

NCEA | Taumata Mātauranga ā-Motu Kua Taea

NCEA Review 2018

Māori medium and NCEA

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2. Themes in NCEA literature
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NZQA requires each qualification registered on the New Zealand Qualifications Framework to be regularly reviewed so that the qualification remains useful and relevant and continues to meet the needs of the learners, industry and stakeholders for which it was developed. NCEA is scheduled to be reviewed by December 2018.

This paper provides a background to Māori medium education and the characteristics of Māori medium students in NCEA | Taumata Mātauranga ā-Motu Kua Taea.¹

Focusing question

What are the key characteristics of Māori medium students in NCEA?

Background

Māori language learning

The provision of Māori language in education consists of Māori medium education and Māori language in English medium education.

- Māori medium education refers to kōhanga reo and puna reo (early learning)², kura (primary education) and wharekura (secondary education), where the curriculum is delivered in te reo Māori over 51% of the time. This includes levels 1 and 2 Māori language immersion levels.
- Māori language in English medium education is where students are learning te reo Māori as a subject or are taught curriculum subjects in te reo Māori for up to 50% of the time (Māori language immersion levels 3–5).

Each medium is likely to deliver different language outcomes and many students transition in and out of these pathways throughout their education journey.

It's estimated that there are at least 180,000 students learning te reo Māori in both Māori and English medium education in New Zealand schools/kura. At July 2016, there were:

- 18,444 students in Māori medium education – there are 279 Māori medium settings; most of them are in the Auckland, Waikato, Bay of Plenty and Northland regions
- 161,381 students learning te reo Māori in English medium education – this number has gradually increased over the past five years.

¹ Taumata Mātauranga ā-Motu Kua Taea is the Māori name for NCEA. "NCEA" is inclusive of both Māori and English medium.

² Under Te Whāriki, the first bicultural curriculum statement developed in Aotearoa New Zealand, all early childhood settings are expected to teach te reo Māori.



Māori achieving as Māori

Māori language in education is a defining feature of Aotearoa New Zealand's education system as it:

- supports identity, language and culture as critical ingredients for the success of all students
- provides opportunities for Māori students to realise their potential and to succeed as Māori
- gives expression to the national curriculum documents that recognise the importance of te reo and tikanga Māori for Aotearoa New Zealand
- supports community and iwi commitments to the survival of the Māori language and it being passed on to a new generation by the speaking of te reo Māori at home.

The Māori Potential Approach is a cross-government framework that recognises the potential for every Māori student to excel and achieve success in Te Ao Māori. Ka Hikitia and Tau Mai Te Reo: the Māori Language in Education Strategy identify the unique and important role of Māori language and Māori medium education in providing an education that is responsive to Māori students. The following Tau Mai Te Reo strategies aim to enhance Māori language and education outcomes by:

- working with and for iwi, communities and Māori language providers to support te reo Māori in education
- strengthening and growing the Māori medium sector and networks
- supporting te reo Māori in the English medium sector
- building the evidence base for te reo Māori and Mātauranga Māori.

Te Marautanga o Aotearoa

Te Marautanga o Aotearoa (TMoA), the national curriculum for Māori medium, is an outcomes-based curriculum that outlines the knowledge, skills, values and attitudes for kura and schools teaching through the medium of te reo Māori. Kōrero (oral language), pānui (reading), tuhituhi (writing) and pāngarau (mathematics) are central to all learning in the curriculum and enable the curriculum's broad outcomes to be achieved.

High-quality Māori medium settings place a high value on te reo and tikanga Māori. This distinguishes high-quality Māori medium settings from most English medium settings. TMoA supports a holistic approach to teaching and learning. It acknowledges that values and attitudes are integral to who students are, how they act, how they engage with others and how they respond to learning experiences.

Characteristics of high-quality Māori medium education

The five characteristics of high-quality Māori medium settings are visionary leadership; strong whānau, community and iwi engagement; high-quality and effective teaching; good governance; and high academic standards and expectations.



