



Te manu ka kai i te miro, nōna te ngahere. Te manu ka kai i te mātauranga, nōna te ao.

THE MĀORI STRATEGIC PLAN FOR THE NEW ZEALAND QUALIFICATIONS AUTHORITY

2012 - 2017



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

He mihi

Ko tā NZQA he whakaara i tēnei Te Rautaki Māori hei māhere whakatinana i ngā whakawhitinga pae kōrero, pae akoranga, pae whakakotahi, pae matatau i te huinga mai o ngā pou kāhui kōrero. Ko tā Te Rautaki Māori nei he whakakite i te rangahau me te haepapa matataunga kia noho ko ngā kōrero o tēnei pukapuka hei kupu whakaako i te whakangungu tāwera i te kaupapa o mātauranga Māori. Kua kouna rawatia kia hira pōpō mai te whakaaro, te rauhi mai o te wānanga o te whakatipu whakaritorito i te mātauranga hei kāinga kōrero mo tātau katoa. Koia te kaupapa o tēnei Rautaki ko te māramatanga. Ko te oranga o te māramatanga ko te kupu nei tūhonotanga. Ko tēnei Rautaki he tūhonotanga he whakamarohi, he whakapakaritanga i tukua mai e tēnā kokonga hinengaro, e tēnā kokonga hinengaro manaaki i te kaupapa. Nā te hunga tuku kupu, tuku manaakitanga mai i ngā āhuatanga pāpori, ohaoha, tikanga ā-tangata me te hononga ki te ao tūroa e tipu kaha ai tātau i ngā tau māhuri kei mua i a tātau.

Nāu mai ki te pae kōrero, pae akoranga, pae whakakotahi, pae matatau a Te Rautaki Māori hei whakatipu i te mātauranga Māori ki ngā kokonga kāinga katoa o te hinengaro o tēnā whakatipuranga, o tēnā whakatipuranga, ka tau!



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2012 - 2017

Māori Strategic Plan approved by NZQA Board April 2012

Te Rautaki Māori launched July 2012



NEW ZEALAND **QUALIFICATIONS** AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

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Message from the Board Chair



Tēnā koutou katoa,

Since the launch of *Te Rautaki Māori me te Mahere Whakatinana a te Mana Tohu Mātauranga o Aotearoa 2007 – 2012*, NZQA has gained confidence in its ability to contribute to improved outcomes for Māori. We continue to look at how NZQA can carry out core functions efficiently and in ways that effectively contribute to Māori achieving and enjoying education success as Māori.

In 2011, NZQA management carried out a review of its progress against the 16 key actions of *Te Rautaki Māori me te Mahere Whakatinana a te Mana Tohu Mātauranga o Aotearoa 2007 – 2012*. The review found that the key deliverables had been achieved. This is a significant accomplishment.

Over the five year life of *Te Rautaki Māori me te Mahere Whakatinana a te Mana Tohu Mātauranga o Aotearoa 2007 – 2012*, Māori learner statistics have improved.

The achievements of the first Māori strategy have positioned NZQA well to deliver on the goals of *Te Rautaki Māori a te Mana Tohu Mātauranga o Aotearoa 2012 - 2017*. After extensive engagement and consultation with Māori and iwi, learners, education providers and the education sector, the Board of NZQA is pleased to present the refreshed strategy; *Te Rautaki Māori a te Mana Tohu Mātauranga o Aotearoa 2012 - 2017*.

NZQA is committed to deliver on this strategy which has two principal goals; Accelerated Maori learner success and Advanced use of Mātauranga Māori. The Board will oversee the integration of the strategy into NZQA's core business through the able leadership of the Chief Executive and the four Deputy Chief Executives.

I wish to acknowledge and sincerely thank the members of Ngā Kaitūhono, Te Whakaruruhau Matua and the NZQA Māori Economic Development Forum for their valuable contribution to the refresh of this strategy.

Similarly, the advice and guidance of Te Rautaki Māori Reference Group was essential to the preparation of a strategy that is both grounded in what can be realistically achieved, as well as challenging. My thanks to Jenn Bestwick, Professor Wiremu Doherty, Sir Mason Durie, Tanira Kingi, Tipa Mahuta, Noeline Matthews and Shona Smith for their important contribution to *Te Rautaki Māori a te Mana Tohu Mātauranga o Aotearoa 2012 - 2017*.

He mihi nui ki a koutou,

A handwritten signature in black ink, which appears to read 'Sue Suckling'.

Nā Sue Suckling
BOARD CHAIR
New Zealand Qualifications Authority

Message from Ngā Kaitūhono Chair



Ngā waha kākā tarahae,
ngā pikinga kōtuku kua whati,
te hunga e tawēwē ana i te takiwā,
koinei te kupu whakamau i a koutou.

Ngā Kaitūhono works with the NZQA Board and the Strategic Management Team including the Deputy Chief Executive Māori, Daryn Bean, to ensure that NZQA's approach to Māori knowledge is compatible with Māori values and consistent with Māori expectations.

The relationship established with the NZQA Board and the Deputy Chief Executive Māori has evolved since Ngā Kaitūhono was first established in 2008. Over the past four years NZQA has forged a strong and productive partnership with Ngā Kaitūhono. The partnership is unique and based on values, respect and a common goal – to enable greater Māori access to higher learning and qualifications through high quality mātauranga Māori inspired learning pathways.

Ngā Kaitūhono has encouraged NZQA to consider what its role is in ensuring the recognition of Māori community knowledge and advancement of mātauranga Māori within the New Zealand education system. This has culminated in the unprecedented development of an indigenous evaluative quality assurance approach.¹ Based on Māori principles and values, developed side by side with Māori, this distinctive evaluative approach is the first of its kind in the world.

Ngā Kaitūhono has high expectations for *Te Rautaki Māori a te Mana Tohu Mātauranga o Aotearoa 2012 - 2017*. We have engaged extensively with the Deputy Chief Executive Māori in the refresh of this strategy and endorse its strategic direction, outcome and goals. We believe this strategy will enable the systematic advancement towards Māori achieving and enjoying education success as Māori.

I would like to take this opportunity to express my gratitude and appreciation to the members of Ngā Kaitūhono for their continued commitment and their valuable contributions. I also convey our thanks and acknowledgement to NZQA and in particular the commitment of the Board, the Chief Executive, the Deputy Chief Executives and the efforts of the team in the Office of the Deputy Chief Executive Māori.

Nāku noa iti nei,

A handwritten signature in black ink, appearing to be 'W. Doherty'.

Professor Wiremu Doherty (PhD)
CHAIR
Ngā Kaitūhono
New Zealand Qualifications Authority

¹ See: Tohu Kairangi – Quality Assurance (Pg 12)

Purpose Statement

Te Rautaki Māori a te Mana Tohu Mātauranga o Aotearoa 2012 - 2017 (Te Rautaki Māori 2012 - 2017) outlines the New Zealand Qualifications Authority's contribution to the Government's education sector goal of Māori achieving and enjoying education success as Māori.² It consists of a strategic framework that articulates goals and an implementation programme identified through a process of engaging with Māori, whānau, hapū and iwi, and the education sector.

Te Rautaki Māori 2012 - 2017 also reflects on NZQA's achievements since the launch of *Te Rautaki Māori me te Mahere Whakatinana a te Mana Tohu Mātauranga 2007 - 2012 (Te Rautaki Māori 2007 - 2012)*.

Te Rautaki Māori 2012 - 2017 has been principally prepared to guide NZQA towards fulfilling its contribution to Māori education success. The strategy also informs Māori, whānau, hapū and iwi about how NZQA has committed to working with and for Māori to meet the objectives set out in *Te Rautaki Māori 2012 - 2017*.

Over the next five years, NZQA will increase its organisational capability to respond to Māori learner needs and aspirations. We will strengthen our relationships with our colleague education sector agencies to pool our knowledge, resources and effort towards Māori enjoying and achieving education success as Māori.

