

Briefing report

Education Review Office (ERO): ERO National Report – Tāmata Huaroa – Te Reo Māori in English-medium Schooling

Date	21 May 2020
Security Level	N/A
ERO Priority	Medium
ERO Reference	M20-13
Date requested	ERO initiated
Date due	ERO initiated
Proactive release	Recommended

Addressee	Action sought	Deadline
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**Associate
Minister of
Education**

It is recommended that you:

- a) **note** the findings and recommendations of ERO's study into the teaching of Te reo Māori in English medium schools.
- b) **note** that this report highlights the two fold elements of both language competency and pedagogical understanding as it relates to second language teaching.
- c) **note** that ERO's findings support government's current strategic directions as set out in Tau Mai Te Reo which will shortly be considered at Cabinet.
- d) **note** a copy of this report briefing has been provided to Minister of Education, Hon. Chris Hipkins.
- e) **note** this briefing is recommended for proactive release following the publication of this report by the Review Office, and that ERO will publish its report to coincide with the release of Tau Mai Te Reo.



Attachments:

**Education Review Office (ERO):
ERO National Report – Tāmata
Huaroa – Te Reo Māori in English-
medium Schooling**



Comments

Minister's Office to complete	
Noted	<input checked="" type="checkbox"/>
Seen	<input checked="" type="checkbox"/>
Approved	<input checked="" type="checkbox"/>
Referred to:	
Date signed by Minister:	17 June 2020



Education Review Office

Te Tari Arotake Mātauranga

NATIONAL OFFICE
LEVEL 1, 101 LAMBTON QUAY
PO BOX 2799
WELLINGTON 6140
SX10166
T 0-4-499 2489
F 0-4-499 2482
info@ero.govt.nz
www.ero.govt.nz

Our Ref: M20-13

21 May 2020

Hon Kelvin Davis
Associate Minister of Education

ERO National Report - Tāmata Huaroa – Te Reo Māori in English-medium Schooling

Purpose

1. This is to brief you on the findings of ERO's report *Tāmata Huaroa* (attached) on the provision of te reo Māori in English-medium primary and secondary schools.

Background

2. This is the second phase of ERO's planned work programme on te reo Māori in English-medium settings. It follows on from a series of six case study visits and is intended to give a nationally representative snapshot of current provision. This is considered in the context of the Government's Maihi Karauna strategy for te reo Māori revitalisation and Tau Mai Te Reo which will shortly be considered by Cabinet.
3. ERO completed telephone interviews with teachers and/or leaders in 102 schools. We asked about leadership, professional capability and capacity, curriculum and plans for future provision. Māori-medium education and early learning services were out of scope for this report.

Findings

4. Few teachers, especially in primary schools, are well equipped to provide effective teaching and learning in te reo Māori. The biggest obstacles are a lack of te reo Māori knowledge, and a lack of expertise in second language learning pedagogy (i.e. how to teach a language). Both are important to effective teaching and transmission of the language.
5. Learners largely do not experience a curriculum pathway moving from simpler to more complex forms of language. A lack of assessment contributes in many cases to repetitive and undifferentiated provision of te reo Māori through a learner's time at school.

6. The most common learning experiences are more low-level integration of simple words and phrases into classroom routines, 4aiata and karakia, while there are fewer opportunities to speak and write in te reo Māori, and explicitly learn grammar and vocabulary.
7. Community partnerships are potentially powerful, but variable in practice. Further research in this area would be useful.
8. Leaders' attitudes toward te reo Māori are largely positive, and most schools would like to improve their provision. Leaders interviewed from across the sector were committed to the revitalisation of the language and the language having a stronger place in their school and teaching programme. The challenge for the English-medium schooling system as a whole is to seize on the evident enthusiasm and interest in te reo Māori, as expressed by the leaders we talked to, as a starting point for improving provision in the short, medium- and long-terms.
9. Given the supply constraints that exist in the system, progress towards the second audacious goal of the Maihi Karauna – one million conversational speakers of te reo Māori by 2040 – will require more explicit teaching, supported by professional development in the short- and medium-term, and long-term workforce capability planning.
10. The Ministry of Education has been closely involved in this study and our findings have been shared with the Ministry in support of their Te reo Māori policy work programme.
11. ERO's recommendations align closely with the direction that Government proposes in its draft Tau Mai Te Reo strategy which will shortly be considered by Cabinet. We also note the recent reprioritisation of existing Ministry PLD funding and investments in Budget 2019 and Budget 2020 in support of growing the provision of quality te reo Māori teaching and learning.
12. In addition to the elements identified in Tau Mai Te Reo, the recent COVID-19 experience has also highlighted the potential for exploration of other approaches to the teaching of the language including the development of online digital modules, remote and distance teaching options. In this arena the te reo Māori lessons delivered through Papa Kāinga TV have been very well received by teachers and New Zealanders more broadly.

Recommendations

13. It is recommended that you:

- a) **note** the findings and recommendations of ERO's study into the teaching of Te reo Māori in English medium schools.
- b) **note** that this report highlights the two fold elements of both language competency and pedagogical understanding as it relates to second language teaching.

noted

noted

c) **note** that ERO's findings support government's current strategic directions as set out in Tau Mai Te Reo which will shortly be considered at Cabinet.

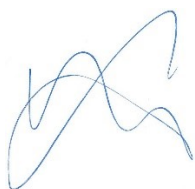
noted

d) **note** a copy of this report briefing has been provided to Minister of Education, Hon. Chris Hipkins.

noted

d) **note** this briefing is recommended for proactive release following the publication of this report by the Review Office, and that ERO will publish its report to coincide with the release of Tau Mai Te Reo.

noted



Nicholas Pole
Chief Executive

NOTED/APPROVED



Kelvin Davis
Associate Minister of Education

17 / 06 / 2020