Research shows that the following factors provide the best outcomes for students of te reo Māori:

- the engagement of iwi, whānau and community in education
- the interweaving of the identity, language and culture of students into all learning settings across the education system
- high-quality language teaching
- sustained participation in quality Māori medium programmes for at least six years (this is important for language proficiency and bilingual outcomes).

The Ministry’s role, as a steward of the education system, is to work with iwi to create the conditions for success of Māori language in education, and in particular Māori medium education pathways for all students. This includes the provision of relevant, responsive and future-focused curricula that strengthens Māori medium education pathways, local curriculum design and the use of evidence-based tools to support student progress and raise achievement.

NCEA achievement in Māori medium

Māori students in Māori medium have strong educational achievement. In 2016, 80% of school leavers from Māori medium education achieved NCEA level 2 or above, as seen in Figure 1 (below). This is similar to the achievement in the total school leaver population, unlike the total Māori population, who typically achieve 13 to 22 percentage points lower.

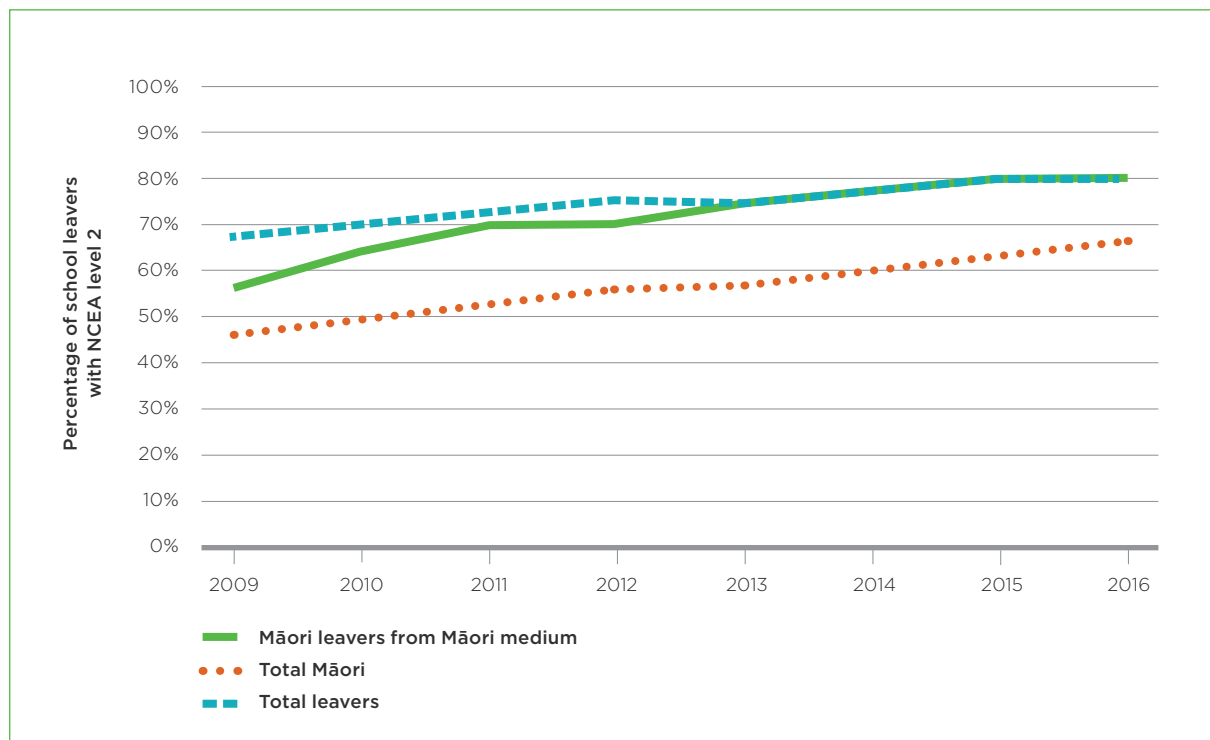
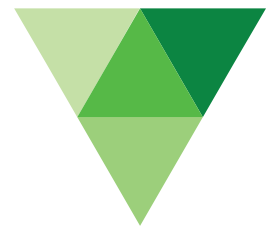


