



Te Reo Matatini me te Pāngarau 2021

He arotake i te whakaratonga o Te Reo Matatini me te Pāngarau.

- kia tautokona te whanaketanga o ngā paerewa a te Mana Tohu Mātauranga o Aotearoa



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He kupu whakataki - Introduction

Hei wāhanga nō tā te Mana Tohu Mātauranga o Aotearoa (NCEA) hōtaka whakahōu, kei te waihanganga Te Tāhuhu o te Mātauranga (MoE) i ētahi paerewa hōu mō te reo matatini me te pāngarau. Ka noho ko ēnei he wāhanga nō te tohu me mātua whakatutuki ka eke ana ki te tau 2023.

I te tau 2019, i whai wāhi atu rā a MoE ki tētahi Technical Advisory Group (TAG) Māori kia whakarato kupu āwhina mō ngā āhuatanga whānui o ngā paerewa hōu. Ko tā te TAG he whakahau, i mua tonu i tā te MoE panoni i tētahi wāhanga, me mātua tōtōpū ake te māramatanga ki te whakaako me te angitu i roto i te reo matatini me te pāngarau. I tuhia ngā paerewa hukihuki i te tau 2020, ā, i te tau 2021, i kōkiritia ngā paerewa hukihuki me ngā huarahi aromatawai e ngā kura e ono me ngā akomanga reorua e rua. I tonoa a ERO e te MoE kia mahi tahi me ngā kura e ono, me tētahi o ngā akomanga reorua kia whakahaerehia te arotake.

E kite ana mātou i tēnei wa, e tutuki ana i te nuinga o ngā tamariki ngā paerewa here reo matatini, ngā paerewa pāngarau NCEA hoki mā huarahi kē – mā te eke ki tētahi tōpū whiwhinga i ngā Paerewa Paetae e rari ana i ngā āhuatanga o te reo matatini, o te tātai (pāngarau) hoki. Tērā ētahi tamariki tokoiti e whakamahi ana i ētahi paerewa here kei te whāiti ki te aromatawai i te reo matatini me te pāngarau.

Matapakina ana e te pūrongo kei raro nei te angitu me te aromatawai ka hāngai nui ki ngā here me ngā huarahi o nāiane, me te tāpiri i ētahi tirohanga, i ētahi māramatanga hoki kua puta tōmua mai i ngā paerewa hōu. Ka pūmau ana te whakahaerehia o ngā paerewa mō te reo matatini me te pāngarau, ka whakakapi ēnei paerewa me mātua whai i ngā huarahi o nāiane. Nā konā, e whai nei te MoE kia mārāma ake ki ngā matea whānui i te rāngai mātauranga Māori.

He aha mātou i arotake pēnei ai?

Mā te tautoko i ngā Māori kia ako hei Māori e noho ai ngā tamariki hei puna mātauranga me ngā tirohanga hōhonu ki ngā tautake Māori. Ka poipoia ngā tamariki kia noho hei kaiwhakarato takatū ki ō rātou whānau, ki ō rātou hapū, ki ō rātou iwi, ki ō rātou hāpori whānui hoki.¹

Kei te mōhio hoki mātou, ko ngā wāhi akoako mā roto i ngā kaupapa Māori (wāhi ako Māori) tēnā ka poipoi i te tamaiiti kia angitu. Ka miramira tēnei i te manawaroa auaha o ngā kaikōkiri nō tōna orokohanganga, e noho tonu nei i ngā tira kaihautū, i ngā tumuaki, i ngā kaiako, i ngā whānau, i ngā hapū, i ngā iwi hoki e hāpai ana, e tautoko ana hoki i te mātauranga Māori puta noa i Aotearoa ā mohoa noa nei.²

He mea hanga tēnei arotake mai i te tūāpapa o ngā taunaki whai hua mō te āhua o ngā mahi whakaako me ngā mahi ako e kounga ana i te wāhi Māori i a ia ka whakatutuki i ngā matea whānui o ngā tamariki.

I te MoE e whai ana kia waihangahia ngā paerewa hōu mō te reo matatini me te pāngarau, i te taumata 4 me te 5 o te New Zealand Curriculum, e arotahi ana hoki kia mōhio pū kei te urupare ki te wāhi, ki te umanga, ki ngā hua hoki ki ngā tamariki Māori.

1 Māori enjoying and achieving education success as Māori – Te Kura Huanui, ERO Hune 2021

2 Te Kura Huanui – The treasures of successful pathways ERO Hune 2021



I whai wāhi atu hoki te MoE ki Te Tari Arotake Mātauranga (ERO) kia tirohia ngā paerewa NCEA e whitu, ki ngā kura tōmua kua tūao, ki te arotake i te whakararanga o te reo matatini me te pāngarau.

Ko ngā whāinga kia:

1. 'whakaahuatia' te ako me te whakaako o te reo matatini me te pāngarau i te taumata 4 me te taumata 5 o te New Zealand curriculum,
2. miramirahia ngā mahi ka whai hua, ka kore rānei e whai hua,
3. tautohua ngā tautoko me ngā rauemi e pīrangitia ana e ngā kura,
4. tautohua ngā ara e pai rawa atu ai te tautokona o ngā tamariki e whakawhiti ana ki ngā paerewa NCEA.

Ko te arotahi kia whakaatu i ngā mōhiotanga kua kohia me te tuku kupu whakahau kia tautokona te whanaketanga o ngā paerewa NCEA.

Ngā tikanga arotake: I pēhea tā mātou arotake?

I waihangatia tēnei arotake e ngā Māori, ki te taha o ngā Māori, mā ngā Māori, hei Māori hoki. He mea whakahaere ēnei mahi e Te Pou Mataaho – e te rōpū arotake me rangahau Māori o ERO, e Te Uepū ā-Motu, e te rōpū arotake o ERO, me te mahi tahi hoki ki te taha o Te Rūnanga Nui o Ngā Kura Kaupapa Māori o Aotearoa (TRN), o ngā kura Aho Matua e ono, o tētahi rumaki hoki i roto i tētahi kura tuarua auraki.

E whakawhāitihia ana ki tēnei arotake tō mātou māramatanga whānui o te arotake, o tōna uho, o ngā paerewa NCEA, o te rāngai hoki me te whakaahua i ngākau titikaha kia eke ngā hua me ngā whakararanga.

He mea ārahi tēnei arotake e:

- *Te Pou Tarāwaho Arotake i te Reo Matatini me te Pāngarau* – kia whakaarotahi i te arotake
- *Te Tukanga Arotake* – kia tautohua ōna wāhanga, me ngā huarahi i whāia

Ka whakaawe ēnei i tēnei arotake me te whakamārama i te āhua o te whakararanga ināianei, o ōna wāhanga, o te whakahaere i ngā hōtaka hōu, o ngā tirohanga me ngā āheinga hoki ka taea.

Te Pou Tarāwaho Arotake i Te Reo Matatini me te Pāngarau³

Ko tā tēnei pou tarāwaho arotake he whakaarotahi, he whakatutuki hoki i ngā hua ki te katoa i puta rā i te rōpū arotake.⁴ Nā reira, ka tautohua:

1. ngā hua angitu o ngā tamariki e whāiti ana, e wawatatia ana mō ngā kura kaupapa Māori Aho Matua
2. ngā putanga angitu o te tamaiiti i ngā wāhi rumaki
3. ngā ara pakirehua hei arotake
4. ngā pātai arotake
5. ngā tono pakirehua i ngā whakaaro o ngā kaiako, o ngā kaihautū, o ngā whānau me ētahi atu

³ Āpitianga Tuatahi

⁴ Te Pou Mataaho, Te Uepū ā-Motu, Te Rūnanga Nui o Ngā Kura Kaupapa Māori o Aotearoa me ngā kura tōmua e whitu kua tūao – te rōpū arotake



Te Tukanga Arotake⁵

Putā noa i ngā mahi i Te Pou Mataaho me Te Uepu ā-Motu, i whakamahia rā e mātou ngā ariā o te whakawhanaungatanga (te whakarite hononga), o te whakaaetanga (te kōrero me te whakatau ngātahi), o te whakataunga (te whakaae ngātahi me te mārāma ngātahi). Ka mārakerake tā tēnei arotake tautuhi i ngā whakaritenga e wawatatia ana i tēnei arotake. Ka whai wāhi mai tōna whānui me ngā ara whakamārama, me te aro nui ki te waihanga ngātahi me te mahi ngātahi. I tā mātou whai i tēnei tukanga, e mōhio pū ana mātou e pono ana tā mātou mahi hei rōpū arotake. Noho tūāpapa ana te tukanga arotake ki te kohinga o ngā raraunga me ngā tūhuratanga puta noa i ētahi kura kua kōwhiria. Ka tautoko tēnei ara motuhenga, tēnei ara hakune hoki i te whakataunga kia mahi tahi te Tāhuhu, Te Rūnanga Nui o Ngā Kura Kaupapa Māori o Aotearoa, me ngā kura tōmua hoki.

He waka eke noa tēnei tukanga arotake, ā, e whakapūmau ana te arotake ake kia whakawhitiwhiti tonu ngā putanga tōmua, te whakaawe o ēnei i te wā tonu nei, me ngā pūrongo ōkawa o ngā kitenga i tēnei arotake.

Te rōpū i tīpakona mai ai i ngā wāhi akoako Māori me ngā wāhi akoako auraki⁶

I whakahaerehia ngā tūhuratanga i roto i ngā wāhi akoako e whitu. I whai wāhi mai ngā kura kaupapa Māori Aho Matua e ono me tētahi kura tuarua auraki. I kapi i ngā kura kaupapa ngā tau 9-13 me te hāngai ki te tautake me te ahunga o Te Aho Matua. I whakaratohia e te kura tuarua auraki ngā whai wāhitanga mātāuranga ki ngā tamariki me ngā hānau kei ngā tau 9-13.

Ko te hua o ngā tūhuratanga i roto i ngā wāhi akoako ko:

- te wā kia whai wāhi atu ki ngā kaihautū, ki ngā kaiako e 21 hoki o te reo matatini me te pāngarau
- ngā uiui kanohe ki te kanohe e tōtōpū ana
- ngā pāhekotanga kia whai mārāmatanga mō ngā hōtaka ako reo matatini me ngā hōtaka pāngarau
- te kite i ngā āhuatanga o te whakahaere i te reo matatini me te pāngarau i te wā nei
- ngā tirohanga o te kura me ngā whānau mō te angitu o te tamaiti i te reo matatini me te pāngarau

He mea kohikohi ēnei raraunga i a Hūrae, i a Ākuhata hoki o te tau 2021.

He aha tā mātou i kite ai?

E whai ana ngā kura kia eke ā rātou mahi ki ngā anga kounga o te mātauranga Māori. I arotahi kia waihanga he marau ā-kura e motuhenga ana, e whai hua ana, e hāngai ana hoki ki te mātauranga Māori.

He āwhina te manawanui me te ngākau pūtohe o ngā whānau, o ngā hapū me ngā iwi kia pārekareka ai, kia angitu ai hoki ngā tamariki hei Māori. Miramira ana hoki tēnei arotake i te auaha o ngā kura, o ngā kaihautū, o ngā ringa ngaio, o ngā whānau hoki kia ngākau titikaha ki te ako me te whakaako.

