

MĀORI TEACHER SUPPLY

Note: Chart of Te Rautaki Mātauranga Māori project here

BACKGROUND

Trained and registered Māori teachers with te reo Māori fluency are at a premium for Kaupapa Māori and general stream education facilities.

-Rationale from the NZEI Te Riu Roa *Teacher Supply Survey* (2005/06).

Introduction

Addressing the problem of Māori Teacher Supply is one section of the work being progressed in *Te Rautaki Mātauranga Māori – The Māori Education Strategy*, as part of the NZEI Te Riu Roa commitment to raise achievement levels of all tamariki Māori.

In its progress report to Annual Meeting (2004), the working party stated (p.5), “Māori-medium teachers who are fluent in te reo Māori and have academic qualifications are in high demand across all sectors, therefore there is an issue of recruitment and retention”.

Māori Teacher Supply is still a serious problem facing New Zealand schools and kura. All of the statistical, experiential and anecdotal evidence shows that it’s a problem that’s likely to get worse.

Government policy developments have had some effect on Māori medium education through targeted funding and the staffing review, but these positive developments in Māori education are overshadowed by the inadequate provision of appropriate staffing.

Not enough trained and registered Māori teachers

Case Study 1

Year 7 – 8 with 62% of Māori descent

Eleven teachers employed, 5 Māori with te reo Māori fluency.

Vacant position not been filled for 3 months. No response to advertisements.

(NZEI Te Riu Roa, *Teacher Supply Survey*, 2005/06).

Data gathered by the Ministry of Education in their publication, *Survey of Staffing in New Zealand Schools at the Beginning of the 2006 School Year*, shows (p.2) that in 2006, as in previous years, the proportion of vacancies and re-advertised positions was highest in schools with a greater proportion of Māori students on their roll and in low decile schools (deciles 1-3).

Higher vacancies in areas of high Māori population raise questions, such as, “are these schools more rural or more urban?” and “is the problem greater in kaupapa Māori or in the general stream?” There hasn’t been enough research on this to answer these questions.

What is clear is that we do have a Māori Teacher Supply problem, which the Ministry of Education (2004, *Ngā haeata mātauranga*, p.65) has acknowledged:

“Meeting this growing demand will continue to be challenging given the limited resources available to support quality Māori medium learning options, including a small pool of qualified Māori teachers who can speak te reo Māori fluently, and the

limited teaching and learning materials available across all areas of the curriculum (marautanga).”

-Ngā Haeata Mātauranga, Annual Report on Māori Employment, 2002/2003 Te Tahuu o Te Mātauranga, Ministry of Education 2004, page 65

Band-aid solutions

The Māori Teacher Supply problem has sat below the surface for several years, with on-site solutions emerging to cover immediate situations. In many cases these ‘band-aid’ solutions have become the ‘norm’ and processes and policies have become blurred, open to interpretation and difficult to decipher.

Case Study 2

Year 0–8 students 100% of Māori descent

Eleven teachers employed, 7 Māori with te reo Māori fluency.

Waimarie kē matou, i tenei wā, na te mea, mēna ka wātea he tūnga rūmaki, taea e matou te rapu i tetahi kaiako Māori, rūmaki hoki mo tenei tūnga, ka hono ngā akomanga tae noa ki te wā ka kitea he tangata hei whakakii i te tūnga.

(NZEI Te Riu Roa, *Teacher Supply Survey*, 2005/06).

All the students in this Kura are of Māori descent, and the language of instruction and communication is also Māori. The statistics convey the lack of appropriate resourcing to meet the educational needs of these tamariki. In addition, any vacancy must be covered by kaiako in the Kura until a replacement is found.

Even when Māori medium teachers are attracted, it can be difficult to retain them. Māori medium teachers with te reo Māori fluency are in high demand throughout the public sector. This forces Māori medium education into competition with other public sector divisions who have seen the value of fluent te reo Māori speakers and have the resources to recruit vigorously for these skilled personnel.

Not enough teachers = not enough relievers

Relievers for any Māori education situation are in demand and can be the reason that prevents professional learning from happening.

(Rationale from the NZEI Te Riu Roa *Teacher Supply Survey* 2005/06)

Because there is a shortage of trained Māori medium teachers, those already working in the sector often can't find trained relieving teachers when they need to attend professional development courses or forums. These professional development opportunities are essential to maintaining and improving educational outcomes. NZEI Te Riu Roa has experience this first-hand, with a large number of Māori medium teachers being unable to attend seminars and courses because of an inability to find a reliever.

Case Study 3

Year 8 – 13 students with 40% of Māori descent

Twenty-two teachers employed, 1 Māori with te reo Māori fluency.

Position vacancies rarely become available.

Professional Development not viable.

(NZEI Te Riu Roa, *Teacher Supply Survey*, 2005/06).