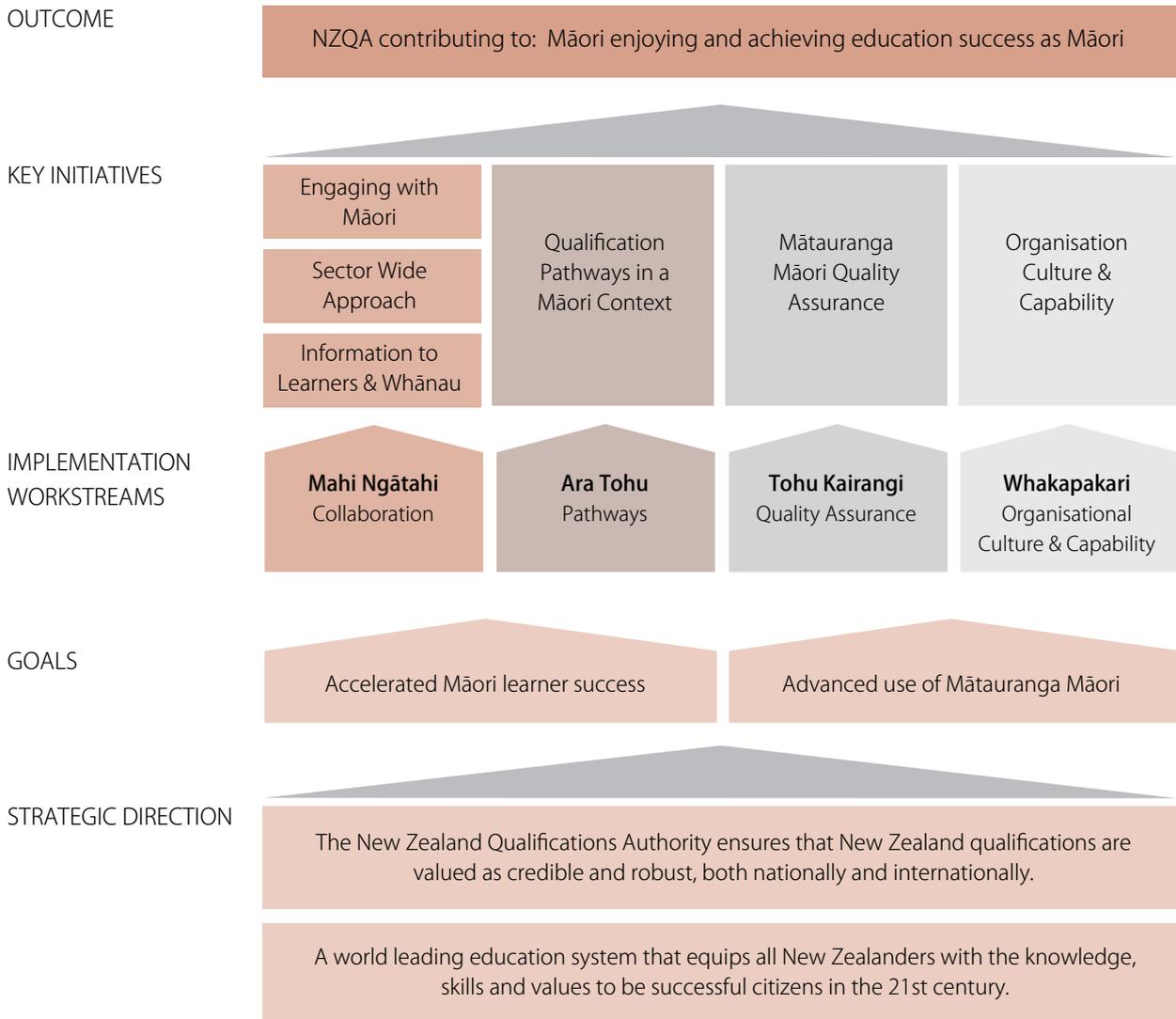
In addition to this strategy document NZQA has prepared implementation plans, including milestones and detailed actions to guide NZQA staff to give effect to *Te Rautaki Māori 2012 - 2017* as a part of their everyday functions.

The environmental context which informed the refresh of *Te Rautaki Māori 2012 - 2017* is attached as Appendix 2.



Te Rautaki Māori a te Mana Tohu Mātauranga o Aotearoa

An Overview



Strategic Outcomes Framework

Te Rautaki Māori 2012 - 2017 is NZQA's planned approach to how it will direct its resources to contribute to Māori education success and the government's Māori education strategy; *Ka Hikitia*.³

This diagram sets out NZQA's strategic outcomes framework for *Te Rautaki Māori 2012 - 2017*.

| | | |
|---------------------|--|----------------------------------|
| OUTCOME | NZQA contributing to: Māori enjoying and achieving education success as Māori | |
| GOALS | Accelerated Māori learner success | Advanced use of mātauranga Māori |
| STRATEGIC DIRECTION | The New Zealand Qualifications Authority ensures that New Zealand qualifications are valued as credible and robust, both nationally and internationally. | |
| | A world leading education system that equips all New Zealanders with the knowledge, skills and values to be successful citizens in the 21st century. | |

Outcome

Ka Hikitia is the government's approach to improving the performance of the education system for, and with Māori. The aim of *Ka Hikitia* is to transform the education sector so that Māori enjoying and achieving education success as Māori is the "norm".⁴ *Ka Hikitia* acknowledges that a number of government agencies, including NZQA, need to effectively link their work to achieve the strategy's ultimate outcome. *Te Rautaki Māori 2012 - 2017* reinforces NZQA's commitment to working with education agencies on the government's shared objective for improved Māori educational outcomes.

Goals

After engagement with iwi and other Māori education sector clients, NZQA has determined that there are two principal goals that can be achieved by NZQA using its statutory role and functions⁵ to promote Māori enjoying and achieving education success as Māori, they are:

- Accelerated Māori learner success; and
- Advanced use of mātauranga Māori.

These goals underpin the direction of NZQA's *Te Rautaki Māori 2012 - 2017* implementation programme. The goals are interdependent. They recognise that the cultural relevance mātauranga Māori provides, across all delivery mediums, is a key contributor to accelerating Māori learner success.

³ Ministry of Education *Ka Hikitia, Managing for Success - Māori Education Strategy*

⁴ Available from: <http://www.minedu.govt.nz/theMinistry/PolicyAndStrategy/KaHikitia/StrategyOverview/Background.aspx>.

⁵ See Appendix 1 – *NZQA Role and Functions Summary* (Pg 17)

Accelerated Māori learner Success

Māori learner achievement statistics have improved between 2007 - 2012. However, NZQA agrees with Māori educationalists and iwi that more must be done to accelerate Māori learner success.⁶ The success of Māori learners in education has implications beyond 2017 for the labour market and the national economy. Therefore, accelerating Māori learner success is of national importance given the projected concentration of the Māori working age population in the next 20 years.⁷ Within the limits of its statutory mandate, NZQA will sharpen its focus on Māori learner success in its processes for the review and development of standards and qualifications, throughout its quality assurance functions, and through its support to teachers and schools, learners and whānau for the delivery of NCEA.

NZQA acknowledges that accelerating Māori learner success will require a collaborative effort – with iwi, hapū and whānau, parents, schools, educators and other public sector education agencies.

Advanced use of mātauranga Māori

An education system that values and advances the use and application of mātauranga Māori⁸ is an essential precursor to many Māori learners being able to enjoy education success as Māori. Incorporating mātauranga Māori into learning recognises the cultural distinctiveness of Māori learners. There is potential to recognise this distinctiveness within any learning area, across all delivery mediums. The quality and extent of NCEA success rates for Māori learners who participate in Māori medium education⁹ supports the notion that when Māori identity, language and culture is acknowledged, valued and nurtured in a learning environment, the learner is better engaged and motivated to achieve.

Through the implementation of Te Rautaki Māori 2007 - 2012, NZQA has developed a greater understanding of the importance of mātauranga Māori, Māori learner identity, and of the roles of whānau, hapū and iwi in achieving Māori education success as Māori.

Using mātauranga Māori to contextualise learning for Māori affirms cultural identity as well as broadens the learning pathways available to promote Māori education success.

Culturally relevant learning has become increasingly important for Māori learners as hapū and iwi demand a sophisticated and skilled workforce in a global and post-treaty settlement environment. The continued growth of the Māori economy will also generate a demand for new skill sets and qualifications.

NZQA intends to execute its day to day operations in a way that values and is responsive to the advanced use of mātauranga Māori.

Strategic Direction

A world-leading education system that equips all New Zealanders with the knowledge, skills and values to be successful citizens in the 21st century including improving outcomes for priority groups, is the government's education sector aim. NZQA's *Statement of Intent (SOI) 2012/13 - 2014/15* acknowledges NZQA's role in contributing towards the success of this goal – it is one of the lead statements in the SOI's strategic outcomes framework.¹⁰ Like the SOI, *Te Rautaki Māori 2012 - 2017* is part of NZQA's corporate planning framework that shares the overarching intent of the Government's education sector goal to inform its focus and priorities.

⁶ See Appendix 2 – *Māori and Iwi clients' perspectives* (Pg 24)

⁷ Available from: http://www.stats.govt.nz/browse_for_stats/population/estimates_and_projections/maori-population-estimates.aspx.