Ā-tirohanga whānui nei, e tino kaha ake ana te angitu o ngā tamariki Māori i tēnā o te toharite ā-motu i te reo matatini me te pāngarau. Ahakoa he nui ngā take pai i pēnei ai, mātāmua ana ko te whanaungatanga i waenga i ngā tamariki me ngā kaiako; ko ngā horopaki ako e motuhenga ana, e hāngai ana, e tautoko ana

⁵ Āpitianga Tuarua

⁶ Āpitianga tuarua



hoki. Whai whakaaro ana hoki ēnei ara o te whakaako me te ako ki ngā āhuatanga ako me ngā hiahia o te tamaiiti.

Putā noa i ngā kura e whai wāhi mai ana, kāore tonu i te rawaka ngā rawa me te whai wāhi ki ngā whakangungu ngaio (PLD). Ina koa, kāore rawa i te tino hāngai ki ngā tirohanga ā-tautake, ki te tirohanga ā-ariā hoki i te mātauranga Māori.

Ahako te mārama o te kitea o te iti o ngā rawa i whakaritea mō te reo matatini me te pāngarau, whai tonu ana ngā kaihautū me ngā ringa ngaio i ngā ara auaha kia whakaratohia ētahi rauemi, kia whakapūmautia hoki te angitu o ngā kaiako i roto i ā rātou mahi whakaako, o ngā tamariki hoki i roto i ā rātou mahi akoako. E tika ana kia mihiā tēnei momo auaha o ēnei kura, o ā rātou hapori, me ngā hua mātauranga ka puta.

Kua tautohua te hiahia kia “*Māori pū*” ngā rauemi me te PLD. Ko tētahi mea matua i puta i tēnei arotakenga, ko te whakaaro me wātea ngā rawa ki ngā kura kia tautokona rātou ki te waihanga i ngā mea e tika ana. Mā tēnei ka whakaritea he ara e tohu ana hea mea tēnei mā ngā Māori, ki te taha o ngā Māori, hei Māori hoki.



Whakarāpopototanga - Executive Summary

*Ko Rua-i-te-pupuke
Ka pupuke ko te whakaaro
Ko Rua-i-te-hohonu
Ka wānanga, ka mōhio
Ko Rua-i-te-atamai
Ka kakama, ka hihiri
Anei ngā hiringa e kake ai te tamaiti
Ki tōna anō Tihi-o-Manono
Ko te hiringa o te ngākau
Ko te hiringa o te ako
Ko te hiringa o te wairua
E, ko te hiringa o te mahara.
Kakea te ara i kakea ai e Tāne
E Tāwhaki, e Rua-i-te-horahora
Ahakoa ia he ara namunamu
He ara tauwhāiti
Kia puta rā koe ki te whai ao
Ki te ao mārama
Tau hā!*

Ka whakahāngaitia e ngā tāngata i whai wāhi ki tēnei arotake ā rātou hōtaka ako me te whakaako kia kaha ake te whakatutuki i ngā matea o ā rātou tamariki. Ka āta whai kia arotahi ki te kōtuinga o ngā paerewa NCEA ki tā rātou marau ā-kura. Tino whai hua ana te waihanganga me te whakamahi a ngā kaihautū, a ngā ringa ngaio, a ngā kaiako, a ngā kaimahi hoki i ngā taputapu auaha kia tautoko i te ako haere a te tamaiiti.

Mārama kehokeho ana ngā whāinga a ngā kaihautū, a ngā ringa ngaio, me ngā whānau mō ā rātou tamariki. Ka kōkiri hoki tēnei i te kaha o te angitu i roto i te reo matatini me te pāngarau. E ngākau titikaha ana rātou kia rongō ā rātou tamariki i te pārekareka me te angitu ā-mātauranga hei Māori.

Katoa mai ngā ringa ngaio ka whakaatu i ngā pūmanawa me ngā pūkenga tauwhāiti kia tautokona te ako me te urupare ki ngā matea kanorau o ngā tamariki. E ikeike ana ngā pīrangī o ngā whānau mō te ako a te tamaiiti, ā, ki te āpitihia atu ngā pūnaha tautoko ki tēnei, ka mātua whai hua e eke ai te nuinga o ngā tamariki i roto i te reo matatini me te pāngarau.

E auaha ana, e ngākau titikaha ana hoki ngā kura kia tautokona ā rātou tamariki kia eke kairangi. Ahakoa te iti o ngā rawa ka tukua mō te reo matatini me te pāngarau, e nui rawa atu ana te wā, e nui rawa atu ana hoki te ngao ka whakapaua e ngā kaiako kia waihangatia ngā rauemi ka hāngai ki te horopaki o te kura ake.

He nui ngā rauemi e utua ana e te MoE kāore i te whakamahia e ngā kura Aho Matua nā te korenga i hāngai ki tō rātou horopaki. Kua pēnā hoki mō te PLD, ā, kua pūrongotia e ngā kura te korenga o ngā PLD e hāngai ki te reo matatini me te pāngarau. Nā reira, e kaha whakawhirinaki ana ki tō rātou ake auaha kia mōhio ai rātou kua tika e ngaio ai te urupare. E mārama ana te whakatau a te MoE e pīrangī ana kia tautokona ngā kura kaupapa Māori/kura Aho Matua kia waihangahia ā rātou ake rauemi me te PLD ka hāngai pū ki ngā matea i roto i ngā akomanga rumaki/kura Aho Matua.

I tautohua e ngā ringa ngaio, e ngā kaiako, e ngā kaihautū hoki e tika ana kia whai tautoko atu anō e eke ai ngā putanga ako me te āta whakariterite i ngā tamariki kia angitu i ngā paerewa NCEA, haere ake nei hoki.



Ngā Kitenga - Findings

E whai ake nei ngā kitenga matua i te arotakenga o te reo matatini me te pāngarau me te whakaatu i:

- te whakaratonga o te reo matatini me te pāngarau o te wā nei
- ngā mea e tika ana kia kounga te ākona me te whakaakona o te reo matatini me te pāngarau
- ngā kitenga, ngā āheitanga, me
- ngā kupu tohutohu.

Ngā hōtaka akoako

I tohua e ngā kura i whai wāhi mai ai ki te kōrero ki a ERO te whakamahinga o Te Marautanga o Aotearoa i te nuinga o te wā kia waihangahia ā rātou hōtaka. I whakaawe ngā kawatau, i tautokona hoki ngā hōtaka reo matatini me te pāngarau e Te Aho Matua. E waihangahia ana e ētahi kura ā rātou ake Marau ā-kura.

He nui hoki ngā kura e whakamahi haere ana i tētahi tauira marau kōtuitui, ka hāngai hoki ki te hāpori e motuhenga ake ai ngā wheako ako o ngā tamariki. I punenga ngā ara i te nuinga o ngā kura kia ārahina ngā mahi akoako mā roto rawa i te ao Māori me te whakamahi i te mātauranga Māori e kaha ai te tāuteute o ngā tamariki. He nui ngā kura e whakamahi ana i ngā kōwae ako mā te whai i tētahi kaupapa, i ngā pūrākau tō rātou takiwā, i ngā kaupapa rānei o te ao e ū ai ngā tamariki. Whānui ana tā ngā kaiako katoa whakamahi i ngā rauemi me ngā rautaki katoa e aro ai ngā tamariki i roto i ngā mahi ā-rōpū, i te mahi tahi ki te taha o tētahi tamaiiti e tika ana kia tautokona, i ngā hurihanga tamariki, i te tākaro kēmu, i ngā mahi matihiko hoki.

Katoa mai ngā tamariki i mea kia whai whiwhinga i te reo matatini i te reo Māori, i Te Reo Rangatira, i te reo Pākehā anō hoki. Tērā ētahi tamariki i roto i tētahi kura e whai ana i Te Reo Rangatira i whai wāhi hoki ki ngā mahi i waho i te kura i Te Wānanga o Raukawa. I te whakatutuki haere rātou i te tohu Diploma in Māori Studies. Ko ēnei ngā auahatanga e tino tāuteute nei te tamaiiti i roto i ngā kaupapa me ngā horopaki ka hāngai ki a ia i te wā ka whai i tētahi tohu pōkairua i roto i taua rāngai.

He nui ngā kura i whakamahere ngātahi i ā rātou hōtaka akoako, ā, i ētahi kura i whai wāhi atu ai ngā tamariki ki tēnei tukanga. I arotahi ā rātou hōtaka ki ngā paerewa NCEA me ngā matea o ā rātou tamariki. I whakamahia ngā taunaki kia kōkiritia ā rātou hōtaka, ā, i ētahi kura i whakamahia te aSTTle kia tautohua ngā pūkenga me ngā wāhanga hei āheinga whakapakari mā rātou ko ā rātou tamariki.

E maha tonu ana ngā kura e whakamahi ana i tētahi whenumitanga o ngā kōnae marau whānui kia tautokona ngā mahi akoako i roto i te pāngarau.

- E whā ngā kura i hāngai ā rātou mahi whakaako i te pāngarau ki te mātauranga Māori.
- Katoa mai ngā kura i whakamahi i tētahi whakamāoritanga o ngā paerewa pāngarau i ngā horopaki o te ao Māori.
- E whā ngā kura i whakamahi i ngā whakamāoritanga o te pāngarau mai i ngā paerewa kura auraki.

Whai haere ana ngā tamariki katoa i ngā whiwhinga pāngarau me ētahi kaupapa whānui. I maha ngā kaiako i kitea e mate ana ki te raweke i te paerewa NCEA me ōna rauemi hāpai e whakahāngaitia ai ki ā rātou tamariki. He whakataumaha kau noa tēnei i ngā kaiako mō te whakataumaha kurī noa.



Katoa mai ngā kura i arotahi ki te whakatakoto tika i te tūāpapa o ngā āhuetanga matua o te pāngarau, tae noa atu ki te mōhio ki ngā kupu pāngarau. I kōrero ngā ringa ngaio mō te hirahira o tā te tamaiiti whai pūkenga, o tāna whai mōhio tanga, o tāna whai māramatanga hoki i te whānuitanga o te pāngarau.

Tokomaha ngā kaiako e whakapono ana me mātua mārama, me mātua taea hoki e ngā tamariki te kōrero mō ngā tikanga hōhonu o ngā huatau o te pāngarau. I ngā wāhi ka pēnei, e kī ana rātou kua kairangi ake te whiwhinga. Mō tētahi kura, i tino hirahira kia whakamahi ā rātou tamariki i ngā huatau pāngarau mō ō rātou iwi, nā te mea ka hāngai ki ngā kerēme ki Te Rōpu Whakamana i Te Tiriti o Waitangi. I tino hirahira ai ki ēnei whānau he whai hua nō ngā taipitopito i roto i ngā pūrongo ki ō rātou hapū me ō rātou iwi.

