



Wānanga: he aha tā mātau i rongō ai?

Aotearoa New Zealand

Tēnā koutou, tēnā tātau i ngā tini āhuatanga o te wā. E ngā mate o te motu, haere rā ki te kāinga tūturu okioki mai ai. Koutou e takatū nei ki te mata o te whenua, tēnā koutou. E kui mā, e koro mā, e ngā whānau, ka nui te mihi ki a koutou i tautoko mai nei i tā mātau kaupapa. E ngā pīpī manu e kai nei i te mātauranga, tēnā rawa atu koutou katoa.

Big changes are happening in education and we want everyone to have their say. So we held a number of wānanga across Aotearoa New Zealand in 2018 to hear your thoughts about Māori education. This report provides a summary of the key messages we heard from participants. More information about the Education Work Programme is available at <https://conversation.education.govt.nz/>.

We will use this information to inform the overall Education Work Programme and to refresh and update Ka Hikitia (the Māori Education Strategy) and Tau Mai Te Reo (the Māori Language in Education Strategy).



Whakahōnoretia te tino rangatiratanga / Honour tino rangatiratanga

You want to exercise tino rangatiratanga over the education of Māori learners and be empowered to find local solutions led by Māori. We heard this requires a genuine partnership approach across the education system according to Te Tiriti o Waitangi. You said clearly: stop doing things to Māori and start doing things with Māori.

You want this to be acknowledged, honoured and normalised in all levels, mediums and sectors. You also want strong leaders who believe in Māori, understand te ao Māori and promote the bicultural narrative of Aotearoa New Zealand. You told us this is vital to Māori education success.

You said clearly: educate everyone on the Te Tiriti and the impacts of colonisation; and improve accountability of the system for education outcomes under Te Tiriti. You also told us genuine partnership requires more collaboration with Māori whānau, hapū and iwi being involved in decision-making. You want everyone to work towards the shared goal of supporting Māori to succeed as Māori.

You told us empowering whānau and student voice can also help promote agency and partnership. You want students to have the opportunity to be leaders and voice their thoughts, concerns and aspirations so they can grow up to be role models in the future.

“What is good for Māori is good for all.”

“The system needs to be built on the recognition of the Treaty and tino rangatiratanga.”

“Honour the Treaty – where is the honour in education?”

“The successful face of co-governance provides the fruits of, for, by, from and with Māori.”

“Governance boards need to be aware of the importance of having members with knowledge of te ao Māori.”

“Tokorua ngā Minita Mātauranga, Minita Mātauranga Māori me te Minita Mātauranga Pākehā.”

“In the future I want students to have a voice and for teachers to listen to students’ opinions.”

Me mutu te kaikiritanga me te whakahāwea / Racism and bias must stop

You want the education system to empower Māori to succeed as Māori and feel proud in their culture. And you want Māori potential to be recognised and realised.

But you said ongoing racism and bias impact on Māori learner confidence, motivation and success. You said ignorance, highlighting negative statistics, stereotyping, deficit language and poor expectations are all types of racism. You told us this is a daily reality for many Māori students from a young age.

We heard the education system is dominated by Pākehā world views, rooted in colonial origins and fails to reflect Māori learners, whānau and values. And you said efforts to be culturally responsive are often tokenistic.

You want racism and bias to be addressed in schools and communities by supporting te reo and tikanga Māori as pathways to success.

You said clearly: acknowledge the diversity of all Māori; treat and support every learner equally; celebrate successes and strengths; and hire more Māori teachers. You also said better teacher training with more emphasis on te ao Māori can help prevent racism.

We heard everyone in the education system and beyond should have a critical awareness of racism. You told us we all need to work together to turn around the impacts of history, colonisation, racial policies and institutional racism.

“Tamariki know if they are being judged, not listened to, and they will put up barriers.”

“Teacher training needs to include unconscious bias so they can identify and address in their own behaviour. Need to understand institutional racism and drivers of outcomes.”

“Pronounce our Māori names properly. And have more activities that relate to Māori.”

“Not all Māori learners are priority learners. Those Māori learners who are priority learners do have strengths. Take a strengths-based approach: what can kids do?”

“What are current challenges? Teachers who don’t believe our language / culture will get us anywhere. Everything feels white.”

