

Wānangatia te Putanga Tauria  
National Monitoring Study  
of Student Achievement

# Learning Languages 2021 – Key Findings





Wānangatia te Putanga Tauira  
National Monitoring Study  
of Student Achievement

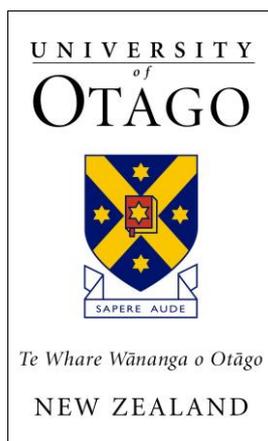
# Learning Languages 2021

## Key Findings

Educational Assessment Research Unit  
and  
New Zealand Council for Educational Research



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### Key reports for Learning Languages 2021

(all available online at <http://nmssa.otago.ac.nz/reports-and-resources>)

- 24: Learning Languages 2021 – Key Findings
- 27: Technical Information 2021



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# Executive Summary

## Introduction

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The National Monitoring Study of Student Achievement (NMSSA) is a national sampling study designed to assess student achievement across the New Zealand Curriculum at Year 4 and Year 8 in English-medium state and state-integrated schools. The study is organised in five-year cycles. The first cycle ran from 2012 to 2016. The 2021 study represents the culmination of Cycle 2. As part of the 2021 study, NMSSA used questionnaires for students, teachers and principals to monitor the learning languages learning area of the curriculum. The study also included a short assessment of achievement in te reo Māori. The last NMSSA study involving learning languages was in 2016.

This report is designed to provide a succinct overview of key findings related to learning languages from the 2021 study. The report is supplemented by a report focused on curriculum insights for teachers, a technical report and an online interactive statistical application. All reports and the interactive application can be found on the NMSSA website.<sup>1</sup>

## Interruption to the 2021 study

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The 2021 NMSSA assessment programme was interrupted by a nationwide lockdown associated with COVID-19, which occurred midway through data collection in Term 3. This resulted in the entire programme being suspended for two and a half weeks. When the lockdown was over, NMSSA implemented a shortened programme in the schools that had not yet been visited and that were still able to be involved. This did not include schools in Auckland, where the lockdown continued. The interruption to the programme meant that the national sample for 2021 was made up of fewer students from a smaller number of schools than was originally intended. In total, about 1,100 students were involved in the study at each year level. The students represented 61 schools at Year 4 and 64 schools at Year 8. This compares with the original intention to sample about 2,200 students from 100 schools at Year 4 and 100 schools at Year 8. The interruption to the programme means that care should be taken when interpreting results, especially for smaller groups in the sample.

## General impact of COVID-19

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It is also important to consider the more general impact of the COVID-19 pandemic when interpreting the results from the 2022 NMSSA study. In the 18 months leading up to the study, schools, students and whānau had to cope with a considerable amount of disruption, including extended periods of remote learning. Over this time, schools had to prioritise how they used any contact time with students. This included putting time into maintaining student wellbeing and providing pastoral care. Although NMSSA cannot directly quantify any learning losses associated with the disruptions caused by COVID-19, it is likely that they have had at least some impact on students' achievement and opportunities to learn.

## Key findings

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### Achievement in te reo Māori in 2021

Achievement in te reo Māori was assessed using a computer adaptive test that built on the assessment used in the 2016 learning languages study. The assessment was called the Te Reo Māori (TRM) assessment and focused on students' knowledge and understanding of words and phrases in te reo Māori.<sup>2</sup> Results from the TRM assessment were converted to scale scores (the TRM scale). The TRM scale was used at both Year 4 and Year 8. The scale was also linked to the scale used in 2016, allowing results from 2021 and 2016 to be compared.

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<sup>1</sup> <https://nmssa.otago.ac.nz/>

<sup>2</sup> Note that capitals are used when referring to the Te Reo Māori assessment and the scale used to report results from the assessment. When referring to te reo Māori more generally, a mix of lower and upper case is used.

The results of the TRM assessment indicated that, in 2021, students in Year 4 scored higher, on average, compared with Year 4 students in 2016 (by about 2 scale score units). At Year 8, any difference in the average score for 2016 and 2021 was not statistically significant.

In 2021, the difference between the average scores for Year 4 and Year 8 students was 20 scale score units. This represents an annualised difference of about 5 units and indicates that students ‘progress’ by about 5 units per year between Year 4 and 8. The effect size associated with the annualised difference is about 0.25. This is smaller than the annualised effect sizes associated with some other learning areas assessed by NMSSA, such as English writing (0.34) and mathematics (0.42).

Ākonga Māori scored higher, overall, on the TRM assessment than non-Māori students at both year levels and made greater ‘progress’, on average, between Year 4 and Year 8 (25 units compared with 17 units).

On average, girls scored higher than boys by about 7 units at Year 4 and 9 units at Year 8. At Year 8, students attending low-decile<sup>3</sup> schools scored higher, on average, than students who attended mid- and high-decile schools by 10 and 13 units respectively.

### The teaching and learning of te reo Māori

About 1,000 students in each of Year 4 and Year 8 responded to a range of survey questions related to learning te reo Māori at school.

Most students were positive about learning te reo Māori. About 60 percent of students thought it was ‘important’ or ‘very important’ to learn te reo Māori, with ākonga Māori more likely than non-Māori students to rate it as ‘very important’. These findings are consistent with those that were reported in 2016.

Overall, ākonga Māori indicated greater confidence in te reo Māori than non-Māori students. Similarly, girls, overall, indicated greater confidence than boys. These patterns were also evident in 2016.

Students reported experiencing a variety of opportunities to learn te reo Māori at school. As in 2016, singing waiata was reported as the learning experience that happened most often. Overall, ākonga Māori reported more frequent te reo Māori learning opportunities than non-Māori students. This pattern was also evident in 2016.

Around 100 teachers at each of Year 4 and Year 8 answered survey questions related to teaching te reo Māori. Of these, over 90 percent rated learning te reo at school as ‘very important’ or ‘important’. About 70 percent of teachers rated learning it as ‘very important’. This compared with about 50 percent of teachers in 2016. Compared with 2016, teachers also reported higher levels of confidence as te reo Māori teachers and speakers. The level of confidence reported by teachers varied by school decile, with teachers in lower decile schools reporting higher levels of confidence than teachers in mid- and high-decile schools.

Most teachers (about 75 percent) reported that students spent up to an hour a week learning te reo Māori and that they provided students with a range of learning opportunities. Overall, teachers in 2021 indicated that students were provided with more frequent learning opportunities than was reported in 2016.

About half of teachers reported having experienced externally sourced te reo Māori-focused professional development and learning in the last two years. However, this appeared to be lower than was reported by teachers in 2016. About 80 percent of teachers indicated they had access to professional learning and development opportunities associated with te reo Māori.

Around 50 principals at each year level responded to survey questions related to te reo Māori. Overall, about 90 percent of principals reported that it was ‘important’ or ‘very important’ for students to learn te reo Māori at school. A similar percentage reported that all students in their school had an opportunity to learn te reo Māori at school.

Principals’ rating of their schools’ provision of reo Māori learning varied. At Year 4 and Year 8, 56 percent and 64 percent of principals, respectively, rated their schools’ provision of te reo Māori learning opportunities as being either ‘good’ or ‘very good’. Most of the remaining principals rated the provision in their school as fair. Year 8 principals were notably more likely than their Year 4 counterparts to indicate that their schools’ provision of te reo Māori learning opportunities was ‘very good’.

Around 85 percent of principals at both year levels agreed or strongly agreed that teachers at their school had access to professional learning and development associated with te reo Māori.

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<sup>3</sup> The *low* decile band comprised students in decile 1 to decile 3 schools, the *mid* band comprised students in decile 4 to decile 7 schools and the *high* band comprised students in decile 8 to decile 10 schools.

## Learning New Zealand Sign Language

The teacher and principal questionnaires for the 2021 NMSSA study both contained a section related to New Zealand Sign Language (NZSL).

In total, 96 teachers at Year 4 and 91 teachers at Year 8 responded to at least one question in the teacher questionnaire associated with NZSL. Almost 40 percent of Year 4 teachers and close to 20 percent of Year 8 teachers who responded to the teacher questionnaire indicated that they incorporated NZSL into their programme as planned instruction. This contrasts with 2016, when just 20 percent of Year 4 and 8 percent of Year 8 teachers reported incorporating NZSL into their programmes. Overall, in 2021, about a third of teachers at Year 4 who did incorporate NZSL into their programmes either agreed or strongly agreed that they had access to professional learning and development (PLD) opportunities to support their own learning or their teaching of NZSL. This contrasts with almost 50 percent of Year 8 teachers agreeing or strongly agreeing.

About 50 principals at each year level responded to questions related to teaching and learning NZSL at their school. Of these, about 30 percent indicated that they thought it was either ‘important’ or ‘very important’ for students to learn NZSL at school. In contrast, in 2016, only about 20 percent of principals indicated that they thought it was at least ‘important’ for students to have this opportunity. In 2021, around 70 percent of principals at both year levels reported that their schools’ provision of opportunities to learn NZSL was either ‘very poor’ or ‘poor’. They also reported that teachers had limited access to NZSL-focused professional learning opportunities. Very few principals reported that their school employed a specialist teacher of NZSL.