Ngā auahatanga e tautoko ai i te ako haere a te tamaiiti

Katoa mai ngā ringa ngaio i kōrero mai mō te wawata kia whai i tētahi marau ā-hapori, i tētahi marau kōtuitui hoki. Tautuhia ai tēnei hei marau ora, hei marau whai kiko e whakaata ana i ngā kawata me ngā whāinga a te whānau, a te hapū, a te iwi, ā, e whakamātāmuahia ana te mātauranga Māori. E angitu ana te katoa o ngā tamariki puta noa i ngā kura katoa i roto i te reo matatini me te pāngarau i te taumata 1, te 2 me te 3. Ko ētahi o ngā rautaki auaha me ngā āheinga i roto i ēnei kura mō te reo matatini, ko:

- te noho o ngā pūrākau, o ngā waiata, o te kapa haka me ngā tūāhua tāpua i te maramatanga Māori hei whakaarotau
- te whakamahi i te ariā kēmu kia kaha ake ai tō te tamaiiti aro ki ngā kaupapa
- te whakamahere me te whakawātea i ngā akoranga me ngā aromatawai ka whakahaerehia e te tamaiiti
- tā ngā tamariki Tau 9 me ngā Tau 10 whai i ngā whiwhinga NCEA i te reo Māori e tautokona ai te ara atu ki Te Reo Rangatira i ngā tau whakamutunga ki te kura.

Ko ētahi o ngā rautaki auaha me ngā āheinga i roto i ēnei kura mō te pāngarau, ko:

- te whakataki i ngā huatau hōu mā roto rawa i ngā wheako/horopaki hāngai kua ahu mai i te hapori/iwi o te rohe, pēnei i te whakamahi i te maramataka me te ine i te wā
- te aromatawai kua ahu mai i ngā horopaki akoako e hāngai ana hoki ki ngā kaupapa e tirohia ana e te kura whānui
- te raupapatanga akoako me ngā mahere whakangungu i ngā kaiako mai i ngā tau 1-13.
- te whakahonohono ake i ngā wā whakawhiti matua, h.t. ko te whakawhiti ki ngā mahi NCEA
- ngā kēmu kia tautokona te ngahau me te aro o te tamaiiti i roto i ngā huatau hōu – Tūporo (Lego), kēmu papa, Monopoly, Rummykub, kēmu kāri
- te whakatakinga ki Te Aka Matua, he hōtaka ka tautoko i te kaponga ake o ngā pūkenga matua me ngā rautaki matua i roto i te pāngarau.



Te rongō, te eke hoki a te Māori i te angitu mātauranga hei Māori

Kei te hāngai te rongō me te eke hoki a te Māori i te angitu mātauranga hei Māori ki te taha kare ā-roto, te taha tinana, te taha wairua me te taha hinengaro o te toiora o ngā tamariki, o ngā kaiako me ngā whānau. Ka kitea tēnei mā roto rawa i tā te Māori aro ki te katoa o te tangata i ngā mahi mātauranga i ngā horopaki Māori. Tautohua ana e Te Kura Huanui⁷ ngā āhuatanga e rima e rite tonu ana te kitea kia angitu ai i roto i ngā ratonga akoako i te reo Māori:

Mana Māori Motuhake: *Te noho hei Māori me te rangatiratanga*

Tikanga Māori: *Ngā uara me ngā whakapono Māori*

Whanaungatanga: *Te piringa me te hononga*

Ako: *Te whakaako me te ako*

Kanohi Whakakite: *Ngā kaihautū e tiro ana ki te pae tawhiti*

Whai ana ngā kura me ngā whānau kia whai wāhi ēnei āhuatanga angitu e rima e mōhio pū ai e tāuteute ana, e eke kairangi ana ngā tamariki i ngā mahi mātauranga.

Ngā āhuatanga ka whai wāhi atu ki te angitu o te tamaiiti

Whakamārama pūahoaho mai ai ngā kura katoa e pā ana ki ngā āhuatanga akoako pai rawa atu e eke ai te angitu o te tamaiiti i roto i te reo matatini me te pāngarau. He mea nui ki ngā whānau me ngā tamariki te whakapapa me te whanaungatanga, ā, ka whakawe i ngā hononga kaha, i ngā hononga whai hua hoki i roto, i waenga hoki i ngā kura. He kaha hoki ngā kōtuinga ā-whakapapa i te nui o aua hononga.

Nā te kōtuinga o te mātauranga Māori e waia nei, e whai tikanga nei, e whai take nei hoki ngā mahi akoako ki ngā tamariki. Whānui ana ngā rautaki akoako a ngā kaiako e tutuki ai ngā hiahia me ngā matea ako o ngā tamariki. Kīia ai hoki e haere tonu ana tā rātou whakatīrewa i ngā mahi me tautoko tonu kia tutuki ai ngā paearu mō ngā aromatawai NCEA.

Eke kairangi ana te nuinga o ngā tamariki i roto i ngā kura reo Māori, ā, ehara i te mea ko te whakakaha ake i te angitu te take e panonihia nei te marau, engari kē ia ko te hononga i waenga i te tamaiiti me te ako te take. Hiahia ana ngā kura me ngā whānau kia motuhenga, kia hāngai, kia tāuteute hoki ngā mahi akoako e kitea ai e ngā tamariki ngā hononga ki ō rātou ao, me te mārāma hoki ki ēnei hononga. Katoa mai ngā kaiako i kōrero mō te ara o “ka taea” i mahi tahi ai ngā whānau me ngā kura kia “eke ia tamaiiti ki tua o te pae”. He mea whakahirahira ki ngā kura me ngā whānau katoa te whai wheako kounga te tamaiiti i roto i te akoako.

Hei tā ngā kura, ko te angitu i roto i te reo Māori me te reo Pākehā tēnā ka whakawātea i ngā ara ki ngā tamariki haere ake nei ka puta ana i te kura. He mea whakahirahira ki a rātou kia pai ngā waiaro o ngā kaiako me ngā whānau ki te whai i ngā whiwhinga NCEA i ngā reo e rua. He nui ngā ringa ngaio me ngā

⁷ Education Review Office, (2021). *Te Kura Huanui: The Treasures of Successful Pathways*, He mea tiki i [Te Kura Huanui: The treasures of successful pathways | Education Review Office \(ero.govt.nz\)](https://www.ero.govt.nz/te-kura-huanui-the-treasures-of-successful-pathways)



whānau i kōrero mō te pīrangi kia whai whiwhinga mō te angitu i roto i ngā reo e rua. Mō ētahi kura, ko te ara o te reo ā-iwi tētahi āhuatanga matua o tā rātou hōtaka reo matatini e whakarauoratia ai te reo ā-iwi.

Kua tautohua e ētahi kura te uara o tā ngā tamariki whai wāhi atu ki te whakamahere, ki te whakahaere, ki te aroturuki hoki i tā rātou ake akoako. I eke panuku ēnei tamariki i ngā mahi akoako, ā, kua tokomaha hoki i eke ki te taumata kaiaka me te taumata kairangi i te NCEA.

I ngā kura ka whai i Te Aho Matua, hāngai ana ngā rautaki whakaako ki Te Aho Matua. I runga i tēnei, ka whakahihiko ngā mahi akoako i ngā tamariki, ka whakaritea hoki he wāhi akoako ngākau reka e ngahau ai, e whakatōkia ai hoki te whitawhita o te ngākau ki te pāngarau.

Ngā tamariki e eke ana ki tua o te pae

I te nuinga o ngā kura, i 100% te angitu mō te NCEA i te reo matatini me te pāngarau. Kei te eke ngā tamariki ki tua o te pae nā:

- ngā kawatau ikeike mō te ako a te tamaiiti
- te whakahaerehia o ngā hōtaka whakatutuki i ngā matea kanorau
- te whakaratonga o ngā horopaki me ngā kaupapa e motuhenga ana, e hāngai ana, e whai tikanga ana hoki
- ngā hononga kaha, ngā hononga whai hua hoki i waenga i ngā tamariki me ō rātou whānau
- te aro ki ngā matea o te tamaiiti me ōna hiahia ā-ako, me
- te kōtui i te ao Māori me te mātauranga Māori

He nui tonu ngā kura e whai ana i ngā wātaka pīngore e āwhina ai i te katoa o ngā tamariki Tau 9 me ngā Tau 10 ki whai whiwhinga NCEA. Puta noa i te nuinga o ngā kura, mārakerake haere ana ngā ara e rite tonu ana te aroturukina e pūmau ai te ekenga ki ngā tihi o angitu. E hakune ana te whakamārama, e āta whakamārama ana hoki te nuinga o ngā kura i ngā kōrero pai mō te pāngarau me te arotahi ki te whakahihiko i tō te tamaiiti ngākaunui ki te pāngarau.

Ngā tamariki kāore i te eke ki tua o te pae

E ai ki ngā kura kāore ā rātou tamariki i angitu i te reo matatini me te pāngarau, ko ētahi o ngā take i pēnā ai:

- ko te iti, te kore hāngai hoki o ngā rauemi mātauranga me te marau mā ngā tamariki i ngā wāhi Aho Matua
- ko te iti, te kore hoki i tōkeke te tukua o ngā rawa mai i te 20 tau ki muri
- ko te hāngai pū o ngā aromatawai ki te Pākehā
- ko te noho wewehe o te āhua o te whakahaere i te marau
- ko te iti o ngā tautoko ā-pakeke nei i roto i te akomanga, pēnei i ngā kaiāwhina me ngā ringa tuhituhi, ngā kai pānui hoki

Ko ētahi atu o ngā raruraru i kīia rā e ngā kura ko:

- tā te tamaiiti tiro tiro me ngā ritenga auau kua puta nō rātou i te kura tuatahi
- te korenga o ngā tamariki i ngākaunui ki ēnei kaupapa
- te whakamahinga o ngā pukapuka Pākehā i te wā e whakaako ana te kaiako ki te reo Māori – ka whakarangirua tēnei i ngā tamariki
- te ahotea ka puta ki te tamaiiti i ngā whakamātautau ā-waho



- te whakarōpū i ngā tamariki ki ngā pūkenga, ā, ko te noho wehe o ētahi tamariki i ngā kaupapa whāiti o te pāngarau te putanga.

Ngā wawata o ngā kura me ngā whānau

I ngā kura, hāngai ana te kupu *whānau* ki ngā pakeke katoa ka tautoko i te tamaiiti, tae noa atu ki ngā kaiako me ngā whānau ake o te tamaiiti. Ko te tautuhinga o ngā wawata o ngā kura me ngā whānau ko:

- ngā tamariki e māia ana, e mōhio ana e pā ana ki tō rātou tuakiri hei Māori
- ngā tamariki e tau ana i te ao Māori me te ao Pākehā
- ngā tamariki e mātau ana ki te reo Māori me te reo Pākehā
- ngā tamariki e pai ana ō rātou waiaro ki te pāngarau
- ngā tamariki e rongō ana i te angitu, ā, ka eke ki tō rātou pito mata
- ngā tamariki e whai ara whakamua ana, pēnei pea i te whare wānanga me te whai i ngā whiwhinga e uru ai ki te whare wānanga

I te pāngarau, ko tētahi o ngā wawata e rite tonu ana te puta mai i ngā whānau mō ngā tamariki ko te mārama ki te noho o te pāngarau hei pūkenga matua o tōna ao me tōna hāngai ki te ao whānui. Wawata ana ngā whānau kia whai wāhi ngā tamariki i ētahi ara whakamua me te mōhio he kōwhiringa kei a rātou hei rangatahi ka puta ana i te wharekura/kura tuarua.

