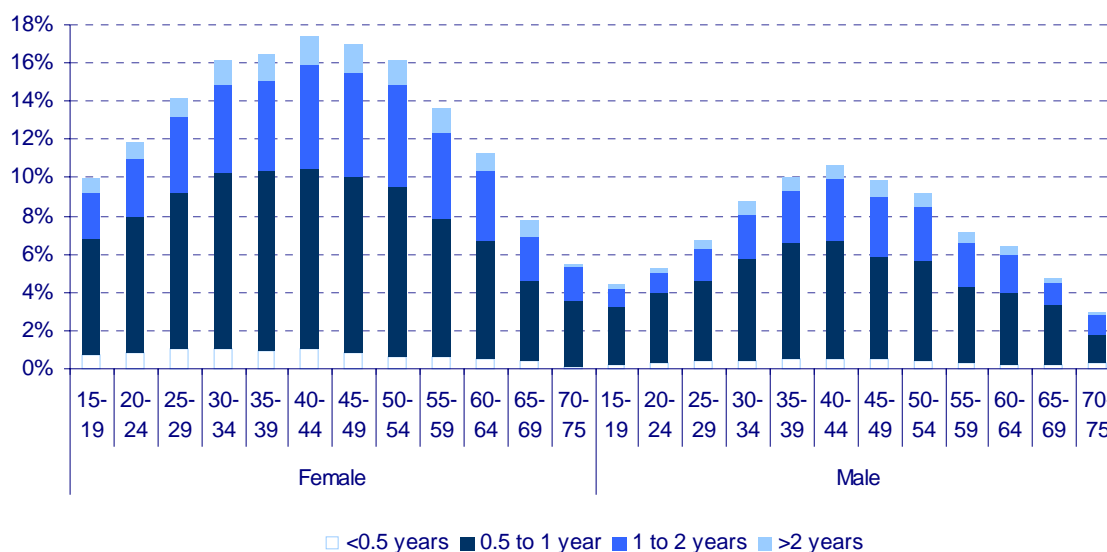
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Proportion of Māori population engaged in te reo courses by length of engagement between 2001 and 2005



Note: The age of students is as at 2001.

Toi tū te mana, toi tū te reo

Te reo Māori, the Māori language, is the indigenous language of Aotearoa / New Zealand. Once widely spoken, it has been struggling for survival over the last 50 or more years. Te reo Māori provides a gateway to understanding, interpreting and negotiating te ao Māori – the Māori world, its culture and values.

Over the last 35 years, there has been an increasing emphasis on revitalisation of te reo Māori. This has included developing kohanga reo in the 1980s to provide early childhood Māori language immersion education and kura kaupapa Māori in the 1990s to provide primary school Māori language immersion education.

An unprecedented level of engagement

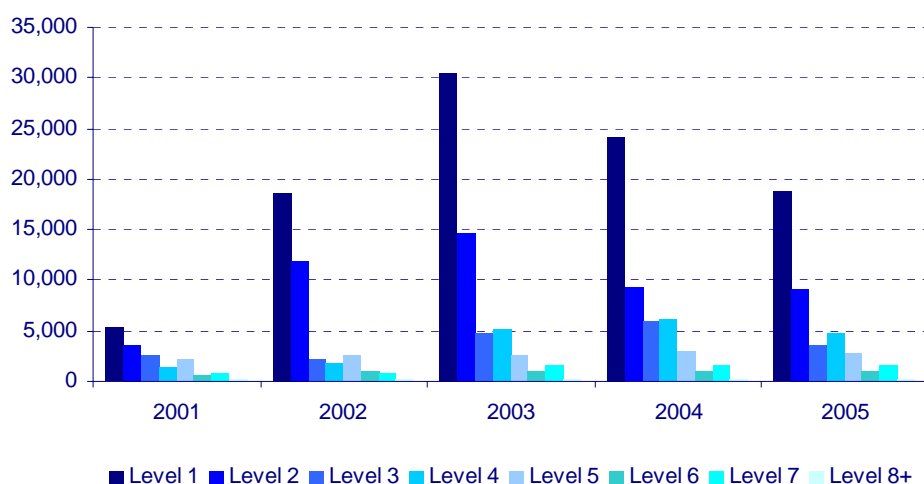
Since 2001, there has been an unprecedented level of engagement in learning te reo Māori through tertiary education. This has involved over 100,000 learners making over 700,000 course enrolments across 51 different tertiary education providers.