## Learning additional languages

Students in Year 8<sup>4</sup> were asked a range of survey questions related to learning an additional language. Additional languages were defined as languages other than English, te reo Māori and New Zealand Sign Language. About 53 percent of the 1,000 students surveyed reported that they had been learning an additional language. This compared with 61 percent of students in 2016. A greater proportion of students at high-decile schools reported they were learning an additional language than students at mid- or low-decile schools (59 percent at high-decile schools compared with 53 and 43 percent at mid and low respectively). A smaller proportion of ākonga Māori than non-Māori students reported they had been learning an additional language at school during 2021.

The three languages that students reported learning most often were Spanish (38 percent), followed by Japanese (32 percent) and French (27 percent). In 2016, the largest proportions of students reported learning French, Spanish and Mandarin, in that order. Nearly 70 percent of Year 8 students who were learning an additional language thought this was ‘important’ or ‘very important’.

Most students reported having positive attitudes to learning an additional language at school and expressed some confidence as a learner.

In total, 40 teachers in Year 8 responded to survey questions about their teaching of an additional language. The teachers generally rated learning an additional language as ‘important’ or ‘very important’. Teachers most often reported teaching Spanish and Japanese, closely followed by French. Sixty-four percent reported their students spent 20 hours or less each year learning an additional language.

In total, 50 percent of the teachers who taught an additional language reported that they ‘disagree’ or ‘strongly disagree’ that they felt confident teaching that language. Fifty-six percent indicated that they could not hold a simple conversation in the additional language. Many teachers also indicated that learning opportunities for students related to additional languages were limited.

Over half of teachers indicated that they ‘disagree’ or ‘strongly disagree’ that they had access to PLD opportunities focused on the additional language they teach.

About 50 principals responded to survey questions related to teaching and learning additional languages. More than half (60 percent) indicated that all Year 8 students at their school were offered an opportunity to learn an additional language. A further 12 percent indicated some students were offered this opportunity. Principals at lower decile schools were more likely to indicate that no students in their schools had the opportunity to learn an additional language compared with principals from mid- and high-decile schools.

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<sup>4</sup> Questions about additional language learning were included at Year 8 but not Year 4. According to the New Zealand Curriculum, all schools with students in Years 7 to 10 should be working towards offering students opportunities for learning a second or subsequent language.

Approximately two-thirds of principals rated learning an additional language at school as ‘important’ or ‘very important’. However, the quality of provision appeared to vary. While 56 percent of principals rated their schools’ provision for learning an additional language as ‘good’ or ‘very good’, 41 percent rated the provision as ‘fair’.

Principals reported that Spanish, French, Mandarin and Japanese were the additional languages most often offered as part of learning programmes at their schools. For 70 percent of the principals, having an existing staff member who can teach an additional language was an important determiner of what was offered in learning programmes.

# 1 Introduction to the National Monitoring Study of Student Achievement

This chapter provides a broad overview of the purpose and features of the National Monitoring Study of Student Achievement (NMSSA), introduces the 2021 study, outlines the structure of the report, and describes where further information and reporting can be located.

## 1. Purpose and features of national monitoring

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NMSSA is designed to assess student achievement at Year 4 and Year 8 in New Zealand English-medium state and state-integrated schools. The main purposes of NMSSA are to:

- provide a snapshot of student achievement against the New Zealand Curriculum (NZC)
- identify factors that are associated with achievement
- assess strengths and weaknesses across the curriculum
- measure change in student achievement over time
- provide high-quality, robust information for policy makers, curriculum planners and educators.

NMSSA has a particular focus on Māori and Pacific students. Where appropriate, it also reports on the achievement of students in the study with special education learning needs.

The study focuses on each of the eight learning areas of the NZC over a five-year cycle. The first cycle set the baseline for measuring change in student achievement over time and was conducted from 2012 to 2016. This learning languages report, along with the reports for technology and the arts, concludes the second five-year cycle for the study. The report builds on information about achievement in learning languages collected in 2016.

NMSSA continues the monitoring undertaken by the National Education Monitoring Project (NEMP) between 1995 and 2010. It also complements information generated by international evaluation studies, such as the Trends in International Mathematics and Science Study (TIMSS), the Progress in International Reading Literacy Study (PIRLS) and the Programme for International Student Assessment (PISA).

In addition to designing and carrying out an assessment programme, NMSSA collects contextual information from students, teachers and principals to help understand the factors associated with student achievement. This information includes students' attitudes to, and their confidence and opportunities to learn in, the specific learning area being investigated; teachers' confidence in teaching the specific learning area and their views on the learning opportunities provided to students in classroom programmes; teacher and principal views of the professional and curriculum support received by teachers; and the general provision in the school for the learning area.

The project is supported by advisory panels of curriculum experts and sector representatives.

In 2021, the NMSSA study focused on three learning areas from the NZC: technology, learning languages and the arts. This was a greater number than previous NMSSA studies, which typically involved two learning areas. The focus on three areas was made necessary after the 2020 NMSSA study was cancelled due to disruption caused by COVID-19. The assessments were conducted by experienced, specially-trained classroom teachers during Term 3 (July to September) of 2021.

## 2. The impact of COVID-19 on the 2021 study

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The 2021 NMSSA assessment programme was interrupted by a nationwide lockdown associated with COVID-19, which occurred midway through Term 3. This resulted in the entire programme being suspended for two and a half weeks. When the study resumed in Week 7 of the term, schools in Auckland and Northland were still in lockdown and unable to participate. To make the most of the time remaining for data collection, the NMSSA team adjusted the programme so that one and a half, rather than two and a half days, was spent in each school. This

enabled a shortened assessment programme to be undertaken in most of the remaining schools outside Auckland and Northland in the last weeks of the term.

The interruption to the programme has meant that the national sample for 2021 is made up of fewer students from a smaller number of schools than was originally intended. In total, about 1,100 students were involved in the study at each year level. The students represented 61 schools at Year 4 and 64 schools at Year 8. This compares with the original intention to sample about 2,200 students from 100 schools at Year 4 and 100 schools at Year 8.

The interruption to the study also affected the general representativeness of the sample across the regions (Table 1.1) and across school decile and ethnic groups (Table 1.2). As can be seen, students from Auckland were underrepresented. In addition, the number of Pacific students involved in the study was low (about 100 at each year level).

Table 1.1 Comparison of the percentage of students nationally and in the actual sample, by region

Region	Year 4		Year 8	
	Expected sample (%)	Actual sample (%)	Expected sample (%)	Actual sample (%)
Auckland	36	18	33	15
Bay of Plenty, Wairariki	8	7	8	11
Canterbury and Chatham Islands	12	20	12	17
Hawke's Bay, Tairāwhiti	5	6	5	3
Nelson, Marlborough, West Coast	3	4	4	1
Otago, Southland	6	8	7	9
Tai Tokerau	4	2	4	4
Taranaki, Whanganui, Manawatu	7	7	7	11
Waikato	9	11	9	12
Wellington	11	17	11	16

Note that rounding means that percentages may not add to 100 percent.

Table 1.2 Comparison of the percentage of students nationally and in the actual sample, by decile and ethnic group

Variable		Year 4		Year 8	
		Expected sample (%)	Actual sample (%)	Expected sample (%)	Actual sample (%)
Decile	Decile 1–2	17	12	15	11
	Decile 3–4	17	15	16	18
	Decile 5–6	16	16	22	20
	Decile 7–8	22	25	23	33
	Decile 9–10	28	33	23	19
Ethnicity	New Zealand European	57	62	61	67
	Māori	24	23	26	28
	Pacific	13	10	13	8
	Asian	18	15	13	10
	Other	5	5	4	4

Note that rounding means that percentages may not add to 100 percent.

The NMSSA team investigated the possibility of using sample weights to adjust for differences between the achieved sample and the expected nationally representative sample. This work showed that the impact of weighting was minimal. As a result, NMSSA has not used weighting in the reporting. However, NMSSA has chosen to limit some aspects of the reporting when numbers are low. For example, while the reporting does provide results for Pacific students in the samples, these are not used to draw inferences at a national level or to make comparisons with other groups.

The impact of the COVID-19 lockdown on the sample reduces the statistical confidence associated with the 2021 results. There is also a possibility that the lockdown interrupted students' learning and that some students on their return to school may have found it difficult to perform at their best in the study. This needs to be kept in mind

when interpreting the results. It is also important to consider the more general impact of the COVID-19 pandemic when interpreting the results from the 2022 NMSSA study. In the 18 months leading up to the study, schools, students and whānau had to cope with a considerable amount of disruption, including extended periods of remote learning. Over this time, schools had to prioritise how they used any contact time with students. This included putting time into maintaining student wellbeing and providing pastoral care. Although NMSSA cannot directly quantify any learning losses associated with the disruptions caused by COVID-19, it is likely that they have had at least some impact on students' achievement and opportunities to learn.

### 3. Purpose and structure of the learning languages report

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This report is designed to provide a succinct overview of the 2021 NMSSA study of the learning languages area in the curriculum. The emphasis is on key findings, with more detailed information provided in the range of supplementary reports described in the next section.

The report is set out in six chapters.