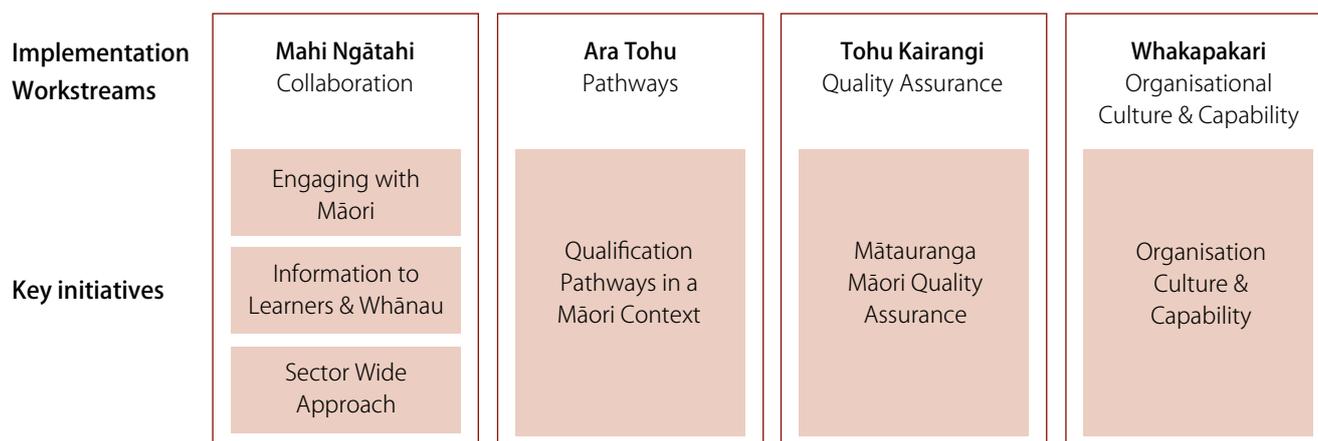
⁸ See Appendix 2 – *Māori and Iwi clients' perspectives* (Pg 24)

⁹ Available from: <http://www.educationcounts.govt.nz/publications/maori/5851/75954/summary-sheets>

¹⁰ NZQA Statement of Intent 2012/13 - 2014/15

Implementation Programme

Te Rautaki Māori 2012 - 2017 implementation programme consists of four workstreams and six key initiatives. The implementation programme outlines how NZQA will focus its efforts to successfully implement *Te Rautaki Māori 2012 - 2017*.



To formulate the implementation programme, NZQA considered the progress made against the key actions in *Te Rautaki Māori 2007 - 2012*, as well as the feedback from Māori and iwi clients during the preparation of *Te Rautaki Māori 2012 - 2017*. The feedback confirmed that NZQA has strengthened its relationships with Māori clients through its implementation of *Te Rautaki Māori 2007 - 2012*. NZQA will continue to invest in these relationships over the next five years.

The 2011 review of progress against the key actions of *Te Rautaki Māori 2007 - 2011*¹¹ found that continuing support for NZQA staff is needed to fulfil the strategic intent of *Te Rautaki Māori 2012 - 2017*. Strengthening NZQA's organisational effectiveness and capability to address the needs of Māori underpins *Te Rautaki Māori 2012 - 2017*. This will be achieved by enhancing NZQA's responsiveness to Māori learners across all delivery mediums, by increasing NZQA's understanding of whānau, hapū and iwi aspirations and by recognising mātauranga Māori. Ongoing investment in NZQA staff capability is viewed as essential over the next five years.

Some of the previous strategy's key actions have been built on, and in some cases, carried forward and combined together with the new key initiatives outlined in the workstreams of *Te Rautaki Māori 2012 - 2017*. A summary of *Te Rautaki Māori 2007 - 2012* review is in Appendix 3.

Shared responsibility for the execution of the key actions within the previous strategy was central to its success. It reinforced the value of NZQA-wide accountability for the strategy, led by each of the Deputy Chief Executives (DCEs). NZQA intends to take the same approach with *Te Rautaki Māori 2012 - 2017*. Each of the NZQA divisions have been assigned an implementation workstream (see diagram Pg 9).

NZQA recognises that adequate resourcing, both staff and budget, is critical to the strategy's success. Building staff capability to deliver on the strategy goals is also part of NZQA's commitment to *Te Rautaki Māori 2012 - 2017*.

¹¹ See Appendix 3 – *Te Rautaki Māori me te Mahere Whakatinana a te Mana Tohu Mātauranga o Aotearoa 2007 – 2012 Review* (Pg 26)

Implementation Workstreams and Key Initiatives

To achieve the two goals of *Accelerated Māori learner success* and *Advanced use of mātauranga Māori*, NZQA has identified four implementation workstreams.

The four implementation workstreams are:

- Mahi Ngātahi - **Collaboration**
- Ara Tohu - **Pathways**
- Tohu Kairangi - **Quality Assurance**
- Whakapakari - **Organisational Culture & Capability**

There are interdependencies across the four workstreams. Therefore successful implementation of each requires a collective effort and consistent approach to deliver on all four workstreams outcomes. For example, in order to effectively and successfully support secondary schools and education providers to accelerate Māori learner success (a deliverable under Ara Tohu), NZQA will need to collaborate with the other education sector agencies (a deliverable under Mahi Ngātahi).

The workstreams and key initiatives of the implementation programme are outlined below:

Implementation Workstreams



Mahi Ngātahi – Collaboration

Mahi Ngātahi focuses on transforming the education system through leadership and effective collaboration.

The *Mahi Ngātahi* workstream builds on the *Collaboration* implementation pathway from Te Rautaki Māori 2007 - 2012. It focused on NZQA working with other government agencies to maximise effectiveness and ensure consistency with wider government Māori strategies. The *NCEA & the Whānau* information programme¹² is an education sector collaboration between NZQA, the Ministry of Education and Careers New Zealand, and was a key accomplishment during the 2010/2011 period. Another positive benefit of the *Collaboration* implementation pathway has been the substantive improvement in NZQA's relationships with Māori and iwi.

Over the life of this strategy, NZQA's collaboration with government agencies, including but not limited to; the Ministry of Education, Tertiary Education Commission,

Education Review Office, New Zealand Teachers Council, Te Puni Kōkiri and Careers New Zealand, will support system-wide efforts to achieve the Māori education strategy goals. Through collaborative projects NZQA will build on its existing relationships with Māori, including iwi and Māori educationalists and practitioners to focus attention on producing better qualification outcomes for Māori.

Work on a range of best-practice and information initiatives for Māori learners, whānau, hapū and iwi, (including the *NCEA & the Whānau* information programme) will continue.

Through the *Mahi Ngātahi* workstream NZQA is committed to implementing the Key Initiatives of ***Engaging with Maori, Information to Learners & Whānau, and Sector Wide Approach.***

Engaging with Māori Information to Learners & Whānau Sector Wide Approach

Summary of Key Initiatives

Through these key initiatives NZQA seeks to:

Ensure education system-wide initiatives are co-ordinated and effective based on shared expectations that are centred on Maori enjoying and achieving education success as Māori.

Deliverables

We will:

- provide leadership and support to inter-agency and sector priorities for addressing Māori education achievement through initiatives such as *NCEA & the Whānau*;
- collaborate with other agencies to ensure that NZQA's contribution to Māori education achievement continues to be consistent with, and aligned to wider government strategies;
- contribute to a system-wide process for enhancing the quality of NCEA and tertiary learner data for Māori and iwi development planning;
- provide information that empowers education providers to raise achievement levels of Māori learners; and
- provide information that empowers learners, whānau, hapū and iwi to:
 - make informed decisions about their education;
 - be self determining in their qualification pathways;
 - be aware of other models of success; and
 - seek collaborative relationships with others.

¹² For more detail, see: *NCEA & the Whānau* (Pg 10)

NCEA & the Whānau



The *NCEA & the Whānau* information programme was a significant accomplishment of Te Rautaki Māori 2007 - 2012. The information programme, initiated by NZQA, focuses on helping whānau to understand NCEA. Evidence tells us that Māori learners achieve education success when they have whānau support, aspirations, and a plan to reach those aspirations.¹³

The *NCEA & the Whānau* information programme is delivered through whānau engagements. The engagements aim to help whānau and learners talk about their educational aspirations, and provides support for preparing a whānau plan. The engagements are delivered and/or facilitated by one of the trained network of 'champions' (pictured above). The 'champions' work with schools and other groups to help whānau and learners make subject choices and develop career plans that lead to meaningful qualification pathways.

¹³ For more detail, see: <http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/understanding-ncea/ncea-and-the-whanau/>



Ara Tohu – Pathways

Ara Tohu focuses on developing relevant qualification pathways¹⁴ in a Māori context.

The *Ara Tohu* workstream builds on the implementation pathways of *Career Advancement* and *Engaging with Māori* from Te Rautaki Māori 2007 - 2012. Those implementation pathways also led to the establishment of the NZQA Māori Economic Development Forum.¹⁵ The Forum identifies qualifications that are linked to Māori economic and workforce priorities.