Three different groups of students are looked at in the report:

- those learning te reo through a te reo Māori programme
- those learning te reo as part of other programmes
- those who took only one or two courses over the five-year period.

Each of these groups has different characteristics in terms of students and providers. They also capture different pathways and motivations for learning te reo Māori. While the largest number of students enrolled for only one or two courses, students in te reo programmes made up the majority when measured in terms of equivalent full-time students.

Students in te reo courses by course level



Key findings

The main contribution of te reo provision through tertiary education in the period 2001 to 2005 has been to increase substantially the number of people with a basic understanding of the language, while also increasing the number of people with conversational fluency.

Tertiary education courses are not sufficient on their own to build conversational proficiency in te reo Māori. Students also need to be able to access a range of environments where the language is used and supported.

Around half of students studied te reo for only one year, and most are studying at the equivalent of senior secondary school. This reflects a growing awareness of the value of at least some knowledge of te reo to function well in New Zealand society. However, it also suggests that more could be done to encourage students to continue to be engaged in language learning, including offering improved pathways to further study and other language learning.

There have been high levels of participation by women, particularly in the 25 to 44 age group. Many of these women will be mothers, which suggests that

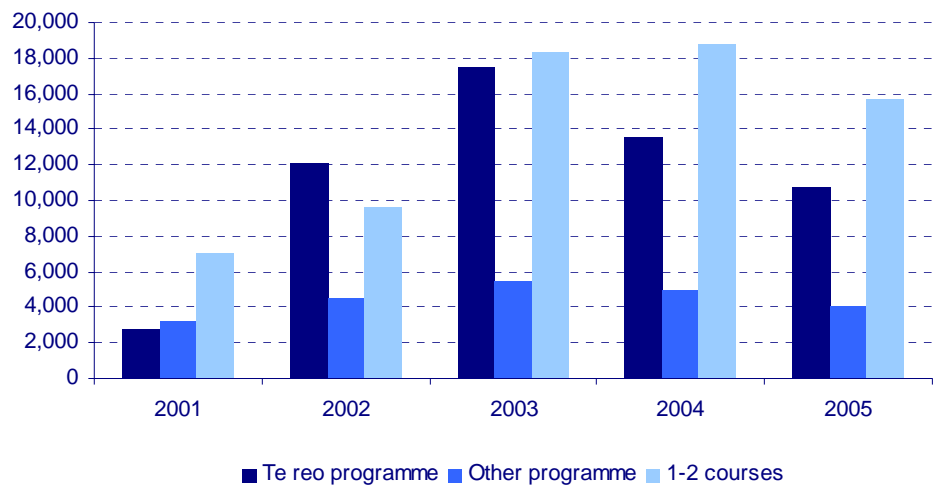
tertiary education courses may be having a positive role in strengthening te reo Māori within the whānau and home environments.

The low male participation in te reo courses is of concern, particularly given that younger Māori men have lower proficiency than Māori women in the same age group. This could have implications in the future for maintaining aspects of tikanga Māori which are designated to men.

There are particular points where students appear to drop out of study because they were unable to pass the course assessments. Further analysis of the factors related to success or failure at these points would be worthwhile. There is a need to look at what further support and subsequent provision may be needed for these students in order to sustain their role in language revitalisation.

There are a number of areas where further research would be worthwhile, including factors relating to students success, connections between language learning in school and tertiary and the effect of teaching approaches and teacher background and knowledge.

Students in te reo courses by type of study



Students in te reo Māori programmes

Most of the students in te reo programmes were enrolled full-time in level 4 certificates at wānanga.

The number of students enrolled in te reo Māori programmes is strongly related to the number of Māori who speak te reo within each region.

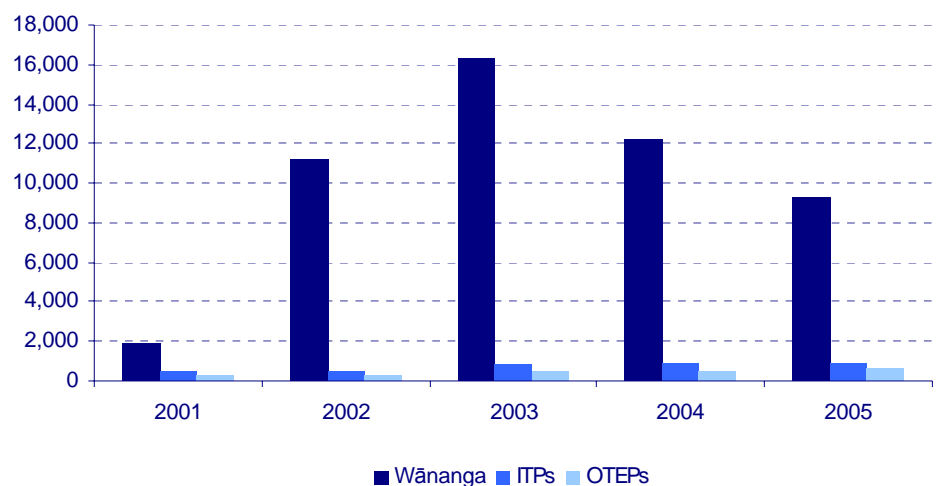
Qualification completion rates for students in te reo Māori programmes compare well with completion rates for all level 4 qualifications. Course completion rates are