- This chapter provides a broad overview of the NMSSA programme.
- Chapter 2 briefly describes the 2021 learning languages programme, including information about the achievement measure used to assess te reo Māori and the contextual questionnaires.
- Chapter 3 presents the findings for Year 4 and Year 8 student achievement on the assessment of te reo Māori. Differences in achievement from the assessment of te reo Māori in 2016 are also reported.
- Chapters 4, 5 and 6 present the contextual findings related to the teaching and learning of te reo Māori, New Zealand Sign Language and additional languages respectively.
- An appendix to the report contains statistical information related to the te reo Māori assessment.

### 4. Further information

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This report is supplemented by several other reports and an online interactive statistical application.

A separate Insights reports provides in-depth information for teachers and schools about the 2021 NMSSA learning languages study.

A *Summary of Results from the 2021 NMSSA* for schools and teachers is sent to all schools via the Education Gazette.

The report *Technical Information 2021* contains background and technical information.

The online interactive application allows users to generate tables and graphs using achievement and contextual data generated by the 2021 study.

All reports and the interactive application can be found on the NMSSA website ([www.nmssa.otago.ac.nz](http://www.nmssa.otago.ac.nz)). Note that the Insights report will be made available on the website after the other reports.

# 2 The NMSSA Assessment Study of Learning Languages

This chapter provides an overview of the 2021 NMSSA study of learning languages. It includes three parts:

- Part 1 discusses the learning languages area of the New Zealand Curriculum (NZC).<sup>5</sup>
- Part 2 describes the components of the 2021 NMSSA learning languages study.
- Part 3 provides descriptions of the skills and knowledge associated with increasing achievement on the measurement scale constructed to report results for the te reo Māori (TRM) assessment.

## 1. Learning languages and the New Zealand Curriculum

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The 2021 NMSSA learning languages study was designed to examine how Year 4 and Year 8 students experience the learning languages area of the NZC. It follows on from the 2016 NMSSA study of learning languages.

According to the NZC, the learning languages learning area provides the framework for the teaching and learning of languages that are additional to the language of instruction. No language is compulsory. However, the Education and Training Act 2020<sup>6</sup> states that one of a board’s primary objectives in governing a school is “to ensure that the school gives effect to Te Tiriti o Waitangi”, including by “taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori” (section 127).<sup>7</sup> Moreover, according to the NZC, all schools with students in Years 7 to 10 should be working towards offering students opportunities for learning a second or subsequent language. The NZC makes special mention of te reo Māori and New Zealand Sign Language (NZSL) as official languages of New Zealand. The special place of Pacific languages is also noted.

The achievement objectives for the learning area are divided into three strands: communication, which is the core strand, and two supporting strands – language knowledge and cultural knowledge. The objectives are described for a pair of curriculum levels at a time (for example, levels 1 and 2), up to levels 7 and 8. The learning area is unique in that curriculum levels are not related to specific year bands at school. Level 1 is the entry level for new learners regardless of their school year.

The achievement objectives for learning languages have been written generically to take into account all the different languages that schools may offer for learning. For some languages, supporting documents have been written to provide more specific guidelines. For example, detailed guidelines have been developed to support the teaching of te reo Māori in English-medium schools.<sup>8</sup>

## 2. Previous studies of learning languages

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The 2016 NMSSA study of learning languages used questionnaires to gather information from students, teachers and principals. It also included a short assessment of students’ understanding of Māori words and phrases. The study found that the majority of teachers, principals and students thought learning te reo Māori was important. The assessment of te reo Māori indicated that most students at both Year 4 and Year 8 were working within level 1 of the NZC and that, on average, students made some progress between Year 4 and Year 8. Around 45

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<sup>5</sup> Ministry of Education. (2007). *The New Zealand Curriculum*. Wellington: Learning Media.

<sup>6</sup> Education and Training Act 2020 No 38 (as at 1 July 2022), Public Act Contents – New Zealand Legislation

<sup>7</sup> The statement of National Education Learning Priorities (NELP) in Priority 5 also directs schools to “meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning” (see <https://www.education.govt.nz/our-work/overall-strategies-and-policies/the-statement-of-national-education-and-learning-priorities-nelp-and-the-tertiary-education-strategy-tes/>)

<sup>8</sup> Ministry of Education. (2009). *Te Aho Arataki Marau mō te Ako i Te Reo Māori – Kura Auraki/ Curriculum Guidelines for Teaching and Learning Te Reo Māori in English-medium Schools: Years 1–13*. Wellington: Learning Media.

percent of principals at each year level said they had employed specialist language teachers to teach te reo Māori in 2016.

Sixty-one percent of Year 8 students indicated that they were learning an international language<sup>9</sup> at school. French and Spanish were the most frequently studied international languages, closely followed by Mandarin and Japanese. The majority of principals indicated that learning NZSL at school was important, but indicated that students had limited opportunities to learn NZSL at school.

### 3. The 2021 NMSSA assessment programme for learning languages

With the support of an advisory panel, the NMSSA team developed a 2021 learning languages study that involved three components (see Table 2.1). The first two components focused on collecting a range of contextual and attitudinal information about learning languages using questionnaires for students, teachers and principals. The third component involved an assessment of students’ knowledge and understanding of te reo Māori words and phrases.

Table 2.1 summarises the focus and approach for each component of the assessment programme.

Table 2.1 Components of the 2021 NMSSA assessment programme for learning languages

Component	Focus	Approach
1. Student questionnaire	<ul style="list-style-type: none"> <li>attitudes to learning an additional language* and te reo Māori</li> <li>experiences of learning an additional language* and te reo Māori at school</li> </ul>	<ul style="list-style-type: none"> <li>computer-based questionnaire</li> <li>completed by about 1,000 students at each year level</li> </ul>
2. Teacher and principal questionnaires	<ul style="list-style-type: none"> <li>teacher and principal views of additional language and NZSL instruction in their school*</li> <li>teacher and principal views of te reo Māori instruction in their school</li> <li>teacher confidence as an additional language* and te reo Māori educator</li> <li>professional learning and development in additional languages,* NZSL and te reo Māori</li> <li>provision for teaching additional languages*, NZSL and te reo Māori in the school</li> </ul>	<ul style="list-style-type: none"> <li>paper-based questionnaire</li> <li>completed by 125 teachers at Year 4 and 166 at Year 8</li> <li>completed by about 50 principals at each year level</li> </ul>
3. Achievement in te reo Māori	<ul style="list-style-type: none"> <li>knowledge and understanding of te reo Māori words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>group-administered computer adaptive assessment</li> <li>completed by about 1,100 students at each year level</li> </ul>

\* Applied only to Year 8 students

#### Component 1: Student perspectives on learning languages

The first component of the study used a questionnaire to explore students’ perspectives on learning languages. At Year 4, the questionnaire focused on the learning of te reo Māori. At Year 8, the questionnaire also explored students’ perspectives on learning additional languages (languages other than te reo Māori or NZSL). In both the te reo Māori and additional languages sections, students were asked about their learning experiences and attitudes. The student questionnaire was administered by computer and completed by about 1,000 students in each level.

#### Component 2: Teacher and principal perspectives on learning languages

The second component used questionnaires to explore teachers’ and principals’ perspectives on learning languages.

Up to three teachers from each school who either had the most students involved in the NMSSA study, and/or were specialist language teachers,<sup>10</sup> were invited to fill in a teacher questionnaire. Teachers were asked about teaching and learning in additional languages (Year 8 only), NZSL and te reo Māori in their schools, the

<sup>9</sup> The 2016 NMSSA Learning Languages Key Findings report used the term ‘international languages’ when describing languages other than English, te reo Māori and New Zealand Sign Language. The term ‘additional languages’ is used with the same meaning in this report.

<sup>10</sup> Teachers were asked whether or not they were employed as a specialist teacher of additional languages or te reo Māori. They were not asked about their qualifications for the role. Likewise, principals were asked if their school employed a specialist language teacher for additional languages or te reo Māori, but details of such teachers’ qualifications were not sought.

opportunity for professional learning and development in these areas and their confidence as an additional language and/or te reo Māori educator.

The principals of the schools involved in the NMSSA study were asked to complete the principal questionnaire. They were asked similar questions to the teachers, with a focus on school-wide provision related to the teaching and learning of additional languages, NZSL and te reo Māori.

### Component 3: The te reo Māori (TRM) assessment

The third component of the study involved a computer-administered assessment of te reo Māori (TRM).

The TRM assessment focused on students' understanding of Māori words and phrases. The assessment drew on a bank of about 150 questions. About one-third of these had been developed for use in the 2016 NMSSA study. The remaining questions were sourced from the New Zealand Council for Educational Research (NZCER) te reo Māori assessment tool. The assessment involved two sections. In the first section, students were given 15 selected response questions using an adaptive algorithm. The use of an adaptive algorithm meant that the tests were automatically tailored to the achievement level of the student. For instance, if a student answered the initial questions correctly, the computer administered progressively more difficult questions until the student reached a level where they answered about 60 percent of the items correct. Similarly, when students had little or no success on the initial questions, the computer progressively administered easier items to find a level where the student could answer about 60 percent of the items correctly. The algorithm was also designed to make sure that students answered a range of different question types. In the second section of the assessment, students were administered five short-response questions. The difficulty of these questions was based on the student's overall level of success in the first section of the assessment.

Students typed their responses to the open-ended questions into the computer. Functionality was provided so that students could use macrons, as needed. All of the questions in the TRM assessment included sound files, enabling students to hear the questions as well as read them.