I tētahi kura, noho mātāmua ana te pupuri ki te reo ā-iwi o te rohe – *Ngāti Porou* – me te noho tāpua o te kura i te hāpori ki te tiaki, ki te whakarauora hoki i te reo o Ngāti Porou. E tautokona nei ēnei mahi nā ā rātou hōtaka reo matatini.

Te hautū i ngā here me ngā whakamātautau ā-waho o te NCEA

Pūrongotia ana e ngā kura katoa tā ngā tamariki whai wāhi atu ki ngā whakamātautau ā-waho mō te reo matatini me te pāngarau. E toru anake ngā kura i whakamahi i ngā kōpaki mō ngā paerewa tuhituhi o te reo Māori. I kōrero ēnei kura mō tā rātou whakamahi i ngā kōnae Kūkara kia tautokona te whanaketanga o kōpaki a ngā tamariki. I whakamahia ēnei kōpaki e ngā kaiako me ngā tamariki kia rite tonu te aroturuki i tā te tamaiiti whakatutuki haere i ngā paerewa paetae. I te wā nei, kāore tētahi kura e whakamahi ana i ngā kōpaki mō te pāngarau engari i kōrero mō te pīrangī kia whakamahia ā tōna wā mēnā ka tautoko i te ako me te angitu o te tamaiiti.

Ngā rauemi i Te Reo Matatini me te Pāngarau

He nui ngā rauemi a Te Tāhuhu kāore i te whakamahia i ēnei kura. Hei tā te nuinga o ngā kaiako, kāore anō kia whai wāhi atu, kāore rānei i mōhio ki aua rauemi. I kō atu i te haurua o ngā rauemi a te MoE kāore i whakamahia i te nuinga o ngā kura i whai wāhi mai ki tēnei rangahau. E ai ki ngā kaiako, he kaha nō te hāngai o ngā rauemi i whakaratohia e te MoE ki te Pākehā i kore ai ngā matea o ngā tamariki i roto i ngā kura Māori/Te Aho Matua i tutuki. E ai ki ngā kura katoa, me hāngai ngā rauemi i ngā wāhi akoko i te reo Māori ki te mātauranga Māori, ā, me mātua kite ngā tamariki i te noho mātāmua o ngā pūnaha mātauranga Māori, hei tauira, Maramataka, kapa haka, me te waiata.

I puta anō i ngā kaiako katoa te raru, kua roa e pēnei ana, o te korenga o ngā rauemi me ngā PLD e hāngai. Kua rite tonu te kōrero mai a ngā kaiako me ngā kaihautū mō te tino matekiri ki te tatari kia whakaratohia e te Tāhuhu ngā rawa ka hāngai mō kō atu i te 20 tau – *“the same issues [mō te iti o ngā rawa] existed 20 years ago” – te reo o tētahi kaihautū*. I whakatauirahia e ngā kaihautū me ngā kaiako katoa te *waiaro o*



*‘can-do’ me te kōrero mō “to do it all ourselves – no one is going to do it for us... if we don’t do it who will?”
– te reo o tētahi kaihautū*

Mai i ngā rauemi a te MoE e whakamahia ana e ēnei kura, e whai ake nei ngā mea e rite tonu ana te whakamahia:

<i>Te Reo Matatini</i>	<i>Pāngarau</i>
<ul style="list-style-type: none"> • He Manu Tuhituhi • Te hōtaka Wharekura • Te hōtaka Tautoko • Ngā Kete Kōrero • Ngā aratohu tuhituhi i Ngā Kete Kōrero • Paekupu • Te Kete Ipurangi 	<ul style="list-style-type: none"> • Te Reo Pāngarau - Māori Dictionary – tae noa atu ki te taumata NCEA 2, kāore i te hāngai ki te taumata NCEA 3 • Te hōtaka Poutama Tau • Tihei Pāngarau • Paekupu • NZ Maths • Te Kete Ipurangi

He maha ngā kaiako i kōrero mō tā rātou whakamahi i ngā rauemi reo Pākehā whānui, inā hoki he kounga ake, engari ko te painga kē atu mēnā ēnei ka reo Māori. Ko ētahi o ēnei rauemi tautoko ā-ipurangi hoki ētahi o ērā, pēnei i te Education Perfect, i te Quizlet me Te Kete Ipurangi. Katoa mai ngā kura i kōrero mō te noho o Paekupu hei tino rauemi mā ngā tamariki o Te Aho Matua.

He nui ngā kura i toro atu ki ngā rauemi ā-ipurangi e hāngai ana ki ā rātou tamariki pēnā i ‘Living by the Stars – Ahorangi Rangi Matamua, ngā pāhorangi 0800 Matariki me ngā rauemi pēnei i ngā pūrākau nō He Pātaka Pūrākau Digital Te Arawa.

Pērā i te reo matatini, he nui tonu ngā rauemi reo Pākehā e whakamahia ana e ngā kaiako, engari ko te mate o tēnei, i whakarangirua i ngā tamariki. Ko ētahi o ēnei momo tautoko i auau te whakamahia ko:

- Ngā pae tukutuku pāngarau
- NZ Association of Mathematics Teachers
- Ngā pūrākau Māori
- Ngā kēmu papa reo Pākehā, ngā mahi pepa hei ngohe whakapūmau i ngā akoranga – me te mate ki te whakamāori i te katoa o ēnei
- Te pukapuka mahi X-mathematics Y9
- Te pukapuka mahi B-mathematics Y10
- Effective Pedagogy in Pāngarau/Mathematics: Best Evidence Synthesis Iteration

Te whakangungu kaiako

Katoa mai ngā kura e pūrongo ana i te korenga o ngā mahi whakangungu (PLD) hāngai mō te reo matatini me te pāngarau i rawaka. He nui hoki ngā kaiako i kōrero mō te iti haere o tā rātou tae atu ki ngā PLD a te MoE nā te korenga i hāngai, he hāngai kē nāna ki ngā kura auraki, nā reira kāore he āwhina ki te horopaki akoako o Te Aho Matua.

Katoa mai ngā kura i kōrero mō te whakahirahira o ngā mahi PLD ka whakahaerehia ki roto tonu i te kura. Hei tā ngā kaiako katoa, ko tēnei te PLD ka rite tonu te kitea, ka kaha rawa atu hoki te whai hua nā te mea ka whakahāngaitia ki te horopaki o te kura. He nui ngā kaiako i pūrongo mai mō tā rātou whai tautoko mai i



wāhi akoako Māori kē atu; heoi, i mate te *'Kaiako Mātanga'* ki te noho wehe i ā rātou ake mahi whakaako, ā, ko ā rātou tamariki te papa.

E maha ana ngā kaiako e kōrero ana mō te whai hua me te hāngai pū o tā Te Rūnanga Nui o Ngā Kura Kaupapa Māori o Aotearoa (TRN) whakangungu ki ō rātou matea. Āpiti ana ki tēnei, kua whai wāhi kē atu ngā kaiako maha ki a Ako Panuku, ā, i whai hua ki ngā matea me ngā hiahia ako o ngā kaiako.

I whai tautoko atu anō ētahi kura mai i te hapori mātauranga whānui tonu, pēnei i te:

<i>Te Reo Matatini</i>	<i>Pāngarau</i>
<ul style="list-style-type: none">• I ngā kura e rua, i tonoa tētahi kaihāpai nō waho, ā, i whai hua hoki tēnei• I whai wāhi atu ētahi kaiako tokoiti ki a Evaluation Associates• Hei tā ngā kaiako, he hua i roto i ngā wānanga reo	<ul style="list-style-type: none">• I ngā wā o mua, e whā ngā kura i whai wāhi atu ki te Kura Ara Whakawhiti Mātauranga (KAWM)• E rua ngā kura i whai wāhi atu ki a Tātai Aho Rau (Poutama Tau)• E rua ngā kura i whai wāhi atu ki ētahi atu PLD nō waho (Pāngarau/hangarau)• E rua ngā kaiako i whai tautoko mā roto i te Mathematics Association• Kotahi te kaiako i whai āwhina i ētahi atu mātanga Pāngarau (auraki) mai i te hapori mātauranga whānui tonu

He āwhina i roto i ēnei tautoko, engari e ai ki te katoa o ngā kaiako, kua mate tonu rātou ki te raweke i ēnei e hāngai ake ai ki ō rātou horopaki ake. Ko te whakamāoritanga o ngā rauemi i hāngai ki te PLD tēnei.



Hei whakakapi - Conclusion

E tino mātau ana ngā kura ki te whakamahi i ngā auahatanga kia tautokona te ako haere a te tamaiiti i te reo matatini me te pāngarau me te arotahi tonu ki te pārekareka me te rongo hoki i te angitu hei Māori. Ngākau titikaha ana ngā kura me ngā whānau kia whakapūmautia tā ā rātou tamariki rongo i te ngahau me te angitu mātauranga hei Māori, i te ao Māori. Āhukahuka ana ngā kura i te whakahirahiratanga o te pare i te noho wewehe o te whakaako, me te whakatata atu ki tētahi marau ā-kura e kōtuitui ana i te marautanga me te whakarato i ngā wheako akoako motuhenga ki ngā tamariki e hāngai ana.

Ahakoia e māraakerake ana te kitea e iti ana ngā rauemi mō te reo matatini me te pāngarau, auaha ana tā ngā kura whai huarahi e whakarato ai i ngā rauemi e eke ana ki te kounga ka taea e pūmau ai te angitu o ngā tamariki me ngā kaiako. E auaha ana ngā kura, e tautoko ana ā-pau noa te kaha kia eke kairangi haere ai ā rātou tamariki, kia rongo pū ai hoki rātou i te manawareka me te angitu hei Māori. He nui ngā rauemi a te MoE kāore e whakamahia ana e ngā kura Aho Matua he kore nō te hāngai o aua rauemi ki ō rātou horopaki. Kua pēnā hoki ngā PLD, arā kua pūrongotia e ngā kura te korenga o ngā PLD i hāngai mō te reo matatini me te pāngarau. E kaha kē atu ana te whakawhirinaki a ngā kura ki tō rātou ake auahatanga e mōhio pū ai kua tika te whakaritea o ngā tamariki.

Ahakoia te korenga o ngā rauemi me ngā PLD hāngai i rawaka, i kaha whakaritea e ēnei kura kia kaha taea e ngā tamariki te:

- whakatauiria te mātau o te kaiwhakaaro, o te kaiwhakarongo, o te kaikōrero, o te kaipānui, o te kaituhituhi i te reo matatini: te reo Māori, te reo Rangatira me te reo Pākehā.
- whakatauiria te hinengaro mākohakoha, te hinengaro pakirehua hoki i roto i te pāngarau.

Ahakoia he tokomaha ngā tamariki i angitu i roto i ngā kura, e mōhioia ana kāore i te pērā rawa te angitu o ngā Māori katoa i te reo matatini me te pāngarau. E māraakerake ana te kitea he wāhi tēnei ki te Tāhuhu hei whakakaha ake i te tautoko i ngā kura kia waihangahia ā rātou ake rauemi, ā rātou PLD e whāiti ana te hāngai ki ngā matea o ngā tamariki me ngā kaiako i roto i ngā kura o Te Aho Matua me ngā kura tuarua e whakarato ana i ēnei paerewa.