Figure 1: Percentage of students leaving school with NCEA level 2 or above, 2009–2016



Māori medium student achievement rates show a similar trend at other NCEA levels (see Figure 2, below). Māori school leavers from Māori medium typically leave with University Entrance or a level 3 or above qualification as their highest qualification, in equal or higher proportions than the total school leaver population. These achievement rates have been consistent over time and show an upwards trend.



Figure 2: School leaver attainment by qualification type, 2016

Most Māori medium settings are in deciles 1 and 2, showing that they draw on areas of significant socio-economic deprivation. However, analysis found that even when Māori medium students have characteristics that place them at a high risk of not achieving, such as being in a low decile school/kura or having a history of truancy, suspension and stand downs, in 2016, their achievement is still 8 to 26 percentage points higher than Māori students in English medium. Māori medium student achievement was also higher than students who had mixed Māori medium and English medium education or who were in lower immersion levels.

Information on gender shows that twice the proportion of Māori boys in Māori medium settings met University Entrance requirements in 2014 than those in English medium. The pattern of girls attaining NCEA level 2 at higher rates than boys across the education system is also present in Māori medium. However, there is less difference between the genders in Māori medium.



Māori-medium students have the highest rates of participation and attainment in Māori language in NCEA. While Māori medium students are much more likely to be studying Te Reo Rangātira (TRR standards are designed for students who have come through Māori immersion education) in the TMOA than students in other settings, a key shift is required for these students to be assessed for Te Reo Rangātira over te reo Māori standards (designed for second language learners). Te Reo Rangātira standards recognise better outcomes for Māori medium students in all areas of language, including listening, speaking, reading and writing.

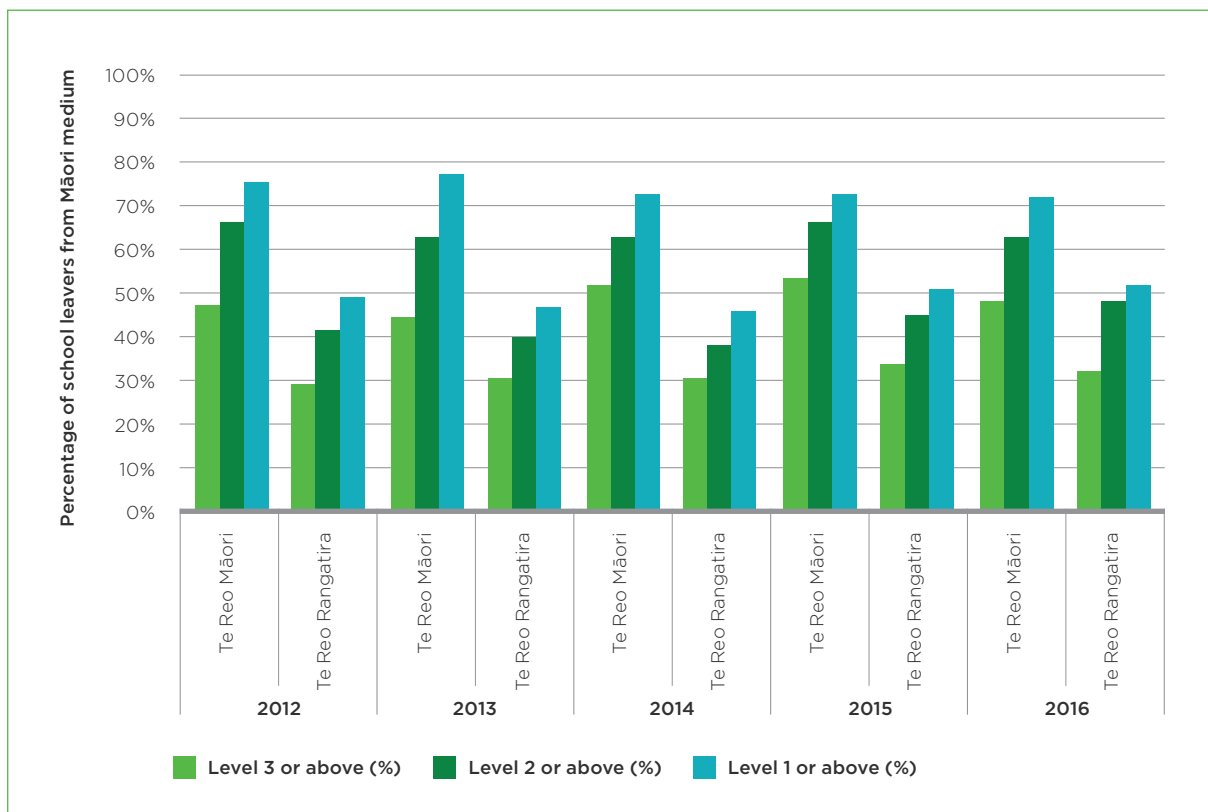
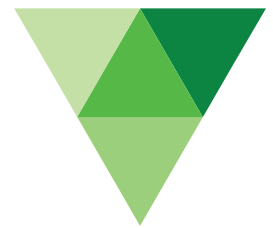


