Purpose of report

The purpose of this paper is for you to:

- s 9(2)(f)(iv)
- Note the outcomes achieved in developing tikanga Māori induction and mentoring practice models to produce high quality teaching and language learning Māori Medium beginning teachers evidenced in the report.
- Approve the release and publication of the Evaluation Report.

Summary

1 This report is for you to note the outcomes achieved from the ‘Retention Pilot Programmes for Māori Medium Beginning Teachers’ provided in the Evaluation Report.

2 We are also seeking your approval to release the Evaluation Report to interested parties that include the Māori Medium sector and potential suppliers to the Māori Medium Beginning Teachers’ Retention programme. The RFP for this will be released later in 2019.

3 There have been long delays between the end of the pilot and the completion of the Evaluation Report, through to this point where we are ready to release the report. Any risks that emerge due to the delay can be mitigated with strong, positive messaging.
Recommended Actions

The Ministry of Education recommends you:


b. **Agree** to publish the Evaluation Report.

c. **Agree** that this Education Report is proactively released as part of the next publication.

John McKeefry  
**Associate Deputy Secretary**  
**Education Workforce**  
**Early Learning & Student Achievement**  
24/6/19

Hon Kelvin Davis  
**Associate Minister of Education**  
30/6/2019
Background

1. Māori medium education makes a significant contribution to the revitalisation of te reo Māori. However, the Māori Medium Workforce Reference Group’s 2012 report highlighted the need to address persistent workforce capacity and capability issues and identified the retention of beginning teachers as a priority.

2. Data at that time showed that 70 percent of Māori medium beginning teachers leave within their first three years of employment in Māori medium settings, compared to around one third of beginning teachers in English medium settings.

3. A $3m fund to support Māori medium beginning teachers to remain in the system was included in Budget 2013, and continued into out-years.

4. The known pressures that face Māori medium beginning teachers, as identified by the Māori Medium Workforce Reference Group and Māori medium education sector, include:
   - Being fluent in te reo Māori and conversational Māori.
   - Being proficient in reflective learning practices.
   - Assessing learner knowledge and be responsive to the learning needs and interests of students i.e. highly skilled in pedagogy.
   - Being proficient in kaupapa Māori pedagogy.
   - Being proficient in second language acquisition pedagogy.
   - Interpreting curriculum content knowledge i.e. highly skilled in subject matter expertise.
   - Recognising and identifying issues of Iwi / dialectal identity.
   - Demonstrating pedagogy and classroom management skills.
   - Meeting the high expectations held of them by whānau, hapū, Iwi and the whole education community as well as the community they live in.
   - Being capable of delivering excellent education to children who start school at varying stages of language proficiency.

5. In addition, there is an expectation from the community that the Māori medium beginning teacher will also provide additional support roles outside of the classroom and core school hours.

The Retention Pilot Programme for Māori Medium Beginning Teachers

6. The Retention Pilot Programme for Māori Medium Beginning Teachers (the Pilot) was established to support the development and delivery of new induction and mentoring and professional learning and development (PLD) programmes for Māori medium

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1 The Māori Medium Workforce Reference Group was established in early 2012 by the Hon Hekia Parata to develop a vision and recommendations for strengthening the Māori medium schooling workforce.
Each provider applied their own approach to support the progression of newly qualified Māori medium beginning teachers.

10. As well as working with the beginning teachers the providers also worked with their mentors, employers, whānau, hapū and āranga (with the exception of Massey's cohort programme).

11. The Pilot providers were a mix of tertiary education institutions, schools and peak bodies:

**Te Puna Wānanga (TPW)**

TPW provided an educative mentoring approach as a pathway to build mentoring capacity and capability that is inclusive of the CoP ideology and e-Learning.

**Te Kura o Matapiti**

Delivered contextualised PLD programmes for Māori medium beginning teachers’ needs, quality teaching and teacher retention.

**Nga Kura a Iwi o Aotearoa (NKaI)**

NKaI specifically targeted Year 1 and Year 2 beginning teachers for needs analysis then designed a practice model that complemented existing PLD programmes.

**Massey University**

Massey University delivered three distinct services targeting specific groups as follows:

a. A cohort group of Massey teaching graduates and the level of preparation they received from graduation to placement.

b. Iwi, a whole of community approach; Ngāti Porou hapū, marae, kura and whānau.

c. Wharekura, where the Pilot examined the delivery of PLD in a wharekura and so contribute to the knowledge around what works in these settings.