In 2011 new quality assurance rules for the New Zealand Qualifications Framework (NZQF) were established. These include listing qualifications and programme approval processes that consider, as appropriate, how qualifications are relevant to Māori communities' social and cultural aspirations. These will be implemented over the next three years.

Through *Ara Tohu* NZQA will collaborate with the education sector to identify and develop qualification outcomes and graduate profiles that concurrently recognise iwi or cultural contexts and economic aspirations.

Ara Tohu will also focus on promoting and supporting the use of Field Māori¹⁶ standards and qualifications in a learning pathway. This includes developing assessment resources and tools to increase the use and uptake of Field Māori.

NZQA will contribute to providing a seamless transition for Māori learners from secondary to tertiary education, with particular emphasis on those Māori learners within the mainstream secondary school education system. To this end, NZQA intends to improve the relevance of resources to Māori learners in order to better support providers in their delivery of the curriculum (e.g. resources for Youth Guarantee and for the delivery and assessment of NCEA).

Central to *Ara Tohu* will be the promotion of clearly defined, quality learning pathways that will continue to focus NZQA and education providers on the importance of learner progression.

Through this workstream NZQA will direct significant effort and resource to the Key Initiative of ***Qualification Pathways in a Māori context.***

Qualification Pathways in a Māori context

Summary of Key Initiative

Through this key initiative NZQA seeks to:

Support Māori learners to reach their full potential across all learning areas through the development and promotion of NZQF qualification pathways that have shared relevance to te ao Māori and the New Zealand economy.

Deliverables

We will:

- promote culturally responsive qualification pathways for learners to progress to higher levels of learning;
- work with iwi, agencies and education organisations on projects to develop qualification pathways that lead to improved employment opportunities or other outcomes for Māori learners;
- support qualification developers, teachers and other practitioners with information and resources to assist learners and whānau to understand qualification pathways; and
- support secondary schools and education providers to accelerate Māori learner success through culturally relevant assessment resources and tools (including NCEA resources and exemplars).

¹⁴ *Qualification pathways* refer to progressive qualifications in any particular subject area made available for all learners, by qualification developers and providers.

¹⁵ See Appendix 1 - *The Role of the NZQA Māori Economic Development Forum* (Pg 18)

¹⁶ *Field Māori* is one of the classification fields for the Directory of Assessment Standards that caters specifically to Māori knowledge, pedagogy and skills.

Tohu Kairangi – Quality Assurance

Tohu Kairangi will ensure excellence in mātauranga Māori qualification awards.

This workstream has two key focus areas. The first is to emphasise the importance of Māori learner achievement with tertiary education providers (non-university) as NZQA carries out its quality assurance functions. The second focus is to ensure qualifications and programmes of study that incorporate mātauranga Māori are valued as credible and robust, and recognised as excellent from within the communities where they originate and also nationally and internationally.

The *Tohu Kairangi* workstream builds on the *Quality Systems and Processes* implementation pathway of Te Rautaki Māori 2007 - 2012. During the five-year period, NZQA engaged with iwi and Māori clients to develop criteria for the quality assurance of qualifications and providers of programmes based on Māori knowledge.

As a result, an evaluative approach; Mātauranga Māori Evaluative Quality Assurance (MM EQA)¹⁷ was developed. MM EQA includes tools and processes to quality assure mātauranga Māori qualifications, programmes of study and tertiary education organisations. The systematic and

rigorous approach of MM EQA is based on the principle that what is of value to Māori should be central, with mātauranga Māori outcomes, processes, philosophies and practices recognised on their merits. MM EQA interfaces between mātauranga Māori and evaluative quality assurance in such a way that the integrity of each is sustained without compromise.

Drawing from key principles and concepts from Te Ao Māori, *Te Hono o te Kahurangi*¹⁸ is the kaupapa Māori framework, which drove the development of the evaluative tools and processes now supporting MM EQA. A major achievement of Te Rautaki Māori 2007 - 2012, it was developed in partnership with key Māori educationalists and iwi from across the country (known as the Mātauranga Māori Working Group).¹⁹

A particular focus of *Tohu Kairangi* will be to support the implementation of MM EQA. This will include the awarding of the Mātauranga Māori Quality Assurance Mark.²⁰

*NZQA will integrate the key initiative of **Mātauranga Māori Quality Assurance** into its quality assurance activities.*

Mātauranga Māori Quality Assurance

Summary of Key Initiative

Through this key initiative NZQA seeks to:

Support tertiary education organisations responsiveness to Māori learner achievement; recognise quality mātauranga Māori through the implementation of MM EQA; and award excellence with a Mātauranga Māori Quality Assurance Mark.

Deliverables

We will:

- enhance engagements with the education sector to support tertiary providers responsiveness to raising Māori learner achievement;
- evaluate tertiary education organisations' performance on Māori learner achievement;
- embed the Mātauranga Māori Evaluative Quality Assurance approach in to relevant quality assurance functions of NZQA, guided by the principles and values of *Te Hono o te Kahurangi*; and
- recognise excellence in mātauranga Māori by awarding a Mātauranga Māori Quality Assurance Mark.

¹⁷ For more detail, see: www.nzqa.govt.nz/maori/mm-eqa/

¹⁸ See: *Te Hono o te Kahurangi* (Pg 13)

¹⁹ See: Appendix 4, Mātauranga Māori Evaluative Quality Assurance - Acknowledgements (Pg 27)

²⁰ See: *Mātauranga Māori Quality Assurance Mark* (Pg 13)

Mātauranga Māori Quality Assurance Mark

The Mātauranga Māori Quality Assurance Mark (right) signals that a programme of study is highly likely to meet the needs and aspirations of Māori learners. Learners and whānau can also be confident that organisations delivering programmes of study who are awarded the Mātauranga Māori Quality Assurance Mark have the resources to support the achievement of quality outcomes most valued by Māori and advance mātauranga Māori as a body of knowledge.



Te Hono o te Kahurangi

Te Hono o te Kahurangi is a kaupapa Māori framework that underpins the approach, tools and processes used to reach conclusions about the quality of mātauranga Māori qualifications, programmes of study and organisations. Aligning eight key kaupapa Māori principles to the notion of the wharenuī, *Te Hono o te Kahurangi* illustrates the most significant point of difference between MM EQA and standard quality assurance processes.

It represents a genuine attempt to ensure a quality assurance approach, which is driven from a Māori perspective: from the tools, processes and methodologies, to the way in which NZQA will engage, assess applications, review organisations and work with clients.

Whakapakari – Organisational Culture & Capability

Whakapakari focuses on developing NZQA staff capability to engage meaningfully with Māori based on NZQA's values as outlined in Ngā Mātāpono,²¹ and embedding an understanding of a Māori world view.

The *Whakapakari* workstream builds on the *Engagement with Māori* implementation pathway of Te Rautaki Māori 2007 - 2012. That implementation pathway focused on building NZQA's capability and capacity to contribute to better educational outcomes for Māori. The implementation pathway led to a programme of NZQA-wide organisational development initiatives to increase staff knowledge and appreciation for tikanga, te reo Māori and kaupapa Māori. The initiatives included but were not limited to, the:

- NZQA Values - Ngā Mātāpono;²²
- NZQA Client Charter;²³
- NZQA People Plan 'He tangata, He tangata, He tangata, including the *Engaging with Māori* competency (see competency page 16);
- online Māori Relationships Toolkit to support all staff when engaging with Māori; and

- staff participation in; Te Ataarangi and Tikanga Māori classes; whakatau for new staff; Te wiki o te reo Māori celebrations, and the Māori Staff Network annual wānanga.

A guide was also developed to assist NZQA managers, staff and contractors to effectively engage with Māori.²⁴ The guide builds on an earlier NZQA report which examined NZQA's relationships with Māori clients including; learners, education providers, schools, whānau, hapū, iwi, and communities.²⁵

The reports fundamental conclusion was that NZQA has made significant gains in establishing productive relationships with Māori through a range of consultative processes. The report credited this to the thought leadership provided by Ngā Kaitūhono, the advice received from the NZQA Māori Economic Development Forum and to Māori qualifications and unit standards developed by Whakaruruhau.²⁶

The *Whakapakari* workstream will ensure that NZQA applies an understanding of te ao Māori to its core business. This will be achieved through the key initiative of **Organisation Culture & Capability**.

Organisation Culture & Capability

Summary of Key Initiative

Through this key initiative NZQA seeks to:

Always engage meaningfully with Māori, underpinned by NZQA Values and an understanding of te ao Māori and a Māori worldview.

Deliverables

We will:

- develop assessment and evaluation capability for qualifications and programmes of study that advance the use of mātauranga Māori;
- support the NZQA Māori staff network and its annual initiatives;
- provide professional development opportunities to develop Māori capability across all staff levels of NZQA;
- encourage Māori and non-Māori staff to share their expertise to achieve the strategy goals;
- increase levels of te reo Māori fluency across NZQA; and
- build the capability of NZQA staff to demonstrate the "engaging with Māori" competency.