Ngā kitenga me ngā āheinga anamata - Insights and future opportunities

Kōrero hāngai mai ana ngā kura katoa mō te nui o te kōingo kia “Māori pū” ngā PLD me ngā rauemi, arā me hāngai ki ngā horopaki o te ao Māori, me hāngai ki te mātauranga Māori, me whai hoki i te ara o te kaupapa Māori.

Katoa mai ngā kaiako i kōrero mō te matea kia whakaratohia ngā hōtaka me ngā rauemi kua ahu mai i te mātauranga Māori, kua hāngai hoki ki te mātauranga i Te Aho Matua.

Tokomaha ana ngā kaiako me ngā kaihautū i kōrero mai mō te āwhina, mō te kaha ake hoki o te hāngai ki tō rātou horopaki, i roto i te whakatū i ētahi kaiwhakarato PLD o waho ka hāngai ki te mātauranga i Te Aho Matua.

Whakaae katoatia ana e ngā kura e tika ana kia ōrite, kia āta whakaritea hoki ngā PLD kia whakatutuki i ngā matea o te kaiako me ngā kura i roto i te mātauranga o Te Aho Matua i ngā taumata katoa o Te Marautanga me te NCEA.

Te whakarite kia angitu

Pūahoaho ana ngā kura katoa e pā ana ki ngā tautoko me mātua whai kia kaha te whakatutukina o ngā putanga ako, kia kaha hoki te whakaritea o ngā kura, o ngā whānau, o ngā tamariki hoki mō ngā paerewa NCEA.

I tuku kupu āwhina mai te nuinga o ngā kura e pā ana ki te hiahia ki ngā rauemi hei tūāpapa i roto i te reo matatini me te pāngarau, tae noa atu ki:

- te waihangahia o ngā papakupu Māori me ngā pukapuka mahi mā ngā tamariki
- te tuhia o ngā kōmeke me te waihangahia o ngā hōtaka whakaari i te reo Māori
- te whakaōrite i te whakahaerehia o te pāngarau i ngā tau 0-13

He rite tonu te korenga o ngā kura e noho taratahi ana, e noho kōkēi ana hoki, e whai wāhi atu ki ngā PLD nā te wāhi e noho nā rātou. E pīrangi ana ēnei kura kia whai whakaaro te MoE ki ētahi rongoā e tae atu ai ngā kaiwhakarato PLD ki ēnei kura i kōkēi, e whai pūtea ai rānei ngā kaiako e tutuki ai te nama o te haerenga kia tae atu ai rātou ki ngā PLD.

Whakapono katoa ana ngā kura ka taea e Te Tāhuhu te whakarato ngā rawa, te waihangahia hoki ngā rauemi ka āwhina i a rātou kia whakahaerehia ā rātou hōtaka – te pūtea, te wā kia whakawātea i ngā kaiako me te tautoko mā ngā kairiwhi.



Ngā Tūtohunga - Recommendations

Ko ngā kupu whakahau a ERO ki Te Tāhuhu o te Mātauranga ko:

- te whakarato i ngā pūtea kia tautokona te waihanga o ngā rauemi me ngā PLD e hāngai ana ki ngā tamariki i te reo matatini me te pāngarau i roto i ngā kura Māori/Aho Matua.
- te whai whakaaro ki ētahi ara e tautokona ai ngā kura Māori/Aho Matua kia whai rangatiratanga e pā ana ki te waihanga i ngā rauemi me te whakarato i te PLD.
- te whiriwhiri tahi me NZQA kia waihangahia tohuhia ngā paerewa NCEA e aro ana ki te ahurea, ā, ka māmā hoki te kōtuia ki te ao Māori me te mātauranga Māori.

A handwritten signature in black ink, appearing to read 'Lynda Pura-Watson'.

Lynda Pura-Watson

Deputy Chief Executive Evaluation and Review Māori



Āpitianga tuatahi: Te Pou Tarāwaho mō te arotake i Te Reo Matatini me te Pāngarau

<p>TE TINO UARATANGA <i>Wāhanga o Te Aho Matua</i></p> <p><i>Kia tū ngā tamariki hei kaiwhakaaro matatau, hei kaiwhakarongo, hei kaikōrero, hei kaipānui, hei kaituhituhi hoki i te reo Māori me te reo Pākehā hoki.</i></p>	<p>TE TINO UARATANGA <i>Wāhanga o Te Aho Matua</i></p> <p><i>Kia mākohakoha, kia pakirehua hoki ngā hinengaro o ngā tamariki.</i></p>	<p>NGĀ HUA KI NGĀ TAMARIKI</p> <p><i>Kia matatau, kia rongu hoki ngā tamariki i te angitu i te reo Māori, te reo matatini me te pāngarau.</i></p>
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Te Pātai Arotake: Te reo matatini

E pēhea ana te kounga o tā te tamaiiti whakaatu i tana tū hei kaiwhakaaro, hei kaiwhakarongo, hei kaikōrero, hei kaipānui, hei kaituhituhi hoki e matatau ana i te reo matatini?

Te Pātai Arotake: Pāngarau

Ka pēhea te kounga o tā te tamaiiti whakaatu i te mākohakoha me te pakirehua o te hinengaro mā roto rawa i te pāngarau?

Ngā Ara Pakirehua	Ko te aha te āhua o te angitu o te tamaiiti i te reo matatini me te pāngarau?	Ko te aha te āhua o te whakaratonga o te reo matatini me te pāngarau o nāianei?	He aha ngā mea e tika ana kia whāia kia ikeike ai te kounga o ngā mahi akoako i te reo matatini me te pāngarau?
<p>Ngā whakahau e tautokona ai ngā kōrero ki ngā kaiako me ngā kaihautū</p>	<ul style="list-style-type: none"> • ngā pūkenga/pūmanawa • ngā āhuatanga ka whai wāhi ki te whanake i ēnei pūkenga/pūmanawa • kei tua o ngā kawatau, he hoki i pēnei ai? • kāore i eke ki tua o ngā kawatau, he aha i kore ai? • ngā wawata o ngā Kura me ngā whānau 	<ul style="list-style-type: none"> • ngā hōtaka akoako - te waihanga, te whakamahere me te whakahaere • te punenga – ngā hōtaka kua waihangahia, kua whakahaerehia hoki/rānei kia tautokona te ako haere a te tamaiiti • ngā wawata o ngā Kura me ngā whānau 	<ul style="list-style-type: none"> • te whai wāhi ki ngā PLD • he PLD atu anō e tika ana • ngā rauemi tauwhāiti ka hāngai, ka whai hua hoki • ngā momo tautoko atu anō e tika ana kia kaha te eke ki ngā putanga ako me te mōhio kua rite mārīka ngā kaiako mō ngā paerewa NCEA • te whakamahere i ngā kawatau o waho – ngā kōpaki/whakamātautau ā-waho



Āpitianga tuarua: Te Tukanga Arotake

<i>Whanaungatanga</i>	<i>Whakaaetanga</i>		<i>Whakataunga</i>
	<i>Hune</i>	<i>Hūrae - Ākuhata</i>	<i>Hepetema - Oketopa</i>
<i>Te Waihangā Ngātahi</i>	Ngā kirimana i te tīmatanga me Te Rūnanga Nui o Ngā Kura Kaupapa Māori o Aotearoa	Kua tiria ngā hua i puta i tōna pūaotanga	Ngā matapaki whānui / Te pūrongo whakamutunga
<i>Ngā Taurira Rangahau</i>	Ngā kirimana i te tīmatanga me ngā Kura Rangahau	Ngā tūhuratanga i ngā kura	Ngā kitenga kua whai wāhi ki te pūrongo



Āpitianga tuatoru- He rōpū i tīpakona rā i ngā kura Māori me ngā kura Auraki

<i>Te Momo</i>	<i>Te Ingoa o te Kura</i>	<i>Ngā Kaiako me ngā Kaihautū</i>	<i>Ngā Tau</i>
<i>Ngā Kura Kaupapa Māori o Te Aho Matua</i>	Te Wharekura o Manurewa	6	1-13
	Te Kura Kaupapa Māori o Mokopuna	2	1-13
	Te Kura Kaupapa Māori o Wairarapa	3	1-13
	Te Kura Kaupapa Māori o Te Hiringa	4	1-13
	Te Kura Kaupapa Māori o Kawakawa-mai-tawhiti	1	1-13
	Te Kura Kaupapa Māori o Tupoho	2	1-13
<i>He taiwhaga Rumaki i tētahi Kura Tuarua</i>	Western Heights	3	9-13
<i>Te Tapeke</i>	7	21	1-13

Āpitianga tuawhā: Te tātari i ngā rauemi Reo Matatini a Te Tāhuhu o te Mātauranga

	Te Tapeke o ngā Kura		
	Ka whakamahia tonutia te rauemi i tēnei wā	Kua whakamahia te rauemi i tētahi atu wā	Kāore anō kia whakamahia, kia rongō kōrero hoki mō te rauemi
He Manu Tuhituhi	3	1	1
Te hōtaka o Te Rangatahi	1	1	4
Te Reo Rangatira	1	3	2
Te hōtaka o Ngā Kōrero	1		3
Te hōtaka Wharekura	4	1	1
Te hōtaka o Te Tautoko	4	1	1
Te hōtaka Tūhono	2	1	3
Ngā Kete Kōrero	4	1	1
Puka maheni: Hui Ē!	2	1	2
Puka maheni: Tāiki Ē!	2	1	2
Te hōtaka o He Purapura	2	1	3
Te Ara Ako I Te Reo Matatini		1	5
Mātaki mai ana te ao (Te Tāwhio Pihorei o 1981)			6
Te Reo Hekaheka			6
Te hōtaka o Manu Kura	1	1	3
Te hōtaka o He Pūtea Whakanakonako			5
Te Reo Tohutohu – He Rauemi Whakahiki Pūkenga mā te Pouako		1	4
Te Reo Matatini: Literacy Handbook for 5-8	2	2	2
Ngā paerewa tuhituhi o Ngā Kete Kōrero	3		2
Te hōtaka o Te Huinga Raukura	1		4
Mai i te Kākano (he mea whakaputa e Te Wānanga o Raukawa)	1		4
He Kohinga Kīwaha	2		3
Te Aho Ngarahu		2	4
Ngā Rauemi Matihiko Reo Māori			
Kauwhata Reo	2	2	2
Te Kura (he kura ako i tawhiti)		2	4
Paekupu	3	1	1
Te Kete Ipurangi	5		
Ngā pukapuka maheni, arā Arohanui: Te Utu a Ngāi Parehe	1	1	4



Āpitianga tuarima: Te tātari i ngā rauemi Pāngarau a Te Tāhuhu o te Mātauranga

	Te Tapeke o ngā Kura		
	Ka whakamahia tonutia te rauemi i tēnei wā	Kua whakamahia te rauemi i tētahi atu wā	Kāore anō kia whakamahi, kia rongō kōrero hoki mō te rauemi
Te hōtaka Poutama Tau	3	1	1
Ngā Whanaketanga Rumaki Maori	1	1	3
He Pūtahi Pāngarau	2	2	1
Pai Pāngarau		1	4
Tihei Pāngarau	4		1
He Pūkete Aromatawai Pāngarau	1	1	3
Effective Pedagogy in Mathematics / Pāngarau	1		4
Te reo Pāngarau: Papakupu Māori	7		
Accelerated Learning in Mathematics (ALIM)			5
New Zealand Association of Mathematics Teachers (NZAMT)	1	3	1
Ngā Rauemi Matihiko Pāngarau			
Kauwhata Reo		1	4
Te Kura (he kura ako i tawhiti)		1	5
Paekupu	4		1
Te Kete Ipurangi	5	1	
NZ Maths	4	2	
Aka Matua	2		4



Te Reo Matatini me te Pāngarau 2021

An evaluation of the provision of Te Reo Matatini and Pāngarau.
- to support the development of National Certificate of Educational Achievement standards



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He kupu whakataki - Introduction

As part of the National Certificate of Educational Achievement (NCEA) change programme, the Ministry of Education (MoE) is developing new te reo matatini and pāngarau standards. These will be a mandatory component of the qualification from 2023.