Figure 3: Māori school leavers, from Māori medium attaining in te reo subjects³, 2012–2016

³ Attainment in a subject is defined as achieving 14 or more credits in that subject.



Pathways

The retention rate of students and whānau in Māori medium is a challenge. Participation rates of Māori learners in Māori medium education has been a priority for the Ministry for some time (ie, 23% participation in ECE, 12% in kura, 5% in wharekura – in 2016).

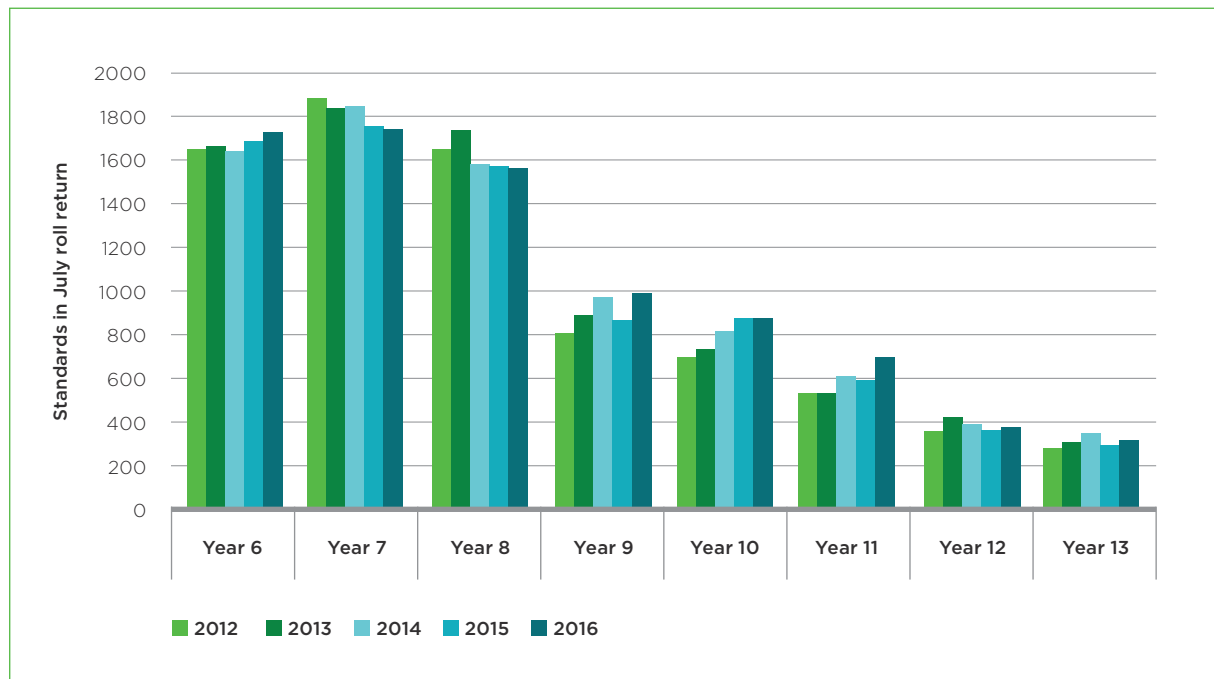


Figure 4: Students in Māori medium education, levels 6–13, 2012–2016

There is a steep drop-off of Māori medium students at key transitions between early learning and primary education and between primary and secondary education (see Figure 4, above). We need to fully understand the drivers of parental choice, such as how their perceptions of quality Māori medium education at secondary level influences schooling choices. Other factors, such as resourcing and teacher availability, can influence what curriculum choices are offered. A system view of Māori medium may highlight inconsistencies in education pathways. For example, the recent alignment of TMoA with the University Entrance approved subjects list means that Māori medium students are able to have their achievement of TMoA derived subjects and standards contribute to meeting the three approved subject requirements for University Entrance.

A student who is in Māori medium at year 8 and stays in Māori medium until leaving school in year 12 or 13 has a higher percentage of achievement of NCEA level 2. Transitioning out of Māori medium at the beginning of secondary school potentially has a negative impact on achievement.

An analysis of 2015 showed that school leavers whose last year in Māori medium was year 8, achieved NCEA level 2 at a similar rate to all Māori students. However, students who leave Māori medium in years 9 and 10 have a lower achievement of NCEA level 2 than all Māori school leavers.



A survey of 31 parents/caregivers (representing 31 whānau) of 61 Māori children was undertaken in 2017 to understand what influences the choices they make about whether they want their children to take part in Māori medium education.

The findings noted that one third of the students transitioned between English medium and Māori medium; trending to English medium at intermediate and secondary, with boys more likely to be in English medium. The reasons for transitioning out of Māori medium included that English medium offers greater subject choice and opportunities, that there was no Māori medium available in the area and a lack of confidence in the Māori medium subject options.

Participants of the survey felt that Māori medium education offers a solid foundation for growing children's self esteem, pride and identity, but paramount for them is that they want their children to have the best education outcomes and a high-quality well-rounded education at secondary school to prepare them for a global world.