The 2021 TRM assessment represented an enhancement of the assessment used in 2016, which was also administered on computer but was not adaptive.

### Examples of TRM assessment questions

Two questions from the TRM assessment are displayed below. Both questions are shown as screen shots from the computer platform used to administer the assessment. Figure 2.1 shows an example of a selected-response question, and Figure 2.2 shows an example of a short constructed-response question.

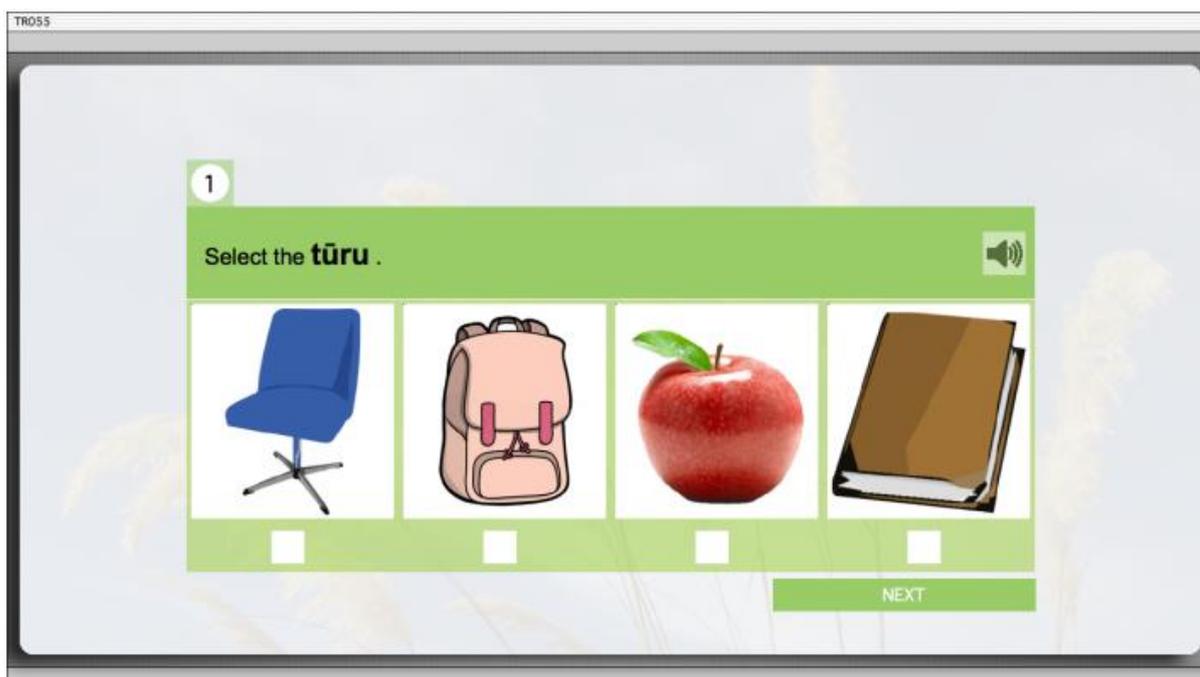


Figure 2.1 An example of a selected-response question from the TRM assessment



Figure 2.2 An example of a short constructed-response question from the TRM assessment

## Assessment framework

Table 2.2 shows the specific assessment claims that the TRM assessment was designed to assess across the three strands that frame the curriculum (communication, language knowledge and cultural knowledge). Achievement objectives from the te reo Māori curriculum guideline document, *Te Aho Arataki Marau mō te Ako Te Reo Māori–Kura Auraki* (Ministry of Education, 2009), were used to inform the content of the assessment related to each strand. More detail about the assessment framework used to guide the development of the TRM assessment can be found in the 2021 Technical Information report (see Table A9.1 in *Technical Information 2021 – Learning Languages, Technology*).

Table 2.2 Conceptual assessment framework for the TRM assessment

Assessment claims associated with the Te Reo Māori assessment	
Strand	Students can:
Communication	<ul style="list-style-type: none"> <li>recognise and make appropriate responses to simple questions in te reo Māori</li> <li>accurately record equivalent English words for te reo Māori words, and vice versa</li> </ul>
Language Knowledge	<ul style="list-style-type: none"> <li>identify English equivalents of te reo Māori words in common use by English speakers ('loan words', such as, haka and kai), and vice versa</li> <li>identify English equivalents of te reo Māori words (e.g. body parts, classroom objects), and vice versa</li> </ul>
Cultural Knowledge	<ul style="list-style-type: none"> <li>identify English equivalents of te reo Māori words associated with tikanga Māori (e.g. formal speech), and vice versa (e.g. karanga).</li> </ul>

## Use of the TRM in the 2021 NMSSA study

Teacher assessors were instructed on how to administer the TRM assessment as part of a four-day training session prior to the study in Term 3. During the study, students completed the TRM assessment in groups using laptop computers provided by NMSSA. Each group was supervised by a teacher assessor.

Student responses for the selected-response questions in the assessment were recorded directly onto the computer and automatically marked. Two fluent Māori speakers scored the short constructed-response questions. Both markers were trained, and quality assurance procedures were used to monitor and ensure consistency of marking.

## The TRM Measurement scale

An Item Response Theory<sup>11</sup> (IRT) approach was used to construct a measurement scale for the TRM assessment. This included analysing the responses to the questions for any bias with respect to year level, gender and ethnicity. Appendix 3 of *Technical Information 2021* provides details about the IRT approach and the development of the scales.

The common items used in 2021 and 2016 meant that the 2021 scale could be linked to the scale used in 2016 and the results for both years reported on a common scale, allowing change over time to be compared.

Similar to all NMSSA scales, the TRM scale was originally designed so that the combined average score for Year 4 and Year 8 students in 2016 was 100 scale score units, and the average standard deviation over the two year levels was 20 scale score units. Scales that are used over more than one cycle (such as the TRM scale), tend to lose this property as achievement patterns change in subsequent cycles.

### Reporting achievement against curriculum levels

All of the questions in the TRM assessment were written to cover learning objectives specified at curriculum level 1 in *Te Aho Arataki Marau mō te Ako Te Reo Māori*. In 2016, a small scale-alignment exercise was undertaken by the assessment developers to categorise score ranges on the TRM scale within curriculum level 1. The developers identified four score bands, which were labelled Taumata 1–Wāhanga 1, Taumata 1–Wāhanga 2, Taumata 1–Wāhanga 3, Taumata 1–Wāhanga 4 (level 1–step 1 to level 1–step 4). Each successive score band is associated with increasingly sophisticated performance on the level 1 content. These bands have been used again to report achievement for the 2021 TRM assessment.

The curriculum level expectations described in *Te Aho Arataki Marau mō te Ako Te Reo Māori* were not written to coincide with year levels. Instead, they depend largely on the learning opportunities offered to students. For example, according to the guidelines:

... many students in a year 7 class might work towards level 1 objectives only, but many students beginning to learn te reo Māori in year 9 might be able to meet the achievement objectives for levels 1 and 2 within one year. (page 32)

In other learning areas, most students are expected to be achieving at or above Level 2 at the end of Year 4 and at or above Level 4 at the end of Year 8. It is not appropriate to use these expectations for learning languages.

## 4. Scale description

Figure 2.3 provides a description of the te reo Māori knowledge and skills measured using the TRM scale. The scale description was developed directly from the data collected using the TRM assessment in the NMSSA learning languages study.

To create the scale description, each question used in the assessment was located on the scale where students achieving at that part of the scale answered the question correctly about 70 percent of the time. The questions were then examined to identify the knowledge and skills they required in terms of te reo Māori. By working from the questions located at the bottom of the scale (Taumata 1–Wāhanga 1) to the ones at the top (Taumata 1–Wāhanga 4), the assessment developers were able to identify how the demands of the questions increased as the scale locations changed. The result was a four-part description organised according to the curriculum 1 score bands, providing a broad indication of what students typically know and can do in te reo Māori when achieving at different places on the scale.

The scale description is provided to give readers a strong sense of how te reo Māori was assessed through the TRM assessment and what was typical of achievement associated with different parts of the scale. The scale description has been updated since it was first constructed in 2016 to reflect the inclusion of new material in the TRM assessment. Readers are encouraged to refer back to the description when considering the meaning of the TRM scale scores provided throughout the report. The scale descriptors are a direct reflection of what was assessed and how relatively hard or easy students found the content of the assessment.

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<sup>11</sup> IRT uses a mathematical model to describe the relationship between students (in terms of their levels of achievement or the strengths of their attitude) and the probability of answering an item correctly or indicating a particular level of response to items. IRT uses flexible techniques for linking assessments made up of different questions on a common reporting scale. The common scale allows the performance of students to be compared regardless of which questions they answered.