also similar to rates for certificates in general.

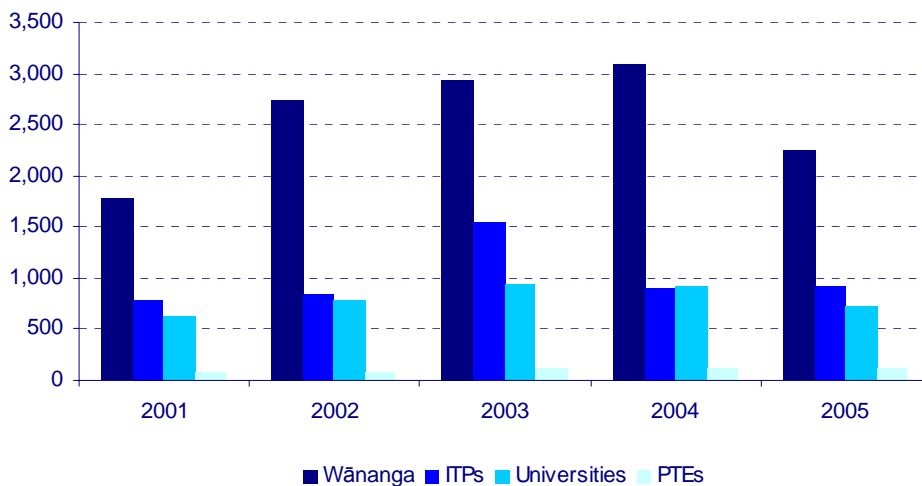
Students are most likely to fail their courses when they undertake courses at level 2. Of those who pass level 2, most will succeed at levels 3 and 4.

Students in te reo programmes are more likely to be Māori, female and aged between 30 and 50. They are likely to have low or no school qualifications and to have been employed prior to study.

Students in te reo programmes by main sub-sectors



Students in other programmes by main sub-sectors



Students in other programmes

Students studying te reo through other programmes are spread across institutes of technology and polytechnics (ITPs), wānanga and universities. Students are also spread across community education, diploma and bachelors degree programmes. The number of students studying te reo through other programmes is also strongly related to the number of Māori who speak te reo within each region.

Students studying te reo through other programmes who are in courses up to level 4 have better course completion rates than the overall course completion rate at certificate level.

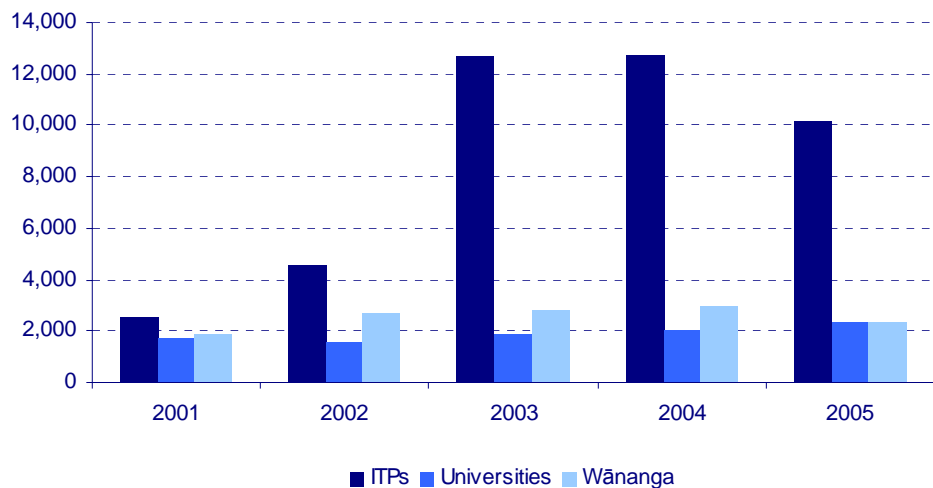
Students in courses at levels 5 to 7 (diploma and bachelors) have lower completion rates than those in lower-level te reo courses and lower completion rates than students at bachelors level in general. Around 40 percent of students studying te reo courses at level 5 fail all of their te reo courses.