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Whakaakona ia tauira mō anamata | Provide strengths-based, future- focused teaching

You want individualised learning that meets the needs, abilities and interests of all students and responds to their knowledge, experiences and strengths. This means teaching needs to be flexible with more taiao, community- and marae-based learning.

We heard teaching and learning should also be culturally responsive and support Māori identity. This is not just about what is taught but also how things are taught. You said clearly: emphasise Te Tiriti o Waitangi, te reo and tikanga Māori; teach about New Zealand history; and use Māori principles.

You also want teaching and learning to be localised and relevant to what is happening in the community. You said co-designing the curriculum and inviting local iwi and hapū to lead on te ao Māori education can help.

You said the curriculum needs to be more future-focused too. You want all tamariki to have the knowledge, experiences, skills and values that will allow them to succeed in a rapidly changing world and fully participate in te ao Māori and New Zealand society.

“Use different ways of learning - exploring, self-directed. Teach the skills to enable them to find out things themselves. Teach in the context of te ao Maori – it’s not just about teaching te reo. If kids learn something that makes them feel strong and confident, they will thrive. Need to provide teaching that meets the needs of kids in the class. Hands-on - not just sitting still and listening.”

“Ako - us learning from our kids, we use this for Kāhui Whetū, and it’s powerful.”

“Not all teaching needs to be in the classroom. One size doesn’t fit all. The current system doesn’t always suit Pākehā needs either.”

“Tuakana teina pedagogy fostering positive self worth and therefore leading to better educational outcomes.”

“There is more to education than NCEA results.”

“Communal learning with kai is a good strategy for encouraging further learning. Schools and tertiary institutes should do more.”

“Help students with their talents. Help them find themselves. Help them discover their capabilities. Rather than what you want them to learn.”

Whakamānawatia te ahurea Māori | Celebrate Māori culture and identity

You said sense of belonging, knowing who you are and where you are from as well as being secure in your culture and identity are crucial for Māori to succeed as Māori. But you also told us some students feel they have to leave their culture at the gate. You are concerned that some whānau are also disconnected from their identity and culture.

You want the education system to support all Māori to (re)connect with their identity. And you want education settings to provide safe, culturally responsive and inclusive settings that empower Māori students and their whānau to feel proud and accepted in their culture and heritage.

But you said a genuine effort is required so that the whole system better reflects and promotes Māori identity, culture and values.

You said clearly: hold schools, teachers and governing bodies accountable to uplift te ao Māori; invest in strategies for change; stop tokenistic efforts; recognise iwi and hapū diversity; and involve whānau to strengthen Māori culture and identity in education.

“Not enough positive light on Māori culture, its people and history.”

“Kia tāpiri atu i ngā tikanga Māori maha ake ki ngā kura auraki.”

“Culture is integral to my child’s identity. Recognition by the school of this is vital.”

“Being strong in your whakapapa prepares you for the future.”

“Because I am Māori, I don’t have to be the only one leading... there is an expectation.”

“How can we ensure we have Māori success as Māori - not having to leave their Māori at the school door? Yes our tamariki can do well educationally at school - but ... we need a deeper understanding of what Māori success as Māori is (not as Pākehā).”

“Kia tū rangatira te tamaiti ki roto i tēnei ao Māori, me te ao hurihuri i te whānau.”

Whakarongo ki te whānau me te hāpori | Empower whānau and community voice

We need to understand and engage Māori students in the context of their whānau. You said whānau want to engage in the education of their tamariki. But you are concerned that whānau feel left in the dark or scared to approach schools. You said many teachers are reluctant to support whānau and the quality of engagement decreases after primary school.

You said all places of education need to be welcoming and supportive of whānau. You want whānau to be supported in their own learning, encouraged to get involved and engaged more often, in diverse settings. You told us trust needs to be built through whanaungatanga and manaakitanga.

You said this applies to wider communities too. We heard iwi, hapū and marae should be partners in education and schools should operate as community hubs. You want us to reach out to local communities, value local expertise and empower communities to lead local responses. You said this will help whānau and community connectedness, engagement and growth.

“We need more resources to support whānau to connect with and journey through education with their child.”

“What can the Ministry do to make schools places that can be welcoming for whānau? Schools need to take responsibility for this too.”

