



TE TARI AROTAKE MĀTAURANGA
Education Review Office

Māori continue to show resilience across Māori-medium education



In Aotearoa, Māori-medium education experienced significant disruption when the outbreak of Covid-19 forced kura to close their doors, and whānau and kaiako to adjust to home schooling and distance learning. Among the many challenges were access to technology and resources with Māori communities among the most affected.

With a continued focus on the wellbeing of mokopuna, tamariki, uri, kaimahi, kaiako and whānau, Māori-medium education providers drew on the strength of their communities to successfully navigate a difficult landscape.

The Education Review Office (ERO) conducted interviews with learners, whānau, kaiako, kaimahi and leaders of 124 Māori-learning communities in Te Rūnanga Nui o Ngā Kura Kaupapa Māori, Ngā Kura ā Iwi o Aotearoa, Kōhanga Reo and Puna Reo/Whare Kōhungahunga.

The interviews were conducted in te reo Māori and to maintain the integrity of the process, results were framed by universal themes that reflect the uniqueness of Māori-medium learnings. The findings will be released in full early in 2021, in **Te Kahu Whakahaumarū**.

Te ahi kopae: Leadership

Whakawhanaungatanga and manaakitanga influence outcomes

- » Leaders displayed courage, strength and resilience.
- » Leaders were creative and worked with whānau, kaimahi and kaiako to identify flexible learning options and varied programme content to support learners.
- » Leaders took on extra responsibility to communicate with whānau and collaborate with hapū, iwi, community and government services.
- » Leaders made decisions to respond to the needs of their whānau, kaimahi, kaiako, mokopuna and tamariki.

Whānau, hapū, iwi:

Māori communities exercised their tino rangatiratanga and mana motuhake

- » Whānau, hapū and iwi stayed committed to the collective goal of promoting te reo, tikanga and mātauranga Māori.
- » Staying connected to one another ensured needs of all learners and whānau were effectively responded to.
- » Whānau, hapū and iwi pooled their resources, hosted wānanga and focused on those around them.
- » Engaging whānau more closely with learning meant stronger connections between learner and kaiako, learner and taiao; learner and reo, learner and tikanga and learner and mātauranga.

“ I asked for help from my Nana when I needed it but most of the time, I was able to work by myself. I had Zoom meetings and when I did classwork my teachers helped with anything I needed. ”

TAMARIKI
VOICE

Ihonui: Wellness

Holistic wellbeing of mokopuna, tamariki, kaiako, uri, kaimahi and whānau, iwi and hapū

- » Māori-medium communities focused on ensuring basic needs for vulnerable whānau were prioritised.
- » Kura, kōhanga and puna reo provided continuity of karakia and associated tikanga for wellbeing.
- » Māori-medium leaders responded to the individual and collective wellbeing needs.
- » Mokopuna and tamariki continued to enjoy and engage with learning as a result of the priority given to their wellbeing.

TAMARIKI
VOICE

“ Our kaiako were awesome. They supported us in every way. ”