In 2019, the MoE engaged a Māori-medium Technical Advisory Group (TAG) to provide advice on the high-level design of new standards. The TAG advised, that before the MoE implement any change, there needed to be greater understanding about the provision and achievement of te reo matatini and pāngarau. The new standards for te reo matatini and pāngarau were drafted in 2020, and in 2021, the draft standards and assessment methods were piloted in six kura and two bilingual units. The MOE asked ERO to work with the six pilot kura, as well as one of the bilingual units, to undertake this evaluation.

We note that currently, most learners meet the existing te reo matatini and pāngarau requirements of NCEA indirectly – by achieving a specific number of Achievement Standards which have been recognised as being rich in te reo matatini or mahi tātai (pāngarau). A small number of learners also use a set of specific unit standards which assess literacy and numeracy.

The report below discusses achievement and assessment mostly in relation to the existing requirements and methods, but with early observations and insights from those piloting the new standards. Once the new te reo matatini and pāngarau standards are fully in effect, the new mandatory standards will replace all existing methods. In keeping with this direction, the MoE are seeking to understand the range of needs from across the Māori-medium sector.

Why did we do this evaluation?

By supporting Māori to learn as Māori, learners themselves become repositories of knowledge with deep Māori philosophical perspectives. Learners are nurtured to become active contributors to their whānau, hapū, iwi and their wider communities.⁸

We know too, that Māori-medium education provides nurturing learning environments with excellent outcomes for Māori learners. It highlights the resourceful determination of early founders, which remains a constant through the communities of leaders, tumuaki, kaiako, whānau, hapū and iwi who uplift and support Māori-medium education throughout Aotearoa today.⁹

This evaluation builds off a strong evidence base about what quality teaching and learning in Māori medium settings looks like, as it responds to the varied needs of learners.

While the MoE work on the development of new te reo matatini and pāngarau standards, at levels 4 and 5 of the New Zealand Curriculum, they are focused on ensuring they respond to the setting, the profession, and outcomes for Māori learners.

The MoE engaged the Education Review Office (ERO) to work with seven of the NCEA standards, volunteer pilot kura/schools, to evaluate the provision of te reo matatini and pāngarau.

⁸ Māori enjoying and achieving education success as Māori – Te Kura Huanui, ERO June 2021

⁹ Te Kura Huanui – The treasures of successful pathways ERO June 2021



The purpose to:

- provide a ‘snapshot’ of teaching and learning of te reo matatini and pāngarau at levels 4 and 5 of the New Zealand curriculum
- highlight what works and what does not work
- identify what supports and resources kura/schools need
- identify how best to support students transitioning in to NCEA standards.

The focus to present the insights gathered and make recommendations to support the development of NCEA standards.

Methodology: How we did this evaluation?

This evaluation has been designed by Māori with Māori, for Māori, and as Māori. The work was carried out by Te Pou Mataaho – ERO’s Māori evaluation and research group, Te Uepū ā-Motu, ERO’s evaluation and review team and in partnership with Te Rūnanga Nui o Ngā Kura Kaupapa Māori o Aotearoa (TRN), six Te Aho Matua kura and one rūmaki unit in an English-medium secondary school.

Our shared understanding of the evaluation, its intention, the NCEA standards, and the sector have framed this evaluation and illustrate our shared commitment to achieving quality provision and outcomes.

This evaluation is guided by:

- *The Te Reo Matatini and Pangarau Evaluation Framework* – to provide evaluation focus
- *The Evaluation Process* – to identify the phases, and the methods used

Each influences this evaluation and creates clarity about what the current provision looks like, what the content includes, how implementation of programmes occurs, what insights and opportunities exist.

The Te Reo Matatini and Pangarau Evaluation Framework¹⁰

This evaluation framework provides focus and attends to the shared outcomes expressed by the evaluation team.¹¹ Therefore it identifies:

- the unique, aspirational student outcomes for Te Aho Matua kura kaupapa Māori
- the student outcomes for immersion settings
- evaluation lines of inquiry
- evaluative questions
- investigative prompts for using with kōrero with kaiako, leaders whānau and others

¹⁰ Appendix one

¹¹ Te Pou Mataaho, Te Uepū ā Motu, Te Rūnanga Nui o Ngā Kura Kaupapa Māori o Aotearoa and seven pilot kura/schools – evaluation team



The Evaluation Process¹²

Across all the work of Te Pou Mataaho and Te Uepu ā Motu, we use our conceptual framing of whakawhanaungatanga (relationship building), whakaaetanga (shared communication and decision making) and whakataunga (shared agreement and understanding). The evaluation process clearly defines the evaluation expectations. This includes scoping and sense-making, with a strong focus on co-construction and collaboration. Following this process, we are able to uphold the integrity of how we work as an evaluation team. The evaluation process underpins the collection of data and onsite investigations across a selection of kura/schools. This deliberate and authentic approach supports the agreement for collaboration with the Ministry, Te Rūnanga Nui o Ngā Kura Kaupapa Māori o Aotearoa and pilot kura/schools.

The evaluation approach is inclusive and the process itself ensures the ongoing interchange of emerging findings, the influence of these in real time, as well as formal reporting of evaluation insights.

Sample group of Māori and English medium learning institutions¹³

Onsite investigations were completed in seven learning institutions. This included six Te Aho Matua Kura Kaupapa Māori and one English-medium secondary school. The kura reflected Years 9-13 and align to the Te Aho Matua philosophies and direction. The English-medium secondary school provided rūmaki educational opportunities to students and whānau in Years 9-13.

Onsite investigations provided:

- opportunity to engage with 21 kaiako and leaders of te reo matatini and pāngarau
- in-depth face to face interviews
- interactions to build an understanding about the te reo matatini and pāngarau learning programmes
- insight into the current provision of te reo matatini and pāngarau
- kura and whānau perspectives of success for students in te reo matatini and pāngarau

This data gathering was conducted during July and August 2021.

What did we find?

Kura / schools work towards models of excellence for Māori education. All focus on the development of an authentic, purposeful, and integrated mātauranga Māori, marau-ā-kura located.

The commitment and self-determination demonstrated by whānau, hapū and iwi contributes to ensuring students enjoy and achieve education success as Māori. This evaluation also highlights the resourcefulness of kura, leaders, professionals and whānau and the professional commitment to teaching and learning.

Overall, Māori student achievement rates in te reo matatini and pāngarau are considerably higher than the national average. While there are many positive contributing factors, the most prominent include strong and meaningful relationships between peers and kaiako; authentic, relevant, and supportive learning

¹² Appendix two

¹³ Appendix two



environments. These approaches to teaching and learning accommodate the student’s learning styles and preferences.

Across all participating kura/schools, there remains a lack of appropriate resourcing and limited professional learning and development (PLD) opportunities. In particular there is a major lack of alignment to philosophical and theoretical perspectives of mātauranga Māori.

And yet despite a clear lack of resourcing for te reo matatini and pāngarau, leaders and professionals continue to find innovative ways to provide the best resources to ensure success for kaiako with their teaching and students with their learning. The resourcefulness of these schools is a tribute to them, their communities, and the outcomes they achieve.

There is an identified need for resources and PLD to be “*Māori centric*”. A core consideration as a result of this evaluation, is that any provision for resourcing should be made available to kura to support them to design and develop what is required. This would foster an approach that reflects by, with, as and for Māori.



Whakarāpopototanga - Executive Summary

*Ko Rua-i-te-pupuke
Ka pupuke ko te whakaaro
Ko Rua-i-te-hohonu
Ka wānanga, ka mōhio
Ko Rua-i-te-atamai
Ka kakama, ka hihiri
Anei ngā hiringa e kake ai te tamaiti
Ki tōna anō Tihi-o-Manono
Ko te hiringa o te ngākau
Ko te hiringa o te ako
Ko te hiringa o te wairua
E, ko te hiringa o te mahara.
Kakea te ara i kakea ai e Tāne
E Tāwhaki, e Rua-i-te-horahora
Ahakoa ia he ara namunamu
He ara tauwhāiti
Kia puta rā koe ki te whai ao
Ki te ao mārama
Tau hā!*

All of the participants in this evaluation modify their teaching and learning programmes to better suit the needs of their learners. They intentionally focus on the integration of the NCEA standards through their te marau ā-kura. Leaders, professionals, kaiako and kaimahi are extremely effective in developing and using innovative tools and resources to support student progression.

Leaders, professionals and whānau have clear aspirations for their students. This contributes to high success rates within te reo matatini and pāngarau. They are dedicated to ensuring their students enjoy and achieve educational success as Māori.

All professionals display strong attributes, and specialist skills to support teaching and learning and respond to the diverse needs of learners. Whānau hold high expectations for student learning, and this coupled with effective support systems ensure most students experience high success rates in te reo matatini and pāngarau.

Kura are resourceful and are committed to supporting their learners achieve excellence. Despite a lack of resourcing for te reo matatini and pāngarau, kaiako spend endless time and energy creating resources that are relevant and appropriate to the kura/school's context.

Many MOE funded resources are not utilised by Te Aho Matua kura as they lack relevance in their setting. A similar trend occurred with PLD, where kura reported a lack of appropriate and relevant PLD for te reo matatini and pāngarau. Therefore, they rely heavily on their own resourcefulness to ensure students and kaiako were well positioned to respond professionally. The MOE are clear that they want to support kura to develop their own resources and PLD specific to the needs in Māori-medium/Te Aho Matua kura.

Leaders, professionals and kaiako identified further support is required to maximise learning outcomes and ensure students are well prepared for success with NCEA standards in the future.



Ngā Kitenga - Findings

This section provides the key findings of the te reo matatini and pāngarau evaluation and reflects:

- current provision of te reo matatini and pāngarau
- requirements to deliver high quality teaching and learning in te reo matatini and pāngarau
- insights, opportunities, and
- recommendations.

Teaching and learning programmes

Kura and schools ERO spoke with indicated that their programmes were predominantly developed using Te Marautanga o Aotearoa. Te Aho Matua also influenced expectation and supported teaching and learning programmes in te reo matatini and pāngarau. Some kura were developing their own Marau ā-kura.