²¹ For more detail, see: <http://www.nzqa.govt.nz/about-us/our-role/our-values-nga-matapono>

²² For more detail, see: <http://www.nzqa.govt.nz/about-us/our-role/our-values-nga-matapono>

²³ For more detail, see: <http://www.nzqa.govt.nz/about-us/our-role/our-client-charter>

²⁴ NZQA Māori Relationships Toolkit, A Practical Guide (Sept 2010) Wellington.

²⁵ NZQA Engaging with Māori Report (Aug 2010) Wellington.

²⁶ See Appendix 1 – *The role of Whakaruruhau* (Pg 19)

Engaging with Māori Competency

The *Engaging with Māori* competency is a part of the core competencies framework. It was a significant accomplishment of Te Rautaki Māori 2007 - 2012. The core competencies framework defines the way NZQA does things. The framework also outlines what types of behaviours are expected of NZQA staff to support the strategic directions outlined in the *Statement of Intent, Te Rautaki Māori 2012 - 2017* and NZQA's *Pasifika Strategy*.²⁷

The core competencies framework is part of NZQA's People Plan. The People Plan focuses on developing the capability of all staff.

The deliverables of *Whakapakari* will build on such accomplishments as the *Engaging with Māori* competency (outlined below).



Catherine speaks of the organisation's monthly whakatau for new staff, where she committed to learning te reo Māori me ōna tikanga.

Catherine's learning journey is consistent with the intentions of the Engaging with Māori Competency.



Catherine Williams

Deputy Chief Executive
Strategic & Corporate
Services

“ Two years ago, I went to a whakatau to welcome new staff to NZQA. I had to speak in

English, when my colleagues spoke in Māori, because I didn't have any words to introduce myself. I felt like I was letting my team down. And so I stood up and committed to everyone there that things were going to change - and that's when my learning of te reo Māori began.

I love speaking in public, so it was a strange experience for me to be scared of standing up in front of people. The day I progressed to having no notes was a turning point. The staff were magnificent, and willed me on every time I stood to speak. When I looked out I saw a sea of heads nodding, encouraging, even mouthing the words. And when I heard that 'kia ora Catherine' at the end, it was an amazing feeling. It is still an amazing feeling.

I needed to extend my skills and I committed to doing just that. Even though I am still at the beginning of my journey I continue to gain confidence in representing the organisation when engaging with Maori.

I'm proud to belong to an organisation that is prepared to support and develop in its people an appreciation, understanding and respect for te ao Māori. ”



Appendix One

NZQA Role and Functions Summary

The role of NZQA in the education sector is to ensure that New Zealand qualifications are regarded as credible and robust, nationally and internationally, in order to help learners succeed in their chosen endeavours and to contribute to New Zealand society.

NZQA is responsible for:

- managing the New Zealand Qualifications Framework (NZQF);
- administering the secondary school assessment system;
- independent quality assurance of non-university education providers; and
- qualifications recognition and standard-setting for specified unit standards.

NZQA has four outcomes it is seeking to achieve through to 2015²⁸ they are;

1. Enhancing quality in:
 - senior secondary assessment
 - tertiary education (non-university);
2. Improving the usefulness of qualification pathways for learners and whānau to inform decision making;
3. Employers, iwi and industry report that employees with relevant New Zealand qualifications are a better match to their needs; and
4. Increasing the recognition and portability of New Zealand qualifications

As a Crown agency, NZQA carries out its duties in ways that give effect to the principles of the Treaty of Waitangi. NZQA's values and Ngā Mātāpono, are based on Māori concepts and principles linked with the Treaty of Waitangi, these are:

- **Rangatiratanga** – empowering and leading others;
- **Kōtahitanga** – collaboration and unity;
- **Ngaiotanga** – doing our job in the best possible way;
- **Kaitiakitanga** – guardianship;
- **Whakapono** – open and transparent; and
- **Manaakitanga** – caring for and valuing others.²⁹

²⁸ NZQA Statement of Intent 2012/13 - 2014/15

²⁹ For more detail, see: <http://www.nzqa.govt.nz/about-us/our-role/our-values-nga-matapono>.

The role of the Office of the Deputy Chief Executive Māori

The Office of the Deputy Chief Executive Māori (ODCEM) carries out a range of functions that supports NZQA to give effect to its statutory role. The functions span the strategic, management, and operational levels of the organisation. ODCEM is responsible for:

- strategic leadership and management of Te Rautaki Māori;
- contributing to the improved capability of NZQA staff to be able to effectively respond to the needs of Māori and iwi clients;
- supporting NZQA's commitment to higher Māori education achievement;
- managing strategic relationships with Māori and iwi, including the two advisory groups established through Te Rautaki Māori 2007 - 2012:
 - Ngā Kaitūhono; and the
 - NZQA Māori Economic Development Forum;
- providing support for Te Whakaruruhau Matua.

The ODCEM was instrumental in supporting NZQA to successfully implement Te Rautaki Māori 2007 - 2012. It is responsible for creating an environment that encourages staff to address the needs of Māori learners because of their increased understanding of Māori culture and Māori world views.

Through *Te Rautaki Māori 2012 - 2017*, the ODCEM will continue to build on these accomplishments. It will increase its focus on supporting all NZQA business units and staff to deliver on key initiatives and engage with Māori, ensure effective communication internally and externally, and support sector-wide initiatives and strategies.



NZQA's Deputy Chief Executive Māori, Daryn Bean, addresses Ngā Kaitūhono

The role of Ngā Kaitūhono



Ngā Kaitūhono works with the NZQA Board and the Strategic Management Team to ensure that NZQA's approach to Māori knowledge is compatible with Māori values, consistent with Māori expectations, and complementary to other validation processes, including those that may be established by Māori. Ngā Kaitūhono also advises NZQA on any issue which it regards as pertinent to the successful implementation of Te Rautaki Māori.

NZQA's relationship with Ngā Kaitūhono was well-established over 2008 - 2012, with significant hui helping NZQA to reframe the conversation about mātauranga

Māori and quality assurance. NZQA's relationship with Ngā Kaitūhono is unique because it brings Māori values and principles alive within the organisation. NZQA will continue to engage with, and seek the guidance of Ngā Kaitūhono during implementation of *Te Rautaki Māori 2012 - 2017*.

Current membership as pictured above (left to right) includes: Professor Wiremu Doherty (Chair), Aneta Wi Neera, Dr Tairahia Black, Hone Sadler, Donna Grant, Liz Hunkin and Professor Sir Hirini Moko Mead.

The role of the NZQA Māori Economic Development Forum



The NZQA Māori Economic Development Forum (MEDF) is an external Māori reference group, established by NZQA to identify potential qualification pathways that will bring improved economic benefits to Māori.

The work of MEDF is to ensure that NZQA's approach to developing qualification pathways contributes to quality outcomes for Māori learners and their whānau, hapū and iwi. The outcomes intend to make it easier for Māori learners to 'live as Māori' and be 'citizens of the world.'

The MEDF will achieve this by providing high quality advice to NZQA that informs the development of qualification pathways in a Māori context. The MEDF will also advise

NZQA on any issue which they regard as pertinent to the fulfillment of NZQA's obligation to the implementation of Te Rautaki Māori.

Current membership as pictured above (left to right) includes: Marcus Grant, Victoria Werohia, Tamati Cairns, Sandre Kruger, Tipa Mahuta (Chair), Patsie Karauria, Richard Orzecki and Dr Catherine Savage.

The role of Whakaruruhau

Whakaruruhau is the longest standing of NZQA's Māori advisory groups.

Whakaruruhau assists NZQA to develop, maintain, and promote Field Māori qualifications, unit standards and associated assessment support materials. Whakaruruhau provides the expertise on specific Field Māori developments, and provides advice on maintaining the cultural integrity of the unit standards and qualifications.