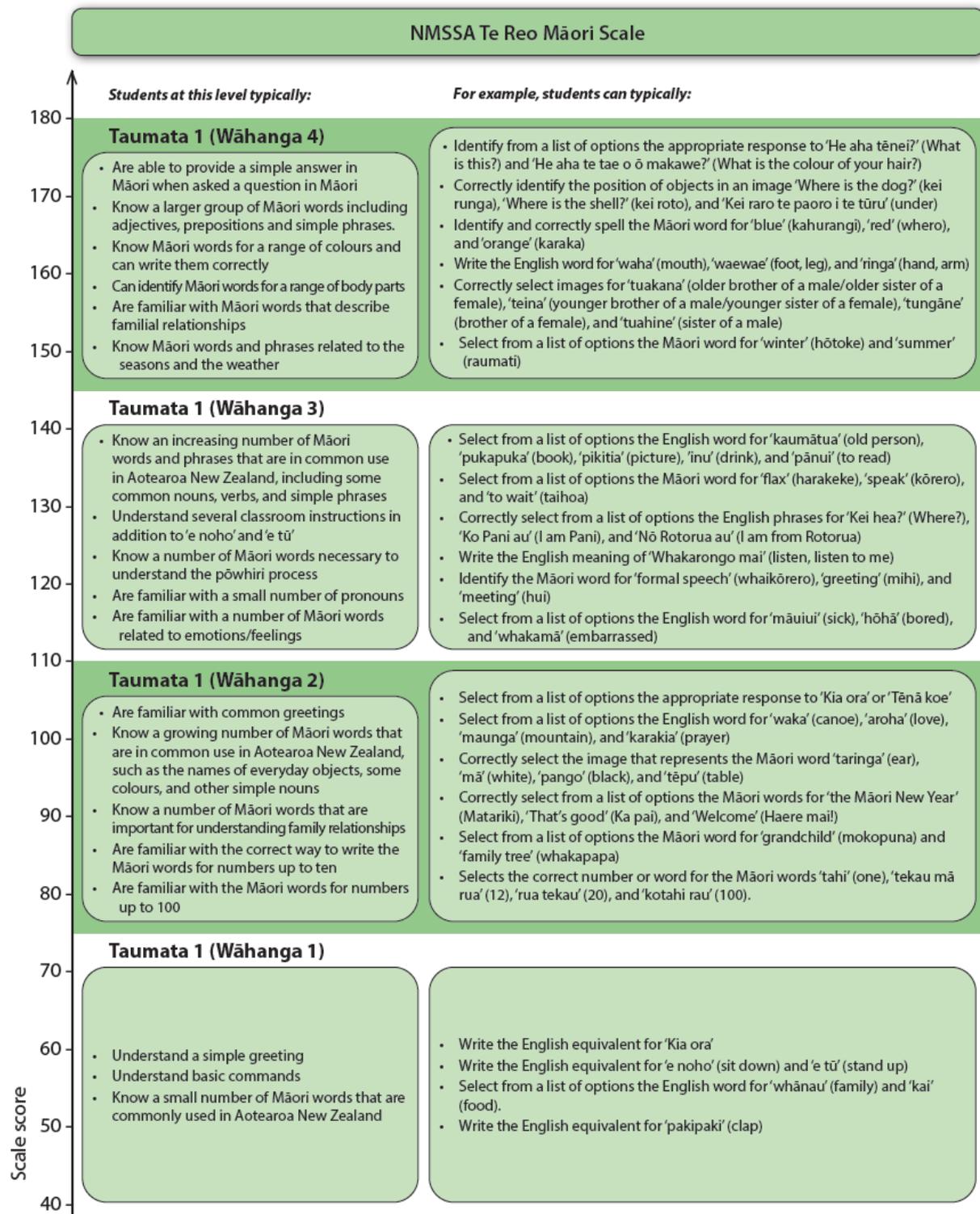


Figure 2.3 Scale description for the te reo Māori (TRM) scale

# 3 Student Achievement in Te Reo Māori

This chapter describes Year 4 and Year 8 student achievement on the Te Reo Māori (TRM) assessment in 2021. It also compares achievement in 2021 with achievement recorded in 2016. Unless stated otherwise, any score differences reported between groups are statistically significant.

Tables of results related to achievement on the TRM assessment are available in Appendix 1. Additional tables and graphics can be found using the data window on the NMSSA website.

As noted in Chapter 1, the sample of students involved in the 2021 study was smaller than intended due to disruptions associated with COVID-19. This affects the reliability of the results, particularly for smaller groups in the sample, including results for Pacific students. In this chapter, results for Pacific students are shown. However, they are not used to make inferences at a national level or to make comparisons with non-Pacific students.

## Overall achievement in te reo Māori

The average score for Year 8 students in te reo Māori was 20 TRM scale score units higher than for Year 4 students.

The difference between the average scores for Year 4 and Year 8 students on the 2021 TRM assessment was 20 TRM scale score units. This indicates that, on average, students make about 5 scale score units of ‘progress’ per year, representing an annualised effect size of 0.25.<sup>12</sup> The magnitude of this effect is smaller than for most other learning areas assessed by NMSSA. For instance, the annualised effect size associated with English writing in 2019 was 0.34. For mathematics in 2018, it was 0.42.

Ākonga Māori made more ‘progress’, on average, between Year 4 and Year 8 than non-Māori students (25 TRM units compared with 17 units).

The annual rate of progress can be used to interpret the size of score differences in terms of ‘years of progress’. This should be used as indicative only and does not imply that the rate of progress between Year 4 and Year 8 is necessarily the same amount each year.

Figures 3.1 and 3.2 show the distribution of achievement for students in Year 4 and Year 8 respectively. As described in Chapter 1, the scale is divided into four score bands (Taumata 1–Wāhanga 1 to Taumata 1–Wāhanga 4) to represent increasing levels of achievement within level 1 of the New Zealand Curriculum (NZC).

<sup>12</sup> The formula for the effect size calculation is:  $\frac{M_1 - M_2}{\sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}}$ , where  $M_1$  and  $M_2$  represent the average scores for group 1 and group 2,  $s_1$  and  $s_2$  their standard deviations and  $n_1$  and  $n_2$  the number in each group.

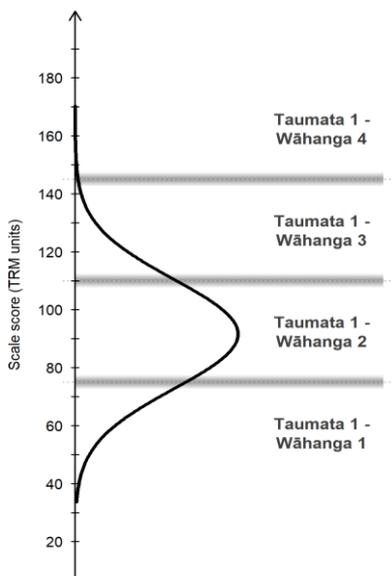


Figure 3.1 Distribution of scores for Year 4 students on the TRM assessment

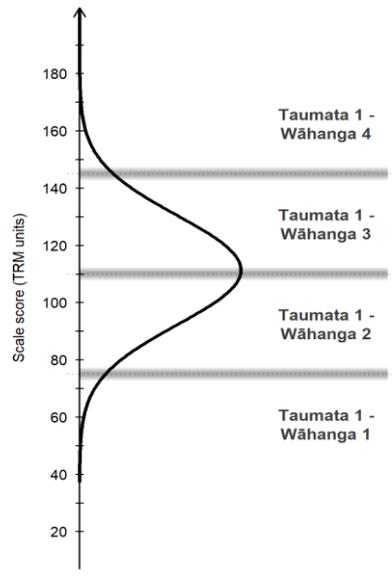


Figure 3.2 Distribution of scores for Year 8 students on the TRM assessment

### Achievement against the curriculum in te reo Māori

As described in Chapter 2, the TRM assessment focuses on level 1 of the curriculum. The TRM scale has been divided into four score bands, which are labelled Taumata 1–Wāhanga 1, Taumata 1–Wāhanga 2, Taumata 1–Wāhanga 3, Taumata 1–Wāhanga 4 (level 1–step 1 to level 1–step 4). Each successive score band is associated with increasingly sophisticated performance on the level 1 content. Figure 3.3 shows the percentage of students at Year 4 and Year 8 who achieved in each scoring band.

Year 8 students typically scored one band higher on the TRM scale than students in Year 4.

At Year 4, most students scored in the Wāhanga 2 scoring band. At Year 8, students were typically scoring in the Wāhanga 2 and Wāhanga 3 bands. Readers are invited to refer back to the description of the TRM scale in Chapter 2 to get a sense of the competencies associated with Wāhanga 1 to Wāhanga 4.

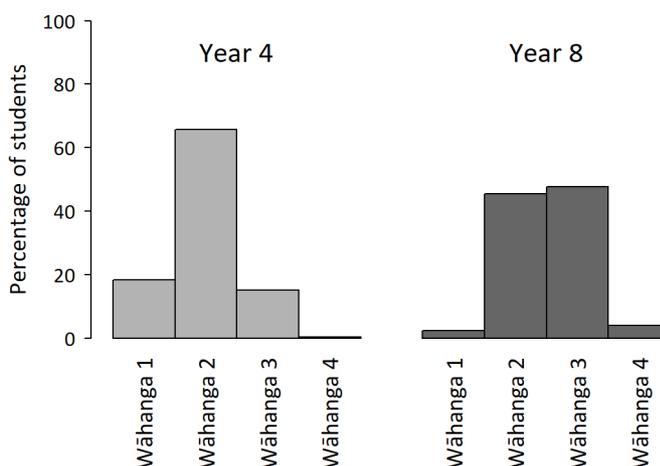


Figure 3.3 Percentage of Year 4 and Year 8 students achieving across the four curriculum level 1 scoring bands according to the TRM assessment

## Achievement by student-level variables in te reo Māori

Figures 3.4 and 3.5 display the score distributions on the TRM scale at Year 4 and Year 8 for all students and by gender and ethnicity.<sup>13</sup>

On average, girls scored higher on the te reo Māori assessment than boys.