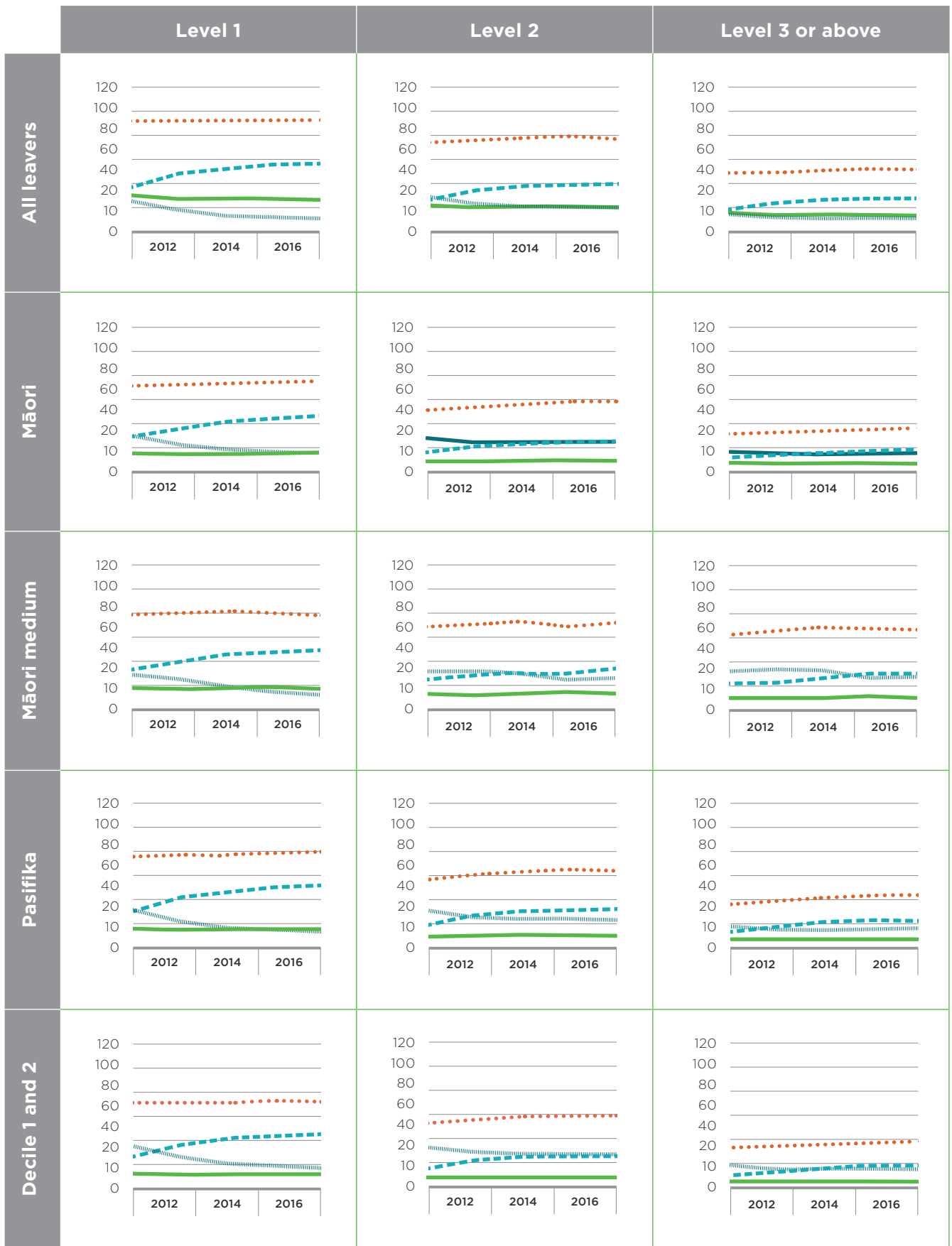
Data and evidence gaps

While there is robust information on student participation and achievement outcomes in Māori medium education, there is a need to refine and develop data and evidence on school leaver pathways, including transitions, destinations and employment. There is also a need for information on further risk characteristics not currently measured, including parental factors and links between Māori medium and other future life outcomes such as income or health.

The following summarises the data and evidence required to support a better system view of Māori medium:

- Non-standalone Māori medium settings: develop evidence and a database on the outcomes of students in Māori medium provision within larger English medium settings
- Variability: identify any variability in the quality of provision and education achievement within Māori medium, including what, where and if there are any trends
- Pathways: develop data and evidence on Māori medium school leaver pathways and transitions with tertiary system performance and reporting
- Characteristics: consider other characteristics that could be modelled for Māori medium students versus Māori students in English medium
- Other life outcomes: identify whether Māori medium school leavers have other positive life outcomes, eg, higher earnings, better health outcomes
- Measurement of identity and cultural outcomes: this is an identified gap in a number of work programmes.

Appendix: Average credits attained by school leavers, 2012–2016



..... Unit standards
 - - - - Internal achievement standards
 ———— External achievement standards
 All standards