Te Whakaruruhau Matua meets twice yearly, and comprise of the Chairpersons of each Whakaruruhau:

The following representatives form the current membership:

| | |
|-----------------------------------|--|
| Noeline Matthews (Chairperson) | Māori Business and Management |
| Evelyn Tobin | Reo Māori |
| Mauriora Kingi | Tikanga |
| Wanairangi Nopera | Ngā Mahi a te Whare Pora |
| Tame Te Rangi | Whakairo |
| Donna Grant | Māori Performing Arts |
| Bronwyn Yates | Te Mātauranga Māori me te Whakangungu |
| Luana Murray | Hauora |
| Owen Ormsby | Tourism Māori |
| Richard Orzecki & Murray McGregor | Governance of Māori Authorities |
| Tawini Rangihau | Reo Māori Media |
| Sharon Wallace | Manaaki Marae - Marae Hospitality |
| Hine Moeke-Murray | Te Ara Nunumi - Bereavement Pathways Māori |
| Anne McGuire | Environmental Māori |
| Dione Payne | Mana Wahine |
| Bella Tait | Whenua |
| Paora Sharples | Mau Rākau |
| Tuhoe Huata | New Māori Music |
| Mihi Aston | New Māori Dance |



Pictured above from left to right: Anne McGuire, Tame Te Rangi, Noeline Matthews, Mauriora Kingi, Wanairangi Nopera



Appendix Two – Environmental Context

The changing Māori population

The Māori population is growing, and has become increasingly important to the health of the overall New Zealand economy. At the time of the 2006 Census, there were 565,329 people who identified with the Māori ethnic group and usually lived in New Zealand.³⁰ November 2011 population projections estimated the Māori population at 673,500.³¹ New Zealand's Māori population is projected to reach 810,000 by 2026 (approximately 16 percent of the total New Zealand population).³²

The Māori population will continue to have a much younger age structure than the overall New Zealand population because of historically higher Māori birth rates. Half of the Māori population will be older than 25.4 years in 2026, compared with a median age of 22.9 years in 2006.³³

The number of Māori children is projected to increase 21 percent from 215,000 in 2006 to 258,000 in 2026. However, children will make up a smaller proportion of the Māori population, dropping from 34 percent in 2006 to 32 percent in 2026. This is due to the projected decline in the Māori birth rate and the gradual ageing of the Māori population.³⁴

The number of Māori people aged 65 years and over is projected to reach 69,000 in 2026, almost three times the 2006 population of 26,000. In 2026, they will make up 8.5 percent of the Māori population, compared with 4.1 percent in 2006.³⁵

The economic outlook for New Zealand and the Māori economy

Changes transforming New Zealand's economy include the impacts from globalisation, climate change, recent economic downturns, the 2010/11 Canterbury earthquakes, and the government's desire for a more efficient and effective public sector. The increasing contribution and value of the Māori economy is emerging as a significant catalyst for positive economic change. The growing asset base in a post-Treaty settlement environment has also brought more focus to bear on iwi and Māori economic contributions to New Zealand.

Estimated to be currently worth \$36.9 billion,³⁶ the Māori economic asset base is made up of collectively owned assets, assets arising from Treaty of Waitangi settlements, Māori entrepreneurs active in individually owned businesses and/or small to medium enterprises, as well as the contribution of Māori employees in terms of wages earned.³⁷ The largest contribution of \$20.9 billion is attributed to the enterprises of 5,690 Māori employers.³⁸

The skills and qualification pathways for Māori learners should align with the new and growing areas of economic opportunity (directly or indirectly influenced by Māori). Over the next five years there is an overall predicted nine percent growth in employment forecasts. Higher skilled occupations account for 55 percent of the expected employment growth, with the largest increase in the broad area of 'specialised managers'.³⁹ Employment is predicted to grow in this area by 41,400 over 2010 - 2015.⁴⁰ There are also positive forecasts for the primary sector with the agricultural industry expected to increase by 16,400 employees over the same period.⁴¹

30 For more detail, see: http://www.stats.govt.nz/browse_for_stats/population/estimates_and_projections/maori-population-estimates.aspx

31 Available from: http://www.stats.govt.nz/browse_for_stats/population/estimates_and_projections/maori-population-estimates.aspx

32 Available from: http://www.stats.govt.nz/browse_for_stats/population/estimates_and_projections/maori-population-estimates.aspx

33 Available from: http://www.stats.govt.nz/browse_for_stats/population/estimates_and_projections/maori-population-estimates.aspx

34 Available from: http://www.stats.govt.nz/browse_for_stats/population/estimates_and_projections/maori-population-estimates.aspx

35 Available from: http://www.stats.govt.nz/browse_for_stats/population/estimates_and_projections/maori-population-estimates.aspx

36 Business Economic Research Limited (BERL) *The Asset Base, Income, Expenditure and GDP of the 2010 Māori economy*.

37 Business Economic Research Limited (BERL) *The Māori Economy, Science and Innovation*.

38 Business Economic Research Limited (BERL) *The Asset Base, Income, Expenditure and GDP of the 2010 Māori economy*.

39 'Specialised managers' area includes managers in fields such as IT, Human Resources, Sales & marketing, Engineering, Finance, Advertising & Public relations, Retail, and Construction.

40 Department of Labour (April 2011) *Likely areas of growth in employment opportunities*. Quarterly report (s5.3).

41 Department of Labour (April 2011) *Likely areas of growth in employment opportunities*. Quarterly report (s5.2).

Our growing Māori workforce

Due to the projected growth of Māori of working age (15-64 years) by 2026,⁴² considerably more Māori will be entering the workforce. Māori will represent an increasing share of New Zealand's working age population (because they are a younger population than non-Māori), as more non-Māori retire.

In the short term, participation rates could rise or fall depending on underlying social and economic conditions. For example, as of June 2011 the employment rates⁴³ for Māori decreased to 57 percent, from 61 percent in 2006. This is below the total population proportion of 64 percent.⁴⁴ This decrease could be explained by the impact of the 2008/09 economic downturn which had a substantial impact on Māori. The high employment areas for Māori, such as manufacturing, retail, and tourism were significantly affected by the recession.

The labour force participation rate⁴⁵ for Māori increased strongly over 2004 - 2009, at a greater rate than for non-Māori. Māori labour force participation stood at 68 percent in September 2009, just below the rate of 69 percent for non-Māori. Of some concern though is the lower Māori labour force participation rate in the 15-24 years and 25-54 years age groups compared with non-Māori.⁴⁶ These age-groups are critically important to the New Zealand tax-base as the baby-boom generation retires. In contrast, Māori labour force participation is higher than non-Māori in the age group 55 years and over.⁴⁷

In the year to December 2011 the highest proportion of Māori employed was in the manufacturing, wholesale and retail, health care and social assistance, utilities and construction, and education and training industries.

By occupation, out of 250,000 Māori in employment, Māori were significantly represented as labourers (52,500),

professionals (41,200), community and personal service workers (29,700), managers (27,900), and technicians and trade workers (26,800).⁴⁸

In 2009, Māori comprised only nine percent of the total workers in the 'knowledge-intensive' sectors.⁴⁹ Māori workers are well-represented in the public sector areas of government administration, education and health, but are under-represented in legal, accounting, and scientific research services.⁵⁰ The 'knowledge-intensive' sectors are important for stimulating economic growth. Increased Māori participation in this sector will be critical for Māori economic development.

A Māori workforce with relevant skills, education and training will be better placed to take advantage of opportunities as they arise. Current trends show that still too many Māori are not sufficiently equipped with the requisite qualifications when they leave compulsory education to enter university or vocational pathways, and are not accessing careers in the high growth and high income industries.

⁴² Available from: http://www.stats.govt.nz/browse_for_stats/population/estimates_and_projections/maori-population-estimates.aspx

⁴³ *Employment rate* is defined as the proportion of the working age population that is employed, and does not include the working age population that is unemployed or not in the labour force.

⁴⁴ Department of Labour (June 2011) *Māori Labour Market Factsheet* (Percentages rounded).

⁴⁵ *Labour force participation rate* is defined as the proportion of the working age population who are either employed or unemployed.

⁴⁶ Department of Labour, (2009), *Māori in the New Zealand labour market* (s.4). A report with a detailed examination of Māori labour market performance over 2004-2009.

⁴⁷ Department of Labour, (2009), *Māori in the New Zealand labour market* (s.4)

⁴⁸ Available from: <http://www.dol.govt.nz/publications/lmr/quick-facts/maori.asp>

⁴⁹ *Knowledge intensive sectors* refer to industries and occupation areas that are primarily based on highly skilled employment and sophisticated production. Department of Labour (2009).

⁵⁰ Department of Labour, (2009), *Māori in the New Zealand labour market*. (s.5).

Māori learners

Although the achievement of Māori students in secondary school and progression to tertiary education is improving, it remains a significant focus for education agencies.

In 2009, 46 percent of Māori students stayed in school until at least 17 years of age, up from 40 percent in 2008.⁵¹ In the same year 53 percent of Māori students gained the National Certificate in Educational Achievement (NCEA) Level 3 by year 13, up from 50 percent in 2002.⁵² More Māori are entering tertiary education at diploma and degree level. In the vocational arena, Trades Academies are being established to provide students with a pathway into trades while at school. Each year, the Youth Guarantee scheme will provide fee-free places to tertiary education providers for 16-17 year olds who have left school before achieving the essential learning required for further education and work.