Students studying te reo through other programmes are likely to be Māori and female. There are two predominant age groups, 20 to 24 years and 30 to 44 years. Most students have low or no school qualifications and are likely to have been employed or unemployed prior to starting their study.

Students in other programmes by qualification level



Students taking one or two courses by main sub-sectors



Students taking one or two courses

Students who take only one or two courses are mostly likely to be enrolled with an ITP. The largest numbers of students taking one or two courses are enrolled in non-formal, community education programmes.

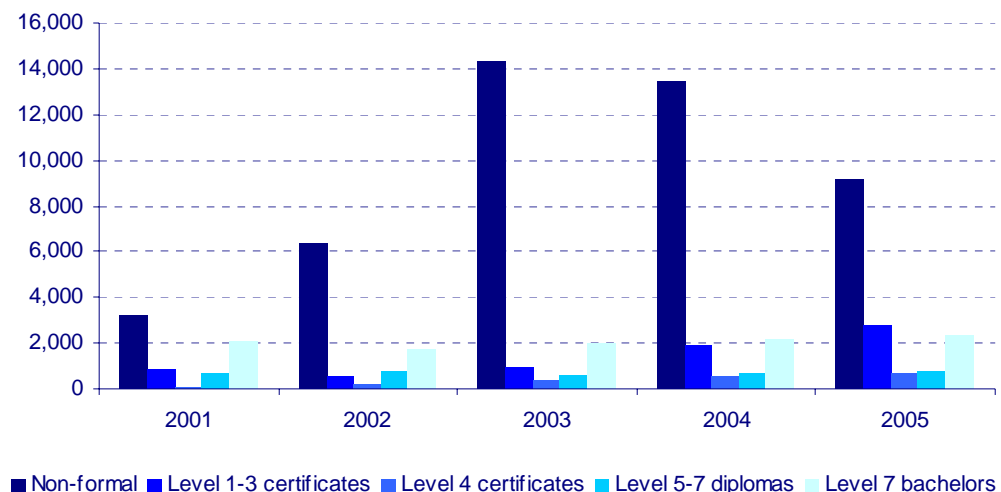
The number of people enrolling in one or two te reo courses is not strongly related to the size and characteristics of the population in each region.

For students taking one or two formal courses, course completion rates are comparable at certificate level with

completion rates in general, but lower than general completion rates at bachelors level. This group includes a significant number of students who take one or two courses, fail the courses and do not continue with further study.

Students who take one or two courses are also more likely to be female. The largest number are aged 20 to 24. Students in this group are more likely to be non-Māori than students in the other two groups above. They are also more likely to have higher-level school qualifications. Three-quarters of the students were employed or unemployed prior to study.

Students taking one or two te reo courses by qualification level



Most common pathways between formal qualifications for students starting in 2002

<i>Students who started studying in a te reo programme</i>				<i>Students who started studying in another programme</i>					
		<i>Number</i>	<i>Percent</i>			<i>Number</i>	<i>Percent</i>		
Te reo prog		8,976	89%	Other prog		1,300	68%		
Te reo prog;	Te reo prog	398	4%	Other prog;	Te reo prog	326	17%		
Te reo prog;	Other prog	467	5%	Other prog;	Other prog	155	8%		
Te reo prog;	Te reo prog;	Te reo prog	85	1%	Other prog;	Te reo prog;	Te reo prog	43	2%
Te reo prog;	Te reo prog;	Other prog	31	0%	Other prog;	Te reo prog;	Other prog	36	2%
		10,101	100%			1,920	100%		

Notes:

Study patterns reflect order of study – so that 'Te reo prog; Other prog' means enrolment in a te reo programme followed by study in te reo through another programme.

Gaps between qualifications are not shown. Sequence is established on the start date of the first te reo course in the qualification, so enrolments can be overlapping.

Enrolments in non-formal courses have been excluded.

Pathways and progression

Among students who enrolled in formal qualifications (te reo or other), most enrolled for only one programme of study and did not progress to further programmes of study during the five-year period.

About half of those enrolled in formal qualifications undertook only one year of

study. Of those who did study beyond one year, two-thirds moved into higher-level courses.

Around 15 percent of students who enrolled in community education programmes progressed on to study in formal programmes.



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