“Use technology to engage with busy whānau.”

“We’ve just implemented an initiative to get our parents their licenses. It’s empowering and has flow on effects for their kids, they are safer, and the whanau has more money and can provide more for their kids.”

“Whānau are teachers too.”

“Ākina nga whānau, ngā māmā me ngā pāpā kia hou mai ki roto i te akomanga kia mōhio pai rātau ki ngā mahi a te māhita, me ngā tamariki, kia kite pū anō rātau ngā ‘āputa’ hei whakakīkingia e ā rātau āwhina/pūkenga.”

“School needs to reflect the community and too many of our schools don’t have this.”

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Kia kaha te reo Māori | Grow and support te reo Māori

You told us we need to grow Māori language education and together work towards a bilingual New Zealand. You said this requires the revitalisation and normalisation of te reo Māori led by iwi and hapū.

You want everyone to value, respect and be willing to learn te reo. But you are concerned that te reo is often taught in a tokenistic, 'Pākehā-fied' and marginalised ways.

You told us to embed te reo in education and make it a priority within schools. We heard this includes improved access to and support of te reo education at all levels and sectors in both English and Māori medium settings. You also want tamariki, rangatahi, whānau and communities to have access to education in and on their local dialects.

You said clearly: upskill and increase the number of Māori language teachers; collaborate across sectors and agencies to deepen quality provision; embed te reo across subjects; and offer more bilingual learning opportunities.

You also said te reo teachers need to teach the language correctly and with respect and resources need to have correct translations to uphold the mana of the language.

We heard that calling on kaumātua expertise to support Māori language education in homes and communities can also help strengthen te reo for future generations.

"Normalising our reo in all areas of society."

"Me he akomanga reo Māori, meingahia te māhita kia korero Māori ki ngā tamariki i ngā wā katoa."

"If reading and writing is compulsory, why can't learning Māori be?"

"I am starting to see te reo taking hold in schools, including mainstream schools, but it is only just happening. It needs ongoing emphasis to increase the numbers speaking it."

"A quote from feedback from a year 12 student "I really love that you use te reo in class" - which made me feel good until I realised it had made her happy because it was not the norm in her school day."

"Ki oku whakaaro o te reo he pai mō tātau ki te kōrero nā te mea he ataahua mena kaore koe ka taea ki te kōrero i te reo me ako kia tino mārama ki ngā kupu."

"I feel honoured and pressured when I speak te reo. There is a huge expectation to know everything as a te reo speaker."

"Teachers don't like to be corrected with pronunciation."

"Not enough reo speaking teachers. Not enough te reo Māori teachers in our schools (mainstream)."

"This responsibility should be placed back on to iwi and te reo taught on the marae. Kua piki ake te reo, hei reo tuatahi i roto i a Aotearoa."

Poipoia te hauora katoa o ngā taurira me ngā whānau | Support the holistic wellbeing of students and whānau

You said education settings should support the holistic wellbeing of Māori students and their whānau by providing physically, emotionally and spiritually safe learning environments.

We also heard cultural wellbeing requires inclusive education settings where educators believe in Māori potential. You said early learning and primary settings do this better than secondary schools, where many Māori students feel stereotyped, isolated and can become disengaged.

You also told us Māori students and whānau experience a range of social issues and disadvantages that make it difficult to focus on education. Drugs, crime, poverty, poor mental health, homelessness, financial instability and health deprivation persist across New Zealand.

You said whānau and teachers are struggling to get help. You told us to address these issues head-on and provide support networks in schools, homes and communities to help whānau through.

You said clearly: offer culturally sensitive wrap-around services; address bullying; feed children at school; provide more social workers in schools; and use the Whānau Ora model to better understand and improve hauora. We heard partnership and open engagement between schools and whānau is also vital to ensure the wellbeing of tamariki.

"Well-being should be a strong feature."

"When I think about it I'm more sad at school than happy. I mean there are the few days in the term that I do enjoy going to school but mostly I absolutely hate coming to school."

"I think that too much time is spent on fixing behaviour. Not on creating a safe environment so the child can be comfortable being who he/she is."

"Nothing in schools about mental health issues – why sex ed but nothing on mental health?"

"Māori who have the least power struggle to put kai on the table, and with housing. Education is not a priority for many."