Girls<sup>14</sup> scored higher, on average, than boys on the TRM assessment at both year levels. The difference between the average scores for boys and girls was 7 TRM scale score units at Year 4 and 9 units at Year 8. This difference is roughly equivalent to one and a half years of progress.

Ākonga Māori typically scored higher than students who were non-Māori.

Ākonga Māori scored higher, on average, than non-Māori students on the TRM assessment by 8 scale score units at Year 4 and 15 units at Year 8.



Figure 3.4 Distribution of scores for Year 4 students on the te reo Māori (TRM) scale, by gender and ethnicity (NZE = New Zealand European)

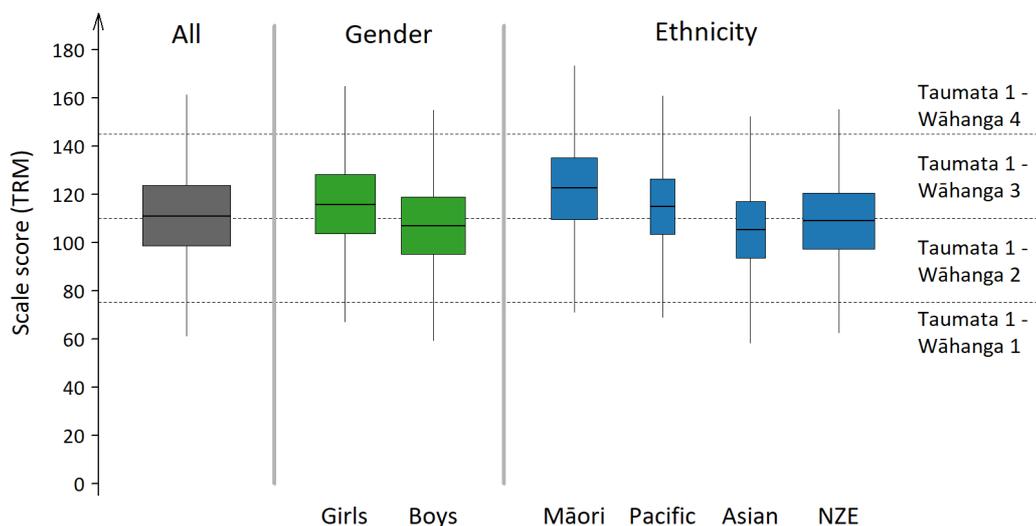


Figure 3.5 Distribution of scores for Year 8 students on the te reo Māori (TRM) scale, by gender and ethnicity (NZE = New Zealand European)

<sup>13</sup> Non-prioritised ethnicity was used where students could identify with up to three ethnicities. This meant they could be present in multiple ethnic groups. Student ethnicity data were obtained from National Student Number information held on the Ministry of Education ENROL database. The 'New Zealand European' category included New Zealand Pākehā, Australians and British/Irish. The 'Pacific' category included Tokelauan, Fijian, Niuean, Tongan, Cook Islands Māori, Sāmoan and other Pacific peoples. The 'Asian' category included Filipino, Cambodian, Vietnamese, Other Southeast Asian, Indian, Chinese, Sri Lankan, Japanese, Korean and Other Asians.

<sup>14</sup> Data related to gender was extracted from the Ministry of Education ENROL data base. It was provided as either 'male' or 'female'.

### Achievement by school-level variables in te reo Māori

Figures 3.6 and 3.7 show the performance of students according to school decile band<sup>15</sup> and school type<sup>16</sup> for Year 4 and Year 8 respectively.

Differences in achievement were associated with school decile and school type at Year 8.

At Year 8, students in low-decile schools scored higher, on average, than students who attended mid- and high-decile schools, by 10 and 13 TRM units respectively. At Year 4, any differences related to school decile were not statistically significant.

At Year 8, students attending intermediate and full primary schools scored higher, on average, than those attending secondary schools by 7 and 5 TRM units respectively. At Year 4, the students who attended full primary schools scored about the same, on average, as those attending contributing schools.

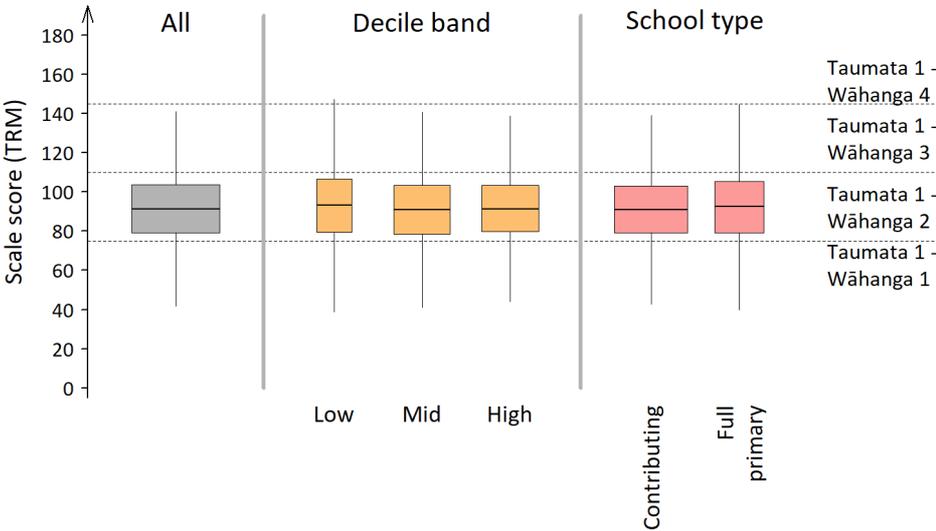


Figure 3.6 Distribution of scores for Year 4 students on the te reo Māori (TRM) scale, by decile band and school type

<sup>15</sup> The *low* decile band comprised students in decile 1 to decile 3 schools, the *mid* band comprised students in decile 4 to decile 7 schools, and the *high* band comprised students in decile 8 to decile 10 schools.

<sup>16</sup> A *composite* school combines students from different year levels that are typically found in separate primary or secondary schools. A *restricted composite*, sometimes known as a middle school, caters for Years 7 to 10. A *contributing* school caters for Years 1 to 6 of schooling. A *full primary* school caters for Years 1 to 8 of schooling. *Secondary* schools cater for Year 7 to Year 15 of schooling, although many cater for Year 9 to Year 15 only. An *intermediate* school caters for Years 7 and 8 of schooling. The number of students in the study from restricted composite and composite schools was relatively low (44 and 82 students respectively).

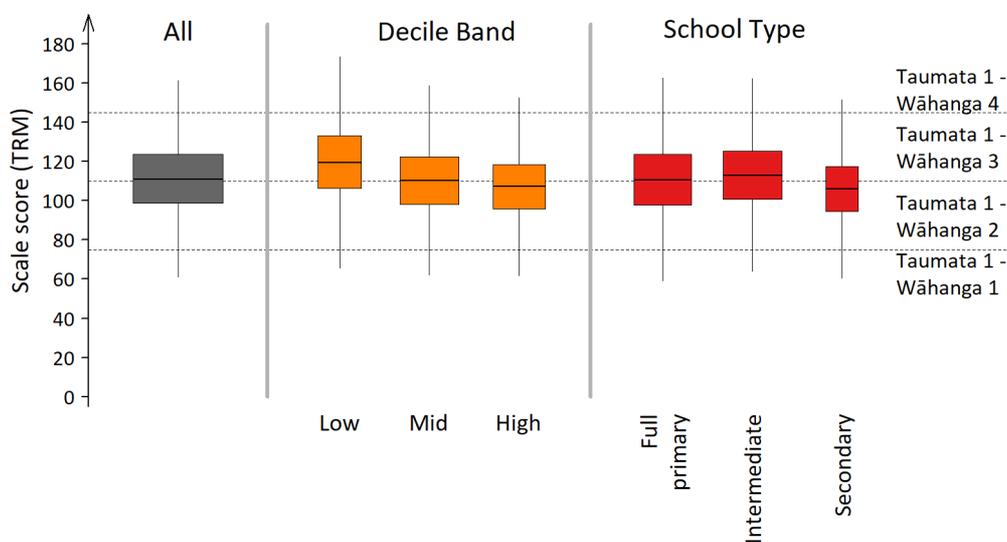


Figure 3.7 Distribution of scores for Year 8 students on the te reo Māori (TRM) scale, by decile band and school type

### Changes in te reo Māori achievement since 2016

Achievement in te reo Māori was last assessed by NMSSA in 2016. To compare students' achievement in 2016 with that in 2021, a joint calibration exercise was carried out involving all data from both years. The exercise created one joint scale and allowed achievement at the separate time points to be compared.

Figure 3.8 compares the average score on the TRM assessment at both time points for Year 4 and Year 8.

At Year 4, there was a statistically significant increase in the average te reo Māori score from 2016 to 2021.