In an education facility that has a student population that is 40% Māori, one person cannot be a role model; a guide for tikanga and te reo Māori; foster whānau, hapu, iwi links; and be a classroom teacher. In addition, the opportunities to up skill, update and enrich programmes are limited to the point of impossible.

The urgency of finding a solution

NZEI Te Riu Roa Goal 5 (2005, *Annual Meeting Reports*, p.65) states that: “*Every school, Kura kaupapa Māori and early childhood education service be fully staffed with appropriately qualified and trained, registered teachers...*”

This goal is applauded by NZEI Te Riu Roa members. For kaiako in Kaupapa Māori Kura and early childhood education (ECE) centres, however, the reality is the other end of the spectrum and is likely to remain there as new staffing innovations are initiated. Kaiako Māori are prepared to support an initiative like Classroom Release Time to lighten their workload, but the reality is that their workload is markedly increased as they split classes to allow others to have time out of the classroom.

In addition to growing demands from changing educational settings, statistics show there is likely to be a growth in Māori population in New Zealand in the coming years, prompting a greater demand for Māori medium education. Statistics from the Ministry of Education (*Ngā Haeata*, 2006, p.11) serve to highlight the urgency of finding solutions to this problem:

2001 Māori population 15.1% of the total population (actual)
2021 Māori population 16.5% of the total population (projected)

Summary of the Projected Māori Population by Age Groups

0-4 year olds	2001 – 26.5%	2021 – 30.4%
5-12 year olds	2001 – 24.0%	2021 – 28.1%
13-17 year olds	2001 – 21.4%	2021 – 24.1%
18-25 year olds	2001 – 18.9%	2021 – 20.6%

These demographics provide challenges for education providers and policy makers to provide an education system that best supports the educational needs of Māori learners.”

(Ministry of Education, *Ngā Haeata*, 2004, p.11)

STRATEGIES FOR CHANGE

Initial Teacher Education

Core components of the Initial Teacher training programmes must include the ability to increase the fluency levels and competence of trainees in their use of te reo Māori.

Specific time must be allocated for trainees to become knowledgeable and skilled in the content and application of the marau o Aotearoa using indigenous frameworks.

Māori pedagogy should umbrella all training. Various innovative models should be used for their practicum on the understanding that, for the first term at least, the programmes taught will be pre-determined by the school or the unit to allow the ‘beginning teacher’ to develop their class culture and programme development on the job.

A Single Institution

We need an institution with lecturers focused on the promotion of Mātauranga Māori, tamariki Māori and whānau Māori. Students will graduate as a teachers trained for the general stream and kaupapa Māori, with competence and fluency in te reo Māori. The training course should be generic with opportunities for individuals to specialise in early childhood/Kohanga Reo, primary/Kura Kaupapa Māori, and/or secondary/Wharekura. Other specialisations could include principalship and resource teachers and could clearly establish a career pathway from the initial teacher training stage and into the future.

In-service training in te reo Māori

Trained Teachers of Māori descent have real difficulties in participating in Rūmaki classes because of their limited competency with te reo Māori.

Trained Māori teachers who are interested could be withdrawn from their classes to participate in an immersion te reo Māori programme that would develop their fluency level and competency to such an extent that they could confidently move to a kaupapa Māori classroom. Resourcing would be necessary to cover the release, but study awards would be a possible avenue.

Incentive for Retention

Several Kura/Centres plan for the future by sponsoring the training of Kaiawhina, and Kaiarahi i te reo to become fully trained teachers. However, their experience has been that at the completion of training, kaiako move on to other education facilities, leaving a gap at the Kura/centre where they were sponsored.

A system of 'bonding' the kaiako to the Kura/centre for a specified period of time will give the Kura/centre some time to recover and replenish their resources before supporting any new trainees.

Mobile Relievers/Reliever Pools

With specific training this group could become the saviour for professional learning. There is a need to reinvigorate teachers and programmes to ensure the best opportunities for tamariki Māori. Training focused on relationship building and changing attitudes will allow these mobile, trained teachers with te reo Māori fluency to provide innovative options for Kura and centres.

CONCLUSION

Do we have a Māori teacher supply problem?

Yes. There is absolutely no doubt that we do have a Māori Teacher Supply problem. Finding the strategies to alleviate and eventually eliminate this problem is "the mountain that we must climb".

Well trained, knowledgeable teachers with te reo Māori fluency who understand the needs of tamariki Māori and are able to impart accurate information about Māori and things Māori to all students to enhance mutual respect and understanding between cultures are crucial to our survival as a nation. Having these people available in sufficient numbers to cover all situations and to provide options and choice is the assurance needed to put the future of educating tamariki Māori in kaupapa Māori on a firm foundation.

RECOMMENDATION

That NZEI Te Riu Roa note the invitation of the Associate Minister of Māori Education to support the establishment of a Māori Teacher Supply working party to investigate the following question, "Do we have a Māori teacher supply problem?" and to provide strategies for change.

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