"Knew of a family where a student was excluded from school (14/15 years old) – student had truancy issues which were related to financial constraints (hard to get to school)."

"Pastoral care for Māori students needs to be held by Māori specialists in schools."

"There is a danger that focusing on achievement can be at the cost of emotional wellbeing and mental health."

"Support teachers and learners; feed the puku, feed the mind, feed the spirit."

"Education has become the main problem solver for schools to resolve social issues, for no extra money, support or resources."

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Tautokona te Ara Māori | Value and strengthen Māori Medium Education

You told us about the value of Māori medium settings, in particular Kōhanga Reo. We heard these settings provide safe learning environments where Māori values are visible and Māori learners are supported and learn as Māori. You said these settings have a strong sense of community and whānau with connections to local marae, hapū and iwi.

You want these successes to be shared widely and used as a model for English medium schools. You also want more ownership of Māori medium settings with space to self-govern and less input from government agencies.

But you are concerned about investment, salary and resourcing inequities as well as stigma between Māori and English mediums. You told us transitions within and between mediums are challenging with little support or information for whānau. You said clearly: provide more Māori medium options in all sectors and across New Zealand; improve transitions; and invest equitably.

“As a student going through the Maori education system the whānau engagement and commitment are the foundations for success. And it is a whānau-based system, a whānau environment, all through school.”

“Ensuring Māori tamariki feel valued, recognised in English medium schools. This is already done in MME.”

“Kia hohonu ake ngā matauranga, akoranga ki roto i te tohu whakapakari. Kia hāngai ki te mātai tamaiti.”

“Not a lot of Māori medium options in Wellington. There's a need for more but not enough kaiako.”

“Māori medium funding needs to be targeted instead of the discretion of the principal.”

“A lot is lost in the move from Kōhanga to main stream. There's a high rate of failure in the first year, because the system of teaching is so totally different.”

“Kōhanga to Kura Kaupapa is fine but the transition afterwards changes. Not smooth.”

Manaakitia ngā kaimahi mātauranga | Value and support our education workforce

We heard the best teachers understand, support, inspire, respect and connect with students and their whānau.

But rangatahi told us not every teacher does this well. We also heard that those teachers, who are open to te reo and tikanga Māori, feel out of their depth. And you said schools expect Māori staff to undertake extra duties without reward or recognition, and this needs to stop.

You want the entire education workforce to be more representative of and responsive to Māori. You told us improved and ongoing training and support with emphasis on Te Tiriti, te reo and tikanga are needed so all teachers can support and inspire Māori learners. You also said hiring more Māori in all roles might help other teachers open up to learning about te ao Māori.

We heard teachers need support for their own learning too and a healthy work-life balance so they can focus on the students. But you told us teachers feel overloaded and under paid.

You said clearly: increase the number of quality professionals working in the education space; reduce class sizes; and invest in the education workforce to make it more attractive.

“You need to get to know your kids, tell them where you're from. If you believe in the relationship your teaching will be better.”

“It's easier for students to connect with teachers they identify with, for example local people.”

“Lack of qualified teachers. We need more support for our existing teachers to upskill and possibly specialise.”

“Deeper training for teachers so they fully understand New Zealand identity, language and culture first. They can't be culturally responsive if they don't understand themselves.”

“Experienced teachers are attending night courses to learn te reo etc. Great strain on their health and personal life.”

“Pressure off teachers. Teachers are so busy, aren't able to observe good behaviour, tamariki feel unrecognised.”

Whakapaingia te ara ako | Improve education pathways and transitions

You said transitions between education levels and language settings need to be seamless and well supported. You also want your tamariki to be encouraged to lead successful lives and careers. We heard choice and accessible information about choices are key to make this a reality. You said Māori should not have to leave their rohe to access opportunities or miss out on these due to a lack of information.

You said clearly: improve collaboration, information sharing and transitions between sectors and beyond the education system; provide more options for tertiary education and pathways into local careers throughout New Zealand; and value and encourage trades and vocational education.

We also heard that not everyone has the same support network. You want more and better support for students and whānau in navigating and understanding available options.

You also told us that there is more than one pathway to success. You want all rangatahi to be able to see a pathway that is relevant to themselves, their interests and their capabilities and be supported on this journey.