Though the rate of achievement has increased there is still much improvement required for Māori learners. Trends in data over 2004 - 2010 show that Māori student achievement is still consistently below the general population for NCEA Levels 1-3 and University Entrance (UE) even though attainment in 2010 for NCEA Levels 1-3 was considerably higher than in 2004.⁵³

The number of Māori learners leaving school with little or no qualifications has declined at a far quicker rate than that of non-Māori since 2004,⁵⁴ but is still disproportionately too high (relative to the non-Māori student population).

Achievement in Māori-medium schools is higher than in English-medium schools. In 2008, 84 percent of Māori-medium school NCEA Level 1 candidates met the literacy and numeracy requirements compared with only 68 percent of Māori candidates at English-medium schools.⁵⁵ The number of school leavers from Māori-medium schools who achieve UE is much higher than that of Māori students in English-medium schools.⁵⁶

As of 31 December 2009, just over 20,000 Māori were engaged in industry training.⁵⁷ This is a slight increase from 2003. The highest participation of Māori in 2009 was in the industry training areas of agriculture, horticulture and forestry. There were also high numbers in the areas of hospitality, community support services, and the electrical industry. The largest numbers of Māori enrolled in modern apprenticeships were in the areas of agriculture, building and construction, and the forest industries.⁵⁸

There were approximately 15,000 learners who identified as Māori enrolled at universities throughout the country in 2009, mainly studying towards bachelor degrees.⁵⁹ In the institutes of technology and polytechnics sector, Māori participation has been sitting steadily at an average of 32,000 enrolments per year over 2004 - 2009.⁶⁰ In 2009, Māori enrolments at private training establishments were stable relative to 2007, at approximately 19,000 learners.⁶¹ There was a small decline in the number of Māori enrolled at wānanga between 2004 - 2009.⁶² That said, Te Wānanga o Aotearoa with 17,613 enrolments was still the largest tertiary education provider for Māori learners in 2009.⁶³

In 2009, Māori completions⁶⁴ were concentrated at Levels 1-3 of the New Zealand Qualifications Framework (NZQF)

51 Available from: <http://www.educationcounts.govt.nz/publications/maori/5851/75954/summary-sheets> (Percentages rounded)

52 Available from: <http://www.educationcounts.govt.nz/publications/maori/5851/75954/summary-sheets> (Percentages rounded)

53 NCEA Level 1 increased from 46-60%, NCEA Level 2 increased from 57-69%, NCEA Level 3 increased from 50-61%. NZQA (May 2011) *Annual Report on NCEA & New Zealand Scholarship Data & Statistics (2010)* (Figures 23-25).

54 NZQA (May 2011) *Annual Report on NCEA & New Zealand Scholarship Data & Statistics (2010)* (Pg 32-33)

55 Available from: <http://www.educationcounts.govt.nz/publications/maori/5851/75954/summary-sheets> (Percentages rounded)

56 Available from: <http://www.educationcounts.govt.nz/publications/maori/5851/75954/summary-sheets> (Percentages rounded)

57 Available from: http://www.educationcounts.govt.nz/_data/assets/excel_doc/0004/18058/InP_EthnicgroupIndicators-01022011.xls (retrieved August 2011)

58 Available from: http://www.educationcounts.govt.nz/_data/assets/excel_doc/0004/18058/InP_EthnicgroupIndicators-01022011.xls

59 Available from: http://www.educationcounts.govt.nz/_data/assets/excel_doc/0004/18058/InP_EthnicgroupIndicators-01022011.xls

60 Available from: http://www.educationcounts.govt.nz/_data/assets/excel_doc/0004/18058/InP_EthnicgroupIndicators-01022011.xls

61 Available from: http://www.educationcounts.govt.nz/_data/assets/excel_doc/0004/18058/InP_EthnicgroupIndicators-01022011.xls

62 The decline has been from 33,245 Māori enrolments in 2004, to 23,212 in 2009.

63 Available from: http://www.educationcounts.govt.nz/_data/assets/excel_doc/0004/18058/InP_EthnicgroupIndicators-01022011.xls

64 Māori completions refer to the number of Māori learners gaining a qualification for study they have completed.

with approximately 13,500⁶⁵ Māori learners completing at those lower levels. Most of these graduates were aged 25 years or over. This is consistent with the profile pattern of Māori learners in previous years. As the NZQF qualification level increases, the absolute number of Māori completions decreases, with 6096 completions at Level 4, and 2992 at levels 5-7. In contrast, Māori made up nearly ten percent of all students who completed a Masters degree in 2009 (217).⁶⁶

Data shows that the longer a tertiary learner is enrolled in a course of study the more likely they are to progress to higher levels of learning. Over the period 2000 - 2009 the percentages of Māori who, after their first year of studying full time subsequently enrolled in higher study rose from 18 percent to 22 percent.⁶⁷ The data indicates that it would be even more likely that a learner from that 22 percent would enrol again in 2010 in a higher level of study (with the likelihood being approximately 38 percent).

More Māori are leaving school with qualifications than previously. Many of these Māori learners are progressing into the tertiary sector for further study. Although the number of Māori learners studying post-graduate degrees is increasing, Māori learner achievement still tends to be at the lower levels of the NZQF.

Government priorities

NZQA is required to give effect to government policy direction at the same time as it carries out its statutory roles.

The government has agreed four education sector-wide outcomes that influence NZQA's overall work programme,⁶⁸ they are:

1. Education provision of increasing quality and value for all;
2. Education success for every learner;
3. Maximising the contribution of education to the New Zealand economy; and
4. Higher return on educational investment.

As education sector-wide strategies, *Ka Hikitia*⁶⁹ and the *Tertiary Education Strategy*⁷⁰ both give prominence to government agencies enabling Māori to enjoy education success as Māori. In 2010, the Education Review Office found that many schools have used *Ka Hikitia* to improve their performance for Māori learners.⁷¹ This emphasis validates NZQA's focus on what it can do to raise Māori learner achievement. It has also helped to determine where NZQA should direct its investment to make the most difference for Māori learners. Smoothing the passage of Māori learners through their secondary school years, and into the tertiary education sector is an area of specific government focus.

The government's Māori affairs policy is underpinned by its Whānau Ora approach. Whānau Ora is about whānau achieving their aspirations through government agencies working effectively together. As it is largely focused on whānau participating fully in society, the economy and te ao Māori, Whānau Ora critically includes the education needs and aspirations of whānau. *Te Rautaki Māori 2012 – 2017* reflects NZQA's role in working collectively with other government agencies to address the needs of Māori whānau, as they relate to the role of NZQA.

65 Available from: http://www.educationcounts.govt.nz/__data/assets/excel_doc/0004/18058/InP_EthnicgroupIndicators-01022011.xls

66 Available from: http://www.educationcounts.govt.nz/__data/assets/excel_doc/0004/18058/InP_EthnicgroupIndicators-01022011.xls

67 Available from: http://www.educationcounts.govt.nz/__data/assets/excel_doc/0004/18058/InP_EthnicgroupIndicators-01022011.xls

68 NZQA Statement of Intent 2012/13 - 2014/15

69 Available from: <http://www.minedu.govt.nz/theMinistry/PolicyAndStrategy/KaHikitia/PublicationsAndResources-EnglishLanguageVersions.aspx>

70 Available from: <http://www.minedu.govt.nz/NZEducation/EducationPolicies/TertiaryEducation/PolicyAndStrategy/TertiaryEducationStrategy.aspx>

71 Available from: <http://www.ero.govt.nz/National-Reports/Promoting-Success-for-Maori-Students-Schools-Progress-June-2010/Conclusion>

Wai 262 – the Indigenous Flora and Fauna and Cultural and Intellectual Property Claim is about the place of Māori culture, identity and traditional knowledge in New Zealand's laws, and in government policies and practices. It concerns who controls Māori traditional knowledge, who controls artistic and cultural works, and who controls the environment that created Māori culture. Wai 262 considers the place in contemporary New Zealand of core Māori cultural values.

The Waitangi Tribunal published its inquiry report on Wai 262 in July 2011. The government has not yet responded to the Waitangi Tribunal report.

NZQA will consider any implications of the government's response for its core business and the strategic intent of *Te Rautaki Māori 2012 - 2017*.

Māori & Iwi clients' perspectives

During the preparation of *Te Rautaki Māori 2012 - 2017*, NZQA sought the perspectives of Māori and iwi clients.

NZQA met with iwi authorities, schools, kura kaupapa Māori, tertiary education organisation representatives, wānanga, government agencies, whānau, business networks and our own NZQA Māori staff network. The advice NZQA received from these hui was enriched with the feedback and ideas from NZQA's Māori advisory groups; Ngā Kaitūhono, Te Whakaruruhau Matua, and the NZQA Māori Economic Development Forum.

Although we met with a wide range of Māori and iwi clients during the preparation of *Te Rautaki Māori 2012 - 2017*, three clear themes emerged and one consistent message about the importance of education to Māori and iwi development. Iwi and whānau want to be involved in the education of their people. They have high expectations of Māori learners and how effectively the education system should be able to respond to the needs and aspirations of Māori learners, iwi, hapū and whānau.