In 2021, the average TRM score at Year 4 was 1.8 scale score units higher than the corresponding score in 2016. This difference was statistically significant. An increase at Year 4 was also statistically significant for students from high-decile schools and for students who identified as New Zealand European. At Year 8, there were no statistically significant changes in the average TRM score for students overall or for any decile or ethnic grouping.

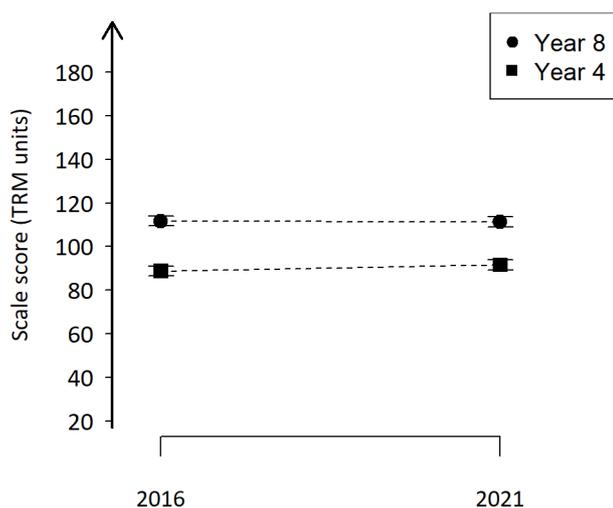


Figure 3.8 Average achievement on the te reo Māori (TRM) assessment in 2016 and 2021, by year level

# 4 Contextual Findings: Teaching and Learning Te Reo Māori

This chapter presents the findings from the contextual data collected about learning and teaching te reo Māori, using the student, teacher and principal questionnaires. The findings are presented in three separate sections, relating to each questionnaire respectively.

As described in Chapter 1, fewer schools took part in the 2021 NMSSA study due to interruptions associated with COVID-19 lockdowns. This means that care needs to be taken when using the findings to make inferences at a national level, especially for smaller subgroups within the sample.

Generally, when reporting on any differences between responses to questions for various groups, only ‘notable’ differences are highlighted (that is, differences greater than 10 percentage points). Any differences related to the attitude and confidence scales are reported when the differences in mean scale scores are statistically significant.

## 1. Student questionnaire

In total, 957 students at Year 4 and 1,030 students at Year 8 completed the section of the student questionnaire relating to te reo Māori in 2021. Up to 12 students in each school were asked to complete the questionnaire. Table 4.1 shows the percentage of students who responded to the questionnaire by decile band and year level.

Table 4.1 Percentage of students who responded to the te reo Māori questionnaire, by school decile band and year level

Decile band	Percentage of students	
	Year 4 (N = 957) %	Year 8 (N = 1,030) %
Low (Deciles 1–3)	15	23
Mid (Deciles 4–7)	41	42
High (Deciles 8–10)	45	35

Note that rounding means that percentages may not add to 100 percent.

All students responded to four sets of questions related to (1) background information (how often they spoke English and te reo Māori at home); (2) their views of the importance of learning te reo Māori; (3) their opportunities to learn te reo Māori at school and (4) their confidence in te reo Māori. Students with a Māori first name also had the opportunity to respond to questions about how their name was pronounced.

### Background information

To provide some baseline information about the students’ use of English and te reo Māori, they were asked to indicate how often they spoke these languages at home.

#### English spoken at home

Students were asked to indicate how often they spoke English at home. Their responses are displayed in Figure 4.1.

Over 85 percent of students reported speaking English at home ‘always’ or ‘often’.

Sixty-nine percent of Year 4 students and 80 percent of Year 8 students reported they ‘always’ spoke English at home. A further 17 percent at Year 4 and 15 percent at Year 8 reported they ‘often’ spoke English at home.

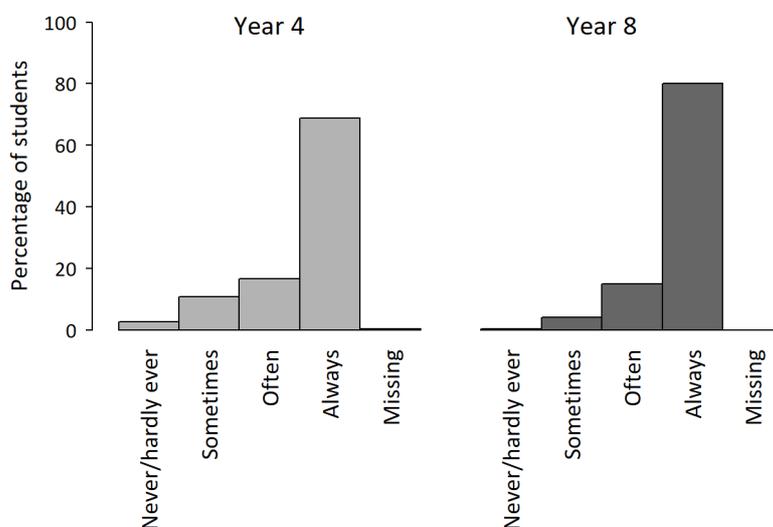


Figure 4.1 Percentage of students reporting how often they spoke English at home, by year level

### Te reo Māori spoken at home

Students were also asked how often they spoke te reo Māori at home. Their responses are displayed in Figure 4.2.

Ākonga Māori were much more likely to report speaking te reo Māori at home than non-Māori students.

Around a third of all students at each year level reported that they spoke te reo Māori at home at least ‘sometimes’.

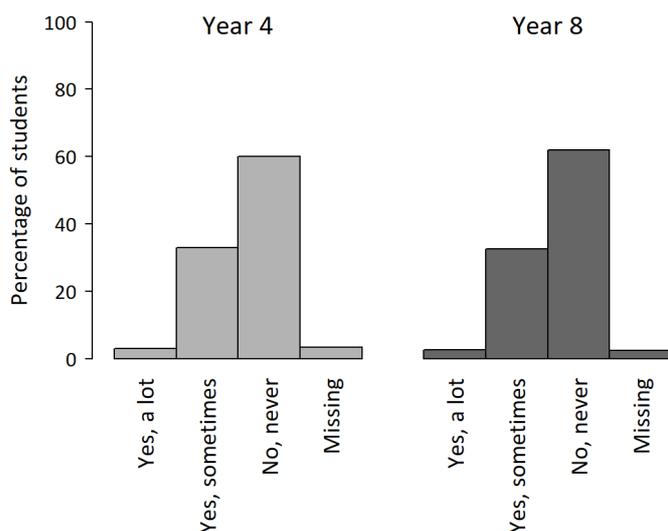


Figure 4.2 Percentage frequency of students' reports of how often they speak te reo Māori at home, by year level

Unsurprisingly, ākonga Māori were more likely to report speaking te reo Māori at home than non-Māori students (see Figures 4.3 and 4.4). About 70 percent of ākonga Māori at Year 4 and Year 8 said that they spoke te reo Māori at home at least ‘sometimes’.

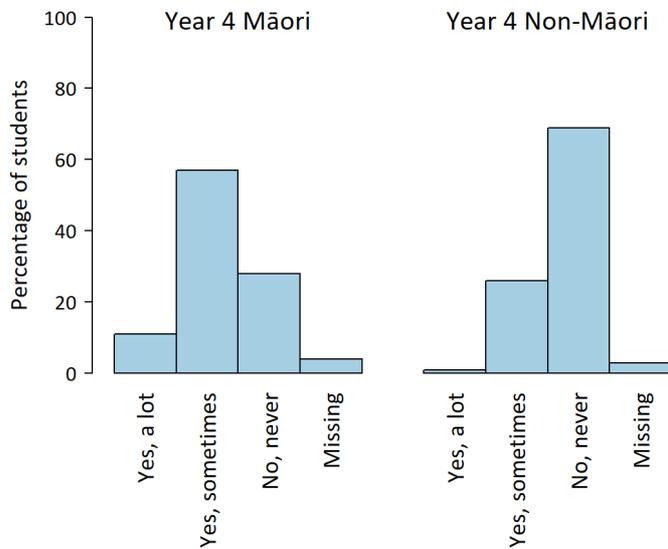


Figure 4.3 Percentage frequency of Year 4 students' reports of how often they speak te reo Māori at home, by Māori/Non-Māori

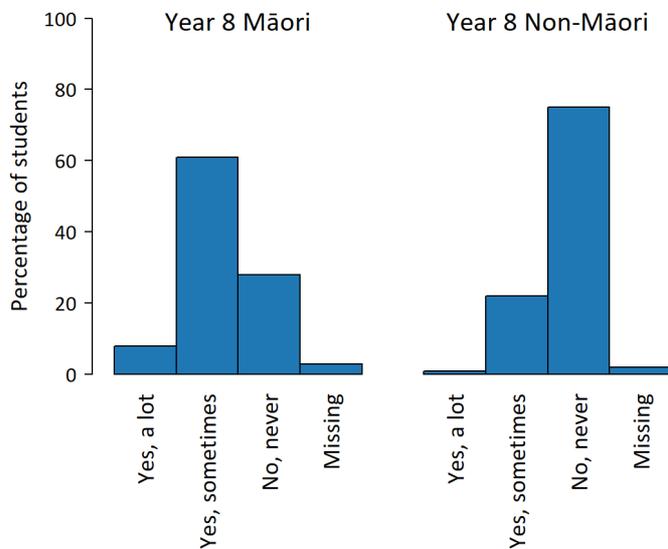


Figure 4.4 Percentage frequency of Year 8 students' reports of how often they speak te reo Māori at home, by Māori and Non-Māori

## The importance of learning te reo Māori

This sub-section reports on students' views of the importance of learning te reo Māori. In addition to presenting information about how important students felt it was to learn te reo Māori, it examines the reasons students offered for valuing te reo Māori and their attitudes to learning te reo Māori.