“Supporting our tamariki to choose their destiny and career from an early age.”

“When options aren't known our children sometimes lose positive pathways/absence of ability for our children to see their career pathways.”

“Ko te pae tawhiti, whaia kia tata, ko te pae tata whakamaua kia tina! Iti rearea, teitei kahikatea ka taea. Aim high, stand proud! #Future.”

“Learning is a lifelong process and there need to be accessible learning opportunities that Māori can enter at different points.”

“Lost in the system how to navigate as a parent and not having the answers to help my kids... We need clarity and continuity. Not sure how to advise tertiary aged kids' course of study and how to access help.”

“Cradle to grave - how to pull down the boundaries?”

Wānanga: he aha tā mātau i rongō ai?

Whakawhānuitia ngā huarahi mō te katoa / Improve access and opportunity for all

You want education to enable all tamariki and rangatahi to lead fulfilling lives with pathways from “cradle to grave”. But you told us that access to services, opportunities and resources is a big issue in many of New Zealand’s rural and remote communities. You said this limits the potential of students.

We heard support services are stretched and a lack of clarity makes the education system difficult to navigate for some whānau. You said subject choices are often limited in rural and remote areas as they depend on resources and the expertise of available teachers.

You are also concerned that too many Māori students and whānau struggle with a lack of access to technology, travel into centres from rural areas and financial barriers.

You said clearly: improve connections and collaborations in social services and education across New Zealand; provide more local learning and career opportunities; make information more visible and accessible; and improve resourcing fast to be more responsive to needs.

You also told us to provide more options and fairer resourcing for alternative education. And you asked for improvements in learning support as accessing these services is complex and whānau in rural areas are experiencing long wait times.

You said more resources, staff and support are required immediately to improve services and ensure they are culturally responsive.

“Show us how we can engage with the Ministry to create localised solutions – we have local industry to grow.”

“Limited access to training or tertiary education. Small rolls mean limited subjects and availability.”

“Many providers only service bigger centres not regional areas with potentially higher levels of need.”

“No point providing digitally proficient kaiako if there is insufficient funding for equipment and connection in the community.”

“Tertiary options are quite hard to access. College buses kids to Napier / Gisborne for some vocational training. Would like to see more scholarships for Māori kids. It costs money to access it despite all the forms of support.”

“We can’t access services we don’t know about.”

“There are financial and stigma issues in learning support.”

“Schools need to be caring and loving environments. Some schools do a great job with learning support needs but not all.”

“Social services are hard to access on multiple levels - days that they’re available, age of the student needing that service, where you as a person reside.”

E tū kia tutū te puehu ināiane / Action for change is needed now

You said action is needed now to future proof the education system and ensure that it can adjust to the changing way of the world.

We heard the system needs to be more flexible and respond better to remote areas and individual needs. We also heard the ‘bums on seats’ funding allocation model is not working for Māori learners and whānau.

Māori across New Zealand want a stable system that is characterised by smaller class sizes, a focus on learning and achievement, more flexibility, improved information flow and strategic investment.

You said clearly: legislate for change now; be innovative; and provide more funding for staff, resources and strategies like Ka Hikitia. You want strategic, flexible and equitable investment that is based on what is working and prioritises Māori.

You said you have been fighting the same uphill battle for too long. You have invested a lot in sharing your kōrero and want to see change. You told us to join the waka, bring everyone along and work together towards equity in education.

“The world is changing rapidly - traditional structures of the education system are not flexible enough to adapt to the changing world.”

“What is the Ministry doing with information from the wānanga? How will it be used? Will it really make a difference? Will it lead to action?”

“Please listen! History is repeating.”

“We want to see outcomes from these hui. We want to see the difference in our schools, not just at the top (policy).”

“We may think hui are successful but this is only the start. It needs a Māori solution.”

“Kaua e tatari mō taihoa, ka mate koe i a taihoa.”

Keeping up to date with Māori education

We want to make sure that all of you who participated in the wānanga, or who are interested in what our Māori whānau and communities have said, are kept up to date.

We also want to continue this conversation with you to hear your thoughts and ideas about Māori education.

For more information about Māori education as well as future engagements and hui in your regions go to <https://conversation.education.govt.nz/>.