Each of the three main themes is addressed in turn below:

1. Mātauranga Māori – At the Hui Mana Tohu Mātauranga 2009 held at Waiwhetu marae,⁷² the Board of NZQA and Ngā Kaitūhono hosted over 250 Māori educationalists to reframe the conversation on mātauranga Māori, and specifically, the quality assurance of mātauranga Māori in the education sector. The hui was to be 'an agent of change, a catalyst for collective advancement', and a turning point for NZQA and its Māori strategy.

Since 2009, iwi and Māori clients have clearly told NZQA that its role is not to define what mātauranga Māori is. NZQA has listened and does not define mātauranga Māori. NZQA acknowledges that this body of knowledge and the expertise accompanying it is retained within iwi and Māori communities. Although NZQA was told that mātauranga Māori is broader than the public education system and is not for a Crown agency to define or manipulate, it was also told that NZQA does have a clear role in recognising the potential of mātauranga Māori to better contextualise learning for Māori learners, and to advance its unique contribution to New Zealand's knowledge base.

At the Mātauranga Māori Symposium held at Te Papa Tongarewa, Wellington, in 2010, NZQA heard that Māori want to be able to have their mātauranga Māori skills and expertise recognised and valued – in the same way as other skills and expertise are recognised and valued.

The importance of Field Māori in enabling learners to give expression to their mātauranga Māori and skills was emphasised by some iwi and Māori clients that we talked with. The role of Whakaruruhau to ensure Field Māori qualifications and standards are maintained and based on Māori community and iwi knowledge sources was emphasised. At the same time, it became apparent that some iwi and providers were not aware of the potential that already exists within Field Māori. The feedback we received suggests that the value of Field Māori qualifications and standards is not well understood and the profile needs to be raised, particularly in the schooling sector.

There seemed to be no doubt in the minds of those with whom we met that an education system that recognises and values the potential of mātauranga Māori will accelerate Māori learner success.

2. Working collaboratively with iwi and Māori – Iwi and hapū are some of the best-organised and best-capitalised long-term investors in their local regions. This status will only become more widespread as more iwi and hapū settle historical grievances with the Crown. We were told that iwi and hapū want to work collaboratively with the Crown to advance the educational aspirations that they have for their people. They also want to work with a unified 'face' of the Crown, not its fragmented parts (agencies) that demand different information and work to different goals and objectives.

⁷² NZQA Hui Mana Tohu Mātauranga (2009), Book of Proceedings, Wellington.

Addressing this requires NZQA to work effectively with other agencies, as well as with iwi and hapū. It will also require NZQA (and other agencies) to have the requisite capability to initiate engagement with iwi and Māori clients, and to be able to respond to demands from iwi and Māori in an appropriate and timely way.

3. Quality learner pathways relevant to Māori and iwi

aspirations⁷³ – Māori learners want educational success.

The iwi and Māori clients we met told us that iwi, hapū and whānau had high expectations of Māori learners. They want Māori learners to be able to progress through the schooling system with confidence, and to be able to transition into a relevant range of quality tertiary learning pathways that lead to an employment outcome or higher qualifications.

Iwi and Māori clients also told us that all Māori learners want credible qualifications, which are nationally and internationally comparable no matter where the learning takes place. In particular, iwi and Māori clients told us that qualifications and courses delivered in a Māori context must be of equal standing to all other qualifications and courses represented on the NZQF.

We were told of rapidly growing demand for different work-force skills as iwi and hapū move into post-treaty settlement status. Iwi and hapū want these skills recognised by NZQA, and within quality learning pathways.

NZQA's statutory responsibility as a standard setting body enables it to create and approve qualifications and standards that enable learners to develop their mātauranga Māori skills and expertise. Iwi and Māori clients told us that quality learning pathways that respond to Māori and iwi aspirations do not need to be restricted to Field Māori. Rather, quality learning pathways relevant to Māori and iwi aspirations should exist across the NZQF and be accessible from all parts of the education system.

⁷³ *Learner pathways* refer to the learning areas (including subject choices for higher learning or career planning) that a learner chooses throughout their education journey, as opposed to *learning pathways* which refers to the qualifications and learning areas which education providers make available.



Appendix Three

Te Rautaki Māori me te Mahere Whakatinana a te Mana Tohu Mātauranga 2007 - 2012 review

The strategic direction of *Te Rautaki Māori me te Mahere Whakatinana a te Mana Tohu Mātauranga 2007 – 2012* was full Māori participation in a knowledge-based society and economy. Embedded in the strategy were long term Māori aspirations represented in the following five themes:

- Māori potential;
- Multiple pathways;
- Quality markers;
- Gains for Māori; and
- Māori futures.

Four implementation pathways with 16 key actions were established to ensure that the strategy influenced all aspects of NZQA's business. NZQA sought to implement the strategy in a way that gave all NZQA staff a level of responsibility for its strategy goals and key actions.

The implementation of the strategy was carried out over the same time period as other major change projects within NZQA, including:

- the development and implementation of External Evaluation and Review - an evaluative approach to quality assurance that encourages continuous improvement for individual providers in the tertiary education sector (non-university); and
- the Targeted Review of Qualifications. The review identified better ways of ensuring that qualifications meet the current and future needs of learners, industry and other clients. The review led to the establishment of the New Zealand Qualifications Framework.

In 2009, after the Hui Mana Tohu Mātauranga held at Waiwhetu marae, the 16 key actions were grouped into four wāhanga, providing a simplified approach to delivering tangible outcomes for Māori learners.

The progress made through Te Rautaki Māori 2007 - 2012 confirmed the benefit of grouping "like" work together. The implementation pathways of the strategy have been carried forward and refreshed into four workstreams for *Te Rautaki Māori 2012 - 2017*.

In 2011, a review of progress was carried out against the 16 key actions of Te Rautaki Māori 2007 - 2012. Overall the review found that the deliverables had been achieved. The most significant success is that NZQA's relationship with Māori has substantively improved. The work of Ngā Kaitūhono and the NZQA Māori Economic Development Forum made significant and meaningful contributions to how NZQA considers mātauranga Māori and the Māori economy in discharging its role and functions.

The development of a Mātauranga Māori Evaluative Quality Assurance (MM EQA) framework and tools that recognise and validate mātauranga Māori was a landmark achievement for the New Zealand quality assurance system. The implementation of MM EQA in 2012 is a tangible result from the first Te Rautaki Māori. The framework offers tikanga and kaupapa Māori designed tools and processes to assess qualification and programme approval applications, and to evaluate provider performance. The framework is underpinned by the guiding principles and values of *Te Hono o te Kahurangi*. This work was a major co-production between NZQA and significant participants in the field of Māori education. The principles are a foundation for ongoing change for the New Zealand quality assurance system.

The review also identified a number of areas where continued focus would be required for *Te Rautaki Māori 2012 - 2017*. These are captured in the implementation programme.

Since the launch of Te Rautaki Māori 2007 - 2012, NZQA has gained confidence in its ability to contribute to improved outcomes for Māori through its core functions. One important function is the development, maintenance and promotion of Field Māori qualifications. Pathways incorporating Field Māori qualifications were reaffirmed in the review as an area from which a strong contribution can be made to the sector goal of Māori enjoying and achieving education success as Māori.

Appendix Four

Mātauranga Māori Evaluative Quality Assurance – Acknowledgements

NZQA wishes to acknowledge the time and commitment of the organisations and individuals whose tireless efforts contributed to the development of the Mātauranga Māori Evaluative Quality Assurance approach, and the development of *Te Hono o te Kahurangi* guiding principles and values-based framework, they are:

REPRESENTATIVE MEMBERS

Pakake Winiata (CHAIR), Aneta Wi Neera

Tawhirimatea & Kaa Williams

Angela Malcolm, Tamati Waaka, Tu Waaka

Kieran Hewitson, Kelly Tauroa, Shane Edwards

Titoki Black, Rocky Swinton

Sandre Kruger, Kararina Ponika

Puti Nuku, Materoa Haenga

Jared Boon, Wiremu Barrett

Joeline Takai, David Jones

Professor Wiremu Doherty

Tipa Mahuta

Noeline Matthews

ORGANISATION/GROUP

Te Wānanga o Raukawa

Te Wānanga Takiura o Ngā Kura Kaupapa Māori o Aotearoa

Te Whare Wānanga o Awanuiārangi

Te Wānanga o Aotearoa

Te Kohanga Reo National Trust

Anamata

Eastern Institute of Technology

Waiariki Institute of Technology

Tūranga Ararau

Ngā Kaitūhono

NZQA Māori Economic Development Forum

Te Whakaruruhau Matua