**Canterbury University**

Delivered professional development focused on teaching as inquiry that involved ITE and kura, inclusive of tumuaki and mentor teachers.

12. There was also a one-off contract which ended in 30 June 2015, with Te Wharekura o Rakaumangamanga (Rakaumangamanga) that was an exemplar of best practice for induction and mentoring in Māori medium education settings and tikanga Māori practice.

13. Two contracts were mutually ended before their contract end dates:

a. Massey University's cohort programme ended effective from 1 February 2016 due to difficulties locating graduates and a substantial decrease in projected graduate numbers for the Pilot.

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3 The context references the tikanga of Ngai Te Rangi; manaakitanga, atawhai, tikanga me te reo, ara tika, panekiriitanga, ākonga, hononga and ihi.
• "Culturacy"4: Iwi identity, language and culture – is the integration of induction and mentoring within unique iwi identifiers and kura contexts. Those identifiers in this model were key iwi / hapū history such as mōteatea, whakatauākī, whakapapa and pūrākau.

• Culturally grounded induction and mentoring frameworks – recognising that Māori philosophies, principles and values are the norm and affirming Māori ways of being, seeing, knowing and doing. Te Hāpai Ō was acknowledged by providers as a natural fit with the philosophical and cultural values of kura and enabled culturally responsive contexts for learning.

16. In summary, manaakitanga as an ethic of care is an effective and authentic Māori approach to welcoming and inducting pia into kura; PLD programmes that influence kura leadership, systems and policies are necessary to create an enabling environment to support induction and mentoring and that is responsive and ‘fit for purpose’ within a region has merit where there is strong leadership and; ‘culturacy’, using iwi identity, language and culture to develop and embed a kura and iwi relevant and connected model of induction and mentoring.

Retention of Pia in Māori medium

17. Comparable and consistent data information from the Pilot providers was a challenge as the volume of data varied depending on the size of the pilot programme and their data collection methods. This has meant that the data is largely qualitative, relative to the context the pilots operated in.

18. However, 217 pia participated in the pilot with 69 (32 percent) achieving full certification. At the time the report was written, 174 (80 percent) were still teaching in Māori medium education.

19. The data also showed a much reduced 20 percent loss of pia in their first three years of teaching, compared to the historic 70 percent. Acknowledging the Pilot data limitations5, the data does show an indicative link between high quality induction and mentoring, support and retention.

20. Pia reported that through the providers they gained understanding and confidence about certification requirements. Pia also noted that the resources employed by the Pilot's providers supported them to be independent learners who could access support, tools, pedagogy and examples of good practice, helping them to gather evidence and complete their certification portfolios.6

21. The Evaluation Report is very useful in that it provides evidence about how the various models worked, the issues that were identified that challenged the desired outcomes and how the providers and participants overcame those challenges. This is also the first piece of robust critical evidence of a Māori medium beginning teacher's post graduate journey on their teacher career pathway.

Risk Assessment

22. There have been some unavoidable delays throughout this project, however the Evaluation Report is the first piece of research on the retention of Māori medium

4 Nga Kura a Iwi Aotearoa terminology.
5 Standard cross-pilot data was not available as a standard data collection template was not developed.
6 Evaluation of the Retention Pilot Programmes for Māori Medium Beginning Teachers 6.1 Programme retention data for pia.
• Māori medium workforce work programme research initiative: ‘Evaluation of Professional Learning and Development for Provisionally Certified Teachers and Overseas Trained Teachers in Māori medium settings’.

• ‘Strengthening the Education Workforce’: response to the Education Workforce Advisory Group’s (WAG) recommendations.

Next Steps

30. The Evaluation Report has been quality assured by EDK, and upon your approval will be published on the Education Counts website. We expect it will go live before the end of July 2019.

31. Once the report is live, we will release an RFP for interested parties to develop and deliver Māori Medium Beginning Teacher Retention Programmes. It is expected the successful tenderers will be able to refer to the Report for useful information about what works to keep pia in the sector and in teaching.

Proactive Release

32. We recommend that this Report is proactively released. Any information which may need to be withheld will be done so in line with the provisions of the Official Information Act 1982.

Annexes

Annex 1: [Redacted]

Annex 2: Evaluation of the Retention Pilot Programmes for Māori Medium Beginning Teachers

Please note that the Annex 2 report is already publicly available on the Education Counts website at: https://www.educationcounts.govt.nz/publications/schooling/evaluation-of-the-retention-pilot-programmes-for-maori-medium-beginning-teachers