Many kura were adopting a localised and integrated curriculum model where students experience more authentic learning opportunities. Most kura found innovative ways to lead the learning through te ao Māori and utilise mātauranga Māori to ensure high student engagement. Many kura used thematic units, local pūrākau and real-world contexts to engage learners. All kaiako use a range of teaching tools and strategies to engage learners in group work, working one to one with students who required extra support, rotation of students, playing games and digital technologies.

All students were working towards gaining credits in te reo matatini through te reo Māori, Te Reo Rangatira and English. Some students in one kura who were working towards Te Reo Rangatira, participated in extracurricular work through Te Wānanga o Raukawa. They were progressively working towards the Diploma in Māori Studies. Such innovations enable students to be highly engaged in relevant content and context while gaining qualifications across the sector.

Many kura planned together for teaching and learning programmes and in some kura students were also involved in this process. Kura focused their programmes around NCEA standards and the needs of their learners. They used evidence to drive their programs and in some kura they use asTTle to identify learning strengths and opportunities for growth with their students.

Many kura/schools are using a mixture of curriculum documents to support teaching and learning in pāngarau.

- Four kura were teaching pāngarau based on mātauranga Māori.
- All kura were using translations of mathematics standards within te ao Māori contexts.
- Four kura were using translations of mathematics from English medium standards.

All students were working towards gaining credits in pāngarau and a range of subjects. Many kaiako reported having to modify the NCEA standard and accompanying resources to ensure its relevance and appropriateness for their learners. This created unnecessary and additional workload for these kaiako.

All kura focus on building a strong foundation in pāngarau basics which includes knowledge of mathematical terminology. Professionals acknowledge the importance of students gaining skills, knowledge, and understandings across pāngarau.



Many kaiako believe it is essential for students to articulate and understand the depth of meaning behind complex mathematical concepts. Where this happens, they state that this leads to enhanced and higher levels of attainment. For one kura it was particularly important for their students to be able to apply pāngarau concepts for their iwi in relation to Waitangi Tribunal claims. This was especially important for these whānau because the information provided within the reports, impacted on hapū and iwi.

Innovations to support student progression

All professionals conveyed an aspiration to move towards a localised and integrated curriculum. Defined as a living, breathing curriculum that reflects the expectations and aspirations of the whānau, hapū and iwi and privileges mātauranga Māori. All students across all kura have high achievement rates for te reo matatini and pāngarau at NCEA levels 1, 2 and 3. Innovations and opportunities across the kura/schools for te reo matatini include:

- prioritising pūrākau, waiata, kapa haka, and significant events in the Māori calendar.
- using game theory to increase student engagement with content
- planning for and enabling self-directed learning and assessment tasks
- Years 9 and 10 students sitting NCEA credits in te reo Māori to support a pathway towards Te Reo Rangatira in senior years.

Innovations and opportunities across the kura/schools for pāngarau include:

- the introduction of new concepts through relevant experiences/context from local area/iwi, such as using the maramataka and the measuring of time
- assessments derived from learning contexts and aligned to kura wide kaupapa
- schoolwide progressions and a development plan for kaiako from Y1-13.
- greater cohesion between critical transition points e.g., transitioning into NCEA
- games to support student enjoyment and engagement with new concepts – Lego, board games, monopoly, Rummykub, card games
- an introduction to Te Aka Matua, a programme that supports the acquisition of basic skills and strategies in pāngarau.



Māori enjoying and achieving education success as Māori

Māori enjoying and achieving education success as Māori is based on the emotional, physical, spiritual, and intellectual wellbeing of the students, kaiako and whānau. This can be seen through the holistic education approach in Māori-medium. Te Kura Huanui¹⁴ identifies five common conditions for success across Māori-medium education services:

Mana Māori Motuhake: Being Māori and self-determination

Tikanga Māori: Māori values and beliefs

Whanaungatanga: Relationships and connectedness

Ako: Teaching and Learning

Kanohi Whakakite: Leaders as visionaries

Kura and whānau work toward incorporating these five common conditions for success to ensure students were engaged and achieving excellent education outcomes.

Factors that contribute to student success

All kura are clear about the ideal learning conditions and factors that contribute to student's success in te reo matatini and pāngarau. Whakapapa and whanaungatanga are highly valued by whānau and students and influence the strong and effective relationships within and across the kura. Many of these relationships have clear whakapapa links.

The integration of mātauranga Māori brings a sense of familiarity, meaning and purpose to learning for students. Kaiako use a range of teaching and learning strategies to meet students' needs and learning preferences. They report they also provide on-going scaffolding to ensure students that require extra support are able to meet criteria for NCEA assessments.

Most students experience high success rates in Māori-medium kura and the driving force behind change in curriculum is not about improving grades but improving the connection a learner has with learning. Kura and whānau aspire for student learning opportunities to be authentic, relevant, and engaging so that students can see the connections to their world, and they understand these connections. All kaiako spoke about a "can do" approach where kura and whānau work together "to get every student across the line". All kura and whānau place a high importance on students experiencing high quality teaching and learning experiences.

Kura identified that success in te reo Māori and English ensures students have options for future pathways when leaving kura. They reported that it was important for kaiako and whānau to have a positive attitude towards gaining both in NCEA credits. Many professionals and whānau expressed a desire for students to

¹⁴ Education Review Office, (2021). *Te Kura Huanui: The Treasures of Successful Pathways*, Retrieved from [Te Kura Huanui: The treasures of successful pathways | Education Review Office \(ero.govt.nz\)](https://www.ero.govt.nz/publications/te-kura-huanui-the-treasures-of-successful-pathways)



be acknowledged for achievement in both languages. For some kura, a reo-ā-iwi approach was a key component of their te reo matatini programme to ensure the revitalisation of te reo a -iwi.

Some kura identified the value in allowing students to take an active role in planning for, directing and monitoring their own learning. These students were then highly successful with their achievement with many students gaining merit or excellence attainments with NCEA.

In kura who follow Te Aho Matua, teaching strategies align with Te Aho Matua. This means learning is encouraged to stimulate students and create an environment which is positive, leads to enjoyment and develops a passion for pāngarau.

Students exceeding expectations

Most kura had 100% pass rates for NCEA te reo matatini and pāngarau. Students are exceeding expectations due to:

- high expectations for student learning
- the provision of differentiated learning programmes
- the provision of authentic, relevant, and meaningful learning contexts and content
- strong and effective relationships with students and their whānau
- responding to learner needs and accommodating their learning preferences, and
- integrating te ao Māori and mātauranga Māori

Many kura/schools use flexible timetabling enabling Years 9 and 10 students to gain NCEA credits to ensure success for all. Across most kura, students were developing clear learning pathways which were monitored regularly to ensure student success. Many kura/schools explicitly and deliberately deliver strong and positive messaging about pāngarau and focus on igniting students' passion for pāngarau.

Students not exceeding expectations

Kura who reported students were not meeting expectations in te reo matatini and pāngarau shared that the contributing factors included:

- limited relevant education resources and curriculum for learners in Te Aho Matua education
- inadequate and inequitable resourcing reaching back 20 years
- eurocentric assessment tasks
- a siloed approach to curriculum delivery
- a lack of additional adult support in classrooms such as teacher aides and kaiawhina reader writers

Kura also attributed further issues to:

- students' preconceptions and habits formed during their time in kura tuatahi
- students who lack passion for these subjects
- the use of English textbooks while kaiako deliver in te reo Māori – this causes confusion for students
- the pressure external assessment events have on students' performance
- streaming leading to exclusion for many students from specific pāngarau subjects.



Whānau and kura aspirations

In a kura setting the term *whānau* refers to all adults who support a student and this includes kaiako as well as a students' whānau. Both kura and whānau define their aspirations as:

- students are confident and knowledgeable in their identity as Māori
- students demonstrate confidence in te ao Māori and te ao Pākehā
- students are proficient in te reo Māori and English
- students have a positive attitude towards pāngarau
- students experience success and succeed to their potential
- students have a future pathway which may include University and gaining University Entrance

In pāngarau the common aspiration for students shared by whānau was to understand pāngarau as an essential life skill and its relevance in the wider world. Whānau desire that students have access to future pathways and to ensure they have options as young adults leaving wharekura/secondary school.

In one kura it was essential to preserve the unique dialect for the area – *Ngāti Porou* – the kura playing a vital role in its community for the preservation and revitalisation of te reo of Ngāti Porou. They support this mahi through their te reo matatini programmes.

Managing external NCEA requirements

All kura report that their students participate in external assessments for both te reo matatini and pāngarau. Only three kura used portfolios for te reo Māori tuhituhi standards. These kura reported using Google Docs to support the development of student portfolios. These portfolios were used by kaiako and students to regularly monitor student progress towards achievement goals. No kura at present use portfolios within pāngarau but they expressed an interest in using them in the future if it in fact supported student learning and achievement.

Resources in Te Reo Matatini and Pāngarau

Many of the Ministry issued resources had not been used in these kura. Most kaiako stated that they have either never accessed the resource or had not known the resource existed. Over half of the current MOE resources were not used by most kura who participated in this research. Kaiako reported that many MOE provided resources were not appropriate due to their eurocentric nature and did not meet the needs of the learners in Māori-medium/Te Aho Matua kura. All kura were clear that resources in Māori-medium need to reflect mātauranga Māori and students need to see Māori knowledge systems first and foremost, e.g. Maramataka, kapa haka, and waiata.

All kaiako reiterated the historical issue regarding a total lack of resourcing and relevant PLD. Consistently kaiako and leaders conveyed a total frustration at waiting for the Ministry to provide relevant and appropriate resourcing over the past 20 years – *“the same issues [around lack of resourcing] existed 20 years ago” – Leader voice*. All kaiako and leaders demonstrated ‘can-do’ attitudes and spoke of having *“to do it all ourselves – no one is going to do it for us... if we don’t do it who will?” – Leader voice*



Of the MOE resources which were used by these kura/schools, the following resources were used on a regular basis:

<i>Te Reo Matatini</i>	<i>Pāngarau</i>
<ul style="list-style-type: none"> • He Manu Tuhituhi • Wharekura series • Te Tautoko series • Ngā Kete Kōrero • Ngā Kete Kōrero writing benchmarks • Paekupu • Te Kete Ipurangi 	<ul style="list-style-type: none"> • Te Reo Pāngarau - Māori Dictionary – this only goes up to Level 2 NCEA it does not cater for Level 3 NCEA • Poutama Tau series • Tihei Pāngarau • Paekupu • NZ Maths • Te Kete Ipurangi

Many kaiako reported using a range of English resources as they were of a higher quality but noted that these should be available in te reo Māori. Some of these included common online supports such as Education Perfect, Quizlet and Te Kete Ipurangi. All schools agreed that Paekupu was an essential tool for Te Aho Matua learners.

Many kura were accessing online supports that were relevant to their learners such as ‘Living by the Stars – Professor Rangī Matamua, 0800 Matariki podcast and resources such He Pātaka Pūrākau Digital Te Arawa stories.

As with te reo matatini, kaiako reported using many English resources, but this was not ideal as it confused learners. Some of these included common supports such as:

- Online maths websites
- NZ Association of Mathematics teachers
- Māori Legends
- English board games, worksheets as follow up activities -these all had to be translated into reo Māori
- X-mathematics Y9 textbook
- B-mathematics Y10 textbook
- Effective Pedagogy in Pāngarau/Mathematics: Best Evidence Synthesis Iteration

Professional learning and development

All kura report a lack of appropriate and relevant professional learning and development (PLD) opportunities for te reo matatini and pāngarau. Many kaiako spoke about how over the years their attendance at MOE PLD had ceased due to the provision being irrelevant as it was aimed at English-medium schools and therefore unhelpful in a Te Aho Matua learning environment.

All kura shared the importance of internally provided PLD. All kaiako described this as being the most common and effective PLD as it was directly tailored to their setting. Many kaiako reported that they receive support from other kura in Māori-medium however this required ‘*Expert Kaiako*’ to take time off from their teaching and their students miss out.

Many kaiako reported that the Te Runanganui a Kura Kaupapa Māori o Aotearoa (TRN) PLD was helpful and catered directly to their needs. In addition to this, Ako Panuku had been accessed previously by many kaiako and was useful in meeting kaiako learning needs and preferred learning styles.



Some kura/schools sought additional supports from the wider educational community such as:

<i>Te Reo Matatini</i>	<i>Pāngarau</i>
<ul style="list-style-type: none">• In two schools an external advisor had been accessed and this was helpful• Evaluation Associates had been accessed by a small number of kaiako• Kaiako reported wānanga reo as helpful	<ul style="list-style-type: none">• Four kura have historically accessed Kura Ara Whakawhiti Mātauranga (KAWM)• Two kura have accessed CORE Education (Poutama Tau)• Two kura have accessed other external PLD (Pāngarau/hangarau)• Two kaiako accessed supports through the Mathematics Association• One kaiako sought support from other Mathematics experts in the wider educational community

These additional supports were helpful but all kaiako noted that they still required modification to suit their unique context. This required translation of resources attached to the PLD into te reo Māori.



Hei Whakakapi- Conclusion

Kura are extremely effective in utilising innovation to support student progression with te reo matatini and pāngarau while remaining focused on students enjoying and achieving success as Māori. Kura and whānau are dedicated to ensuring their students enjoy and achieve educational success as Māori, in te ao Māori. Kura recognise the importance of moving away from siloed instruction and towards a marau ā-kura which integrates curriculum and offers students appropriate and authentic learning opportunities.

Despite a clear lack of resourcing for te reo matatini and pāngarau, kura find innovative ways to provide the best resources they can to ensure success for students and kaiako. Kura are resourceful and provide relentless drive to support their students towards excellence and ensure they enjoy and achieve success as Māori. Many MOE funded resources were not utilised by Te Aho Matua kura as they lack relevance in their setting. A similar trend occurred with PLD, where kura reported a lack of appropriate and relevant PLD for te reo matatini and pāngarau. Kura heavily rely on their own resourcefulness to ensure students were well resourced.

Despite the lack of appropriate and relevant resourcing and PLD these kura ensured that students to a large degree were able to:

- demonstrate they are competent thinkers, listeners, speakers, readers, and writers in te reo matatini: te reo Māori, te reo Rangatira and English.
- demonstrate free, open, and inquiring minds in pāngarau.

While the student achievement rates in the kura/schools were high, it is acknowledged that not all Māori achievement rates in te reo matatini and pāngarau follow a similar trajectory. It is clear the Ministry has an opportunity to further support kura to develop their own resources and PLD specific to better the needs of students and kaiako in Te Aho Matua kura and secondary schools who offer these standards.



Ngā kitenga me ngā āheinga anamata - Insights and future opportunities

All kura were clear about the absolute need for PLD and resources to be “*Māori centric*” in that they need to align to te ao Māori contexts, mātauranga Māori and utilise a kaupapa Māori approach.

All kaiako spoke about the need to provide programmes and resources which are derived from mātauranga Māori and are specific to Te Aho Matua education.

Many kaiako and leaders indicated that the establishment of external PLD providers specific to Te Aho Matua education would be helpful and more relevant to their context.

All kura agreed that PLD needs to be consistent and well-coordinated to meet kaiako and kura needs in Te Aho Matua education across all levels of Te Marautanga and NCEA.

Resourcing for success

All kura were clear about the support required to maximise learning outcomes and ensure kura, whānau and students are well prepared for NCEA standards.

Most kura made suggestions for basic resources required in te reo matatini and pāngarau, these included:

- develop Māori dictionaries and textbooks for learners
- produce graphic novels and productions in te reo Māori
- develop a common approach to pāngarau Y0-13

Isolated and remote kura often miss out on PLD opportunities due to their geographic location. These kura would like the MOE to consider solutions for PLD providers to travel to remote areas or kaiako to have a travel allowance in recognition of the additional travel required to attend PLD.

All kura held a clear belief that the Ministry could provide kura with the tools to develop and produce resources that will help them deliver their programmes – funding, release time and support with relievers.



Ngā Tūtohunga - Recommendations

ERO recommends that Ministry of Education:

- provide funding to support the creation of relevant and appropriate resourcing and PLD for learners of te reo matatini and pāngarau in Māori-medium/Te Aho Matua kura.
- consider ways in which they can support Māori-medium/Te Aho Matua kura to develop rangatiratanga over resource development and PLD provision.
- in negotiation with NZQA continue to further develop NCEA standards which can easily integrate te ao Māori and mātauranga Māori.

A handwritten signature in black ink, reading "Lynda Pura-Watson".

Lynda Pura-Watson

Deputy Chief Executive Evaluation and Review Māori



Appendix one: Te Reo Matatini and Pāngarau Evaluation Framework

<p>TE TINO UARATANGA <i>Wāhanga o Te Aho Matua</i></p> <p><i>Students are competent thinkers, listeners, speakers, readers and writers in both Māori and English.</i></p>	<p>TE TINO UARATANGA <i>Wāhanga o Te Aho Matua</i></p> <p><i>Students have free, open, and inquiring minds.</i></p>	<p>LEARNER OUTCOMES</p> <p><i>Students are competent and experience success in te reo Māori matatini and pāngarau.</i></p>
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Evaluative Question: Te reo matatini

How well do students display that they are competent thinkers, listeners, speakers, readers and writers in te reo matatini?

Evaluative Question: Pāngarau

How well do students demonstrate free, open, and inquiring minds through pāngarau?

Lines of Inquiry	What does success look like for students in te reo matatini me pāngarau	What is the current Provision of te reo matatini me pāngarau	What is required to deliver high quality teaching and learning in te reo matatini me pāngarau
<p>Prompts to support kōrero with kaiako and leaders</p>	<ul style="list-style-type: none"> • skills/attributes • factors that contribute to developing these skills/attributes • exceeding expectations and why? • not exceeding expectations and why? • Kura and whānau aspirations 	<ul style="list-style-type: none"> • teaching and learning programmes - development, planning and delivery • Innovations - programmes that have been developed and/or implemented to support student's progression • Kura and whānau aspirations 	<ul style="list-style-type: none"> • PLD accessed • further PLD required • specific resources used which are useful • further support required to maximise learning outcomes and ensure kaiako are well prepared for NCEA standards • managing external requirements – portfolios/external assessment events



Appendix two: Evaluation Process

<i>Whanaungatanga</i>	<i>Whakaaetanga</i>		<i>Whakataunga</i>
	<i>June</i>	<i>July - August</i>	<i>September - October</i>
<i>Co-construction</i>	Initial agreements with Te Rūnanga Nui o Ngā Kura Kaupapa Māori o Aotearoa	Emerging Findings shared	Overarching Discussion / Final report
<i>Case Studies</i>	Initial agreements with Case Study Kura/Schools	Onsite Investigations	Findings included in Report



Appendix three - Sample group of Māori and English medium learning institutions

<i>Type</i>	<i>Name of Kura/School</i>	<i>Kaiako and leaders</i>	<i>Year group</i>
<i>Te Aho Matua Kura Kaupapa Māori</i>	Te Wharekura o Manurewa	6	1-13
	Te Kura Kaupapa Māori o Mokopuna	2	1-13
	Te Kura Kaupapa Māori o Wairarapa	3	1-13
	Te Kura Kaupapa Māori o Te Hiringa	4	1-13
	Te Kura Kaupapa Māori o Kawakawa-mai-tawhiti	1	1-13
	Te Kura Kaupapa Māori o Tupoho	2	1-13
<i>Secondary school with Rumaki Unit</i>	Western Heights	3	9-13
<i>Total</i>	7	21	1-13

Appendix four: Ministry of Education resource stocktake Te Reo Matatini

	Number of Kura/schools		
	Currently access the resource	Previously accessed the resources	Never utilised or never heard of the resource
He Manu Tuhituhi	3	1	1
Te Rangatahi series	1	1	4
Te Reo Rangatira	1	3	2
Ngā Kōrero series	1		3
Wharekura series	4	1	1
Te Tautoko series	4	1	1
Tūhono series	2	1	3
Ngā Kete Kōrero	4	1	1
Magazine: Hui E!	2	1	2
Magazine: Taiki E!	2	1	2
He Purapura series	2	1	3
Te Ara Ako Te Reo Matatini		1	5
Mātaki mai ana te ao (Te Tāwhio Pihorei o 1981)			6
Te Reo Hekaheka			6
Manu Kura series	1	1	3
He Pūtea Whakanakonako series			5
Te Reo Tohutohu – He Rauemi Whakahiki Pūkenga mā te Pouako		1	4
Te Reo Matatini: Literacy Handbook for 5-8	2	2	2
Ngā Kete Kōrero writing benchmarks	3		2
Te Huinga Raukura series	1		4
Mai i te Kākano (published by Te Wānanga o Raukawa)	1		4
He Kohinga Kīwaha	2		3
Te Aho Ngarahu		2	4
Digital Te Reo Māori Resources			
Kauwhata Reo	2	2	2
Te Kura (Correspondence school)		2	4
Paekupu	3	1	1
Te Kete Ipurangi	5		
Graphic novel e.g. Arohanui: Te Utu a Ngāi Parehe	1	1	4



Appendix five: Ministry of Education resource stocktake Pāngarau

	Number of Kura/schools		
	Currently access the resource	Previously accessed the resources	Never utilised or never heard of the resource
Poutama Tau series	3	1	1
Ngā Whanaketanga Rūmaki Maori	1	1	3
He Pūtahi Pāngarau	2	2	1
Pai Pāngarau		1	4
Tihei Pāngarau	4		1
He Pūkete Aromatawai Pāngarau	1	1	3
Effective Pedagogy in Mathematics / Pāngarau	1		4
Te reo Pāngarau: Māori Dictionary	7		
Accelerated Learning in Mathematics (ALIM)			5
New Zealand Association of Mathematics teachers (NZAMT)	1	3	1
Digital Pāngarau Resources			
Kauwhata Reo		1	4
Te Kura (Correspondence school)		1	5
Paekupu	4		1
Te Kete Ipurangi	5	1	
NZ Maths	4	2	
Aka Matua	2		4