### Students' views of the importance of learning te reo Māori

Students were asked to rate how important they thought it was to learn te reo Māori. Their responses are shown in Figure 4.5.

About 60 percent of students thought it was 'important' or 'very important' to learn te reo Māori.

At Year 4 and Year 8, similar proportions of students thought it was at least 'important' to learn te reo Māori (60 percent and 63 percent respectively). A similar pattern was evident in 2016, when 66 percent of Year 4 students and 60 percent of Year 8 students thought it was at least 'important' to learn te reo Māori.

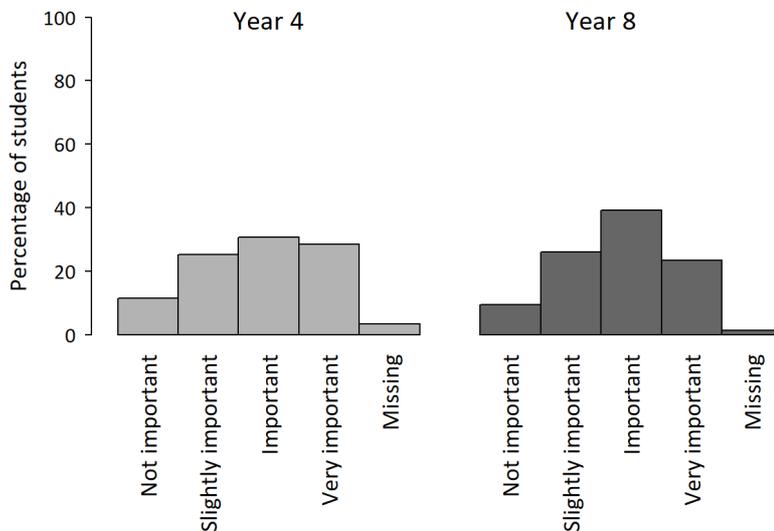


Figure 4.5 Percentage frequency of students' ratings of the importance of learning te reo Māori, by year level

Greater proportions of ākonga Māori thought it was 'important' or 'very important' to learn te reo Māori than non-Māori students.

As in 2016, at both year levels, greater proportions of ākonga Māori, compared with non-Māori students, thought it was 'very important' to learn te reo Māori (see Figures 4.6 and 4.7). This contrasts with learning an additional language,<sup>17</sup> which Year 8 ākonga Māori were more likely than non-Māori students to rate as being 'not important' or 'slightly important' (see Chapter 6).

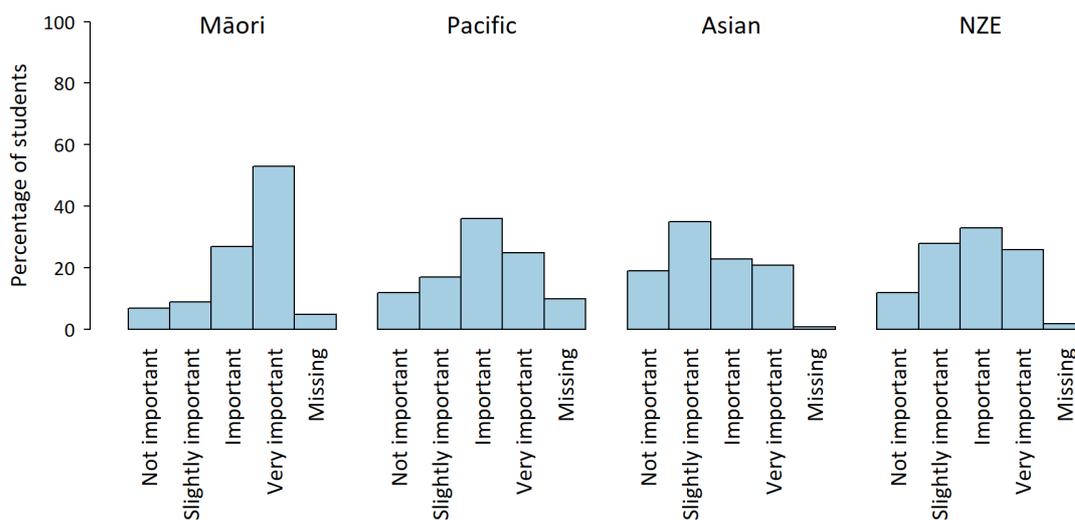


Figure 4.6 Percentage frequency of Year 4 students' ratings of the importance of learning te reo Māori, by ethnicity

<sup>17</sup> Additional languages are defined as languages other than te reo Māori or New Zealand Sign language (see Chapter 5).

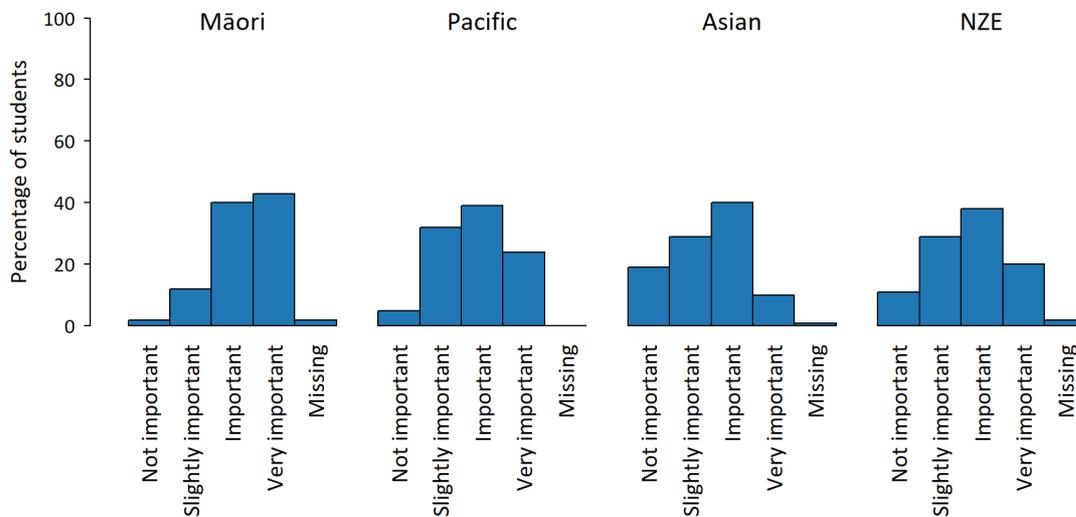


Figure 4.7 Percentage frequency of Year 8 students' ratings on the importance of learning te reo Māori, by ethnicity

### Students' reasons for valuing te reo Māori

As well as rating the importance of learning te reo Māori, students were asked to give a reason for their rating. Four main themes were evident in the responses of students who thought it was 'important' or 'very important' to learn te reo Māori. The first of these related to te reo Māori being important because it was part of Aotearoa New Zealand's culture. Within this theme, some responses acknowledged that te reo Māori was part of Aotearoa New Zealand's collective culture, while others specifically acknowledged its particular place within Māori culture. The second theme was related to having a heritage or whānau connection with te reo Māori, while the third theme encompassed general expressions of a positive attitude toward, or valuing of, te reo Māori. The final theme acknowledged the usefulness of te reo Māori, now and in the future.

Being Māori or non-Māori was associated with the reasons learners gave for valuing opportunities to learn te reo Māori.

Learners' cultural identity, and in particular, being Māori or non-Māori, was associated with the reasons they gave for valuing learning te reo Māori. Table 4.2 presents the reasons that were provided by those Year 8 students who rated learning te reo Māori as 'very important'. Notably, over half the ākonga Māori who rated learning te reo as 'very important' indicated this was because they saw it as part of their heritage or connected to their whānau. In contrast, the reason offered most often by those non-Māori students who rated learning te reo Māori as 'very important' was that it was part of Aotearoa New Zealand's collective culture.

Table 4.2 Year 8 students' reasons for rating learning te reo Māori as 'very important', for ākonga Māori and non-Māori students\*

Reasons	Students	
	Māori (N = 121) %	Non-Māori (N = 121) %
Part of my heritage/connected to my family or whānau	52	7
Expressed a positive attitude towards or valuing of te reo Māori	30	22
Part of Aotearoa New Zealand's collective culture	23	47
Part of Māori culture	21	29
It is useful to learn	27	40

\* Some students gave multiple reasons

### Attitudes to learning te reo Māori

Students were asked to indicate their level of agreement with six statements about their attitudes towards te reo Māori and learning te reo Māori at school. Their responses are displayed in Figure 4.8.

Most students had positive attitudes towards learning te reo Māori.

Overall, most students were positive about learning te reo Māori. For example, at both Year 4 and Year 8 most students (72 percent and 74 percent respectively) indicated that they agreed at least ‘a little’ that they ‘would like to learn more reo Māori at school’. In general, greater proportions of Year 4 than Year 8 students used ‘totally agree’ to respond to the statements. However, at both Year 4 and Year 8, 43 percent of students totally agreed with the statement ‘te reo Māori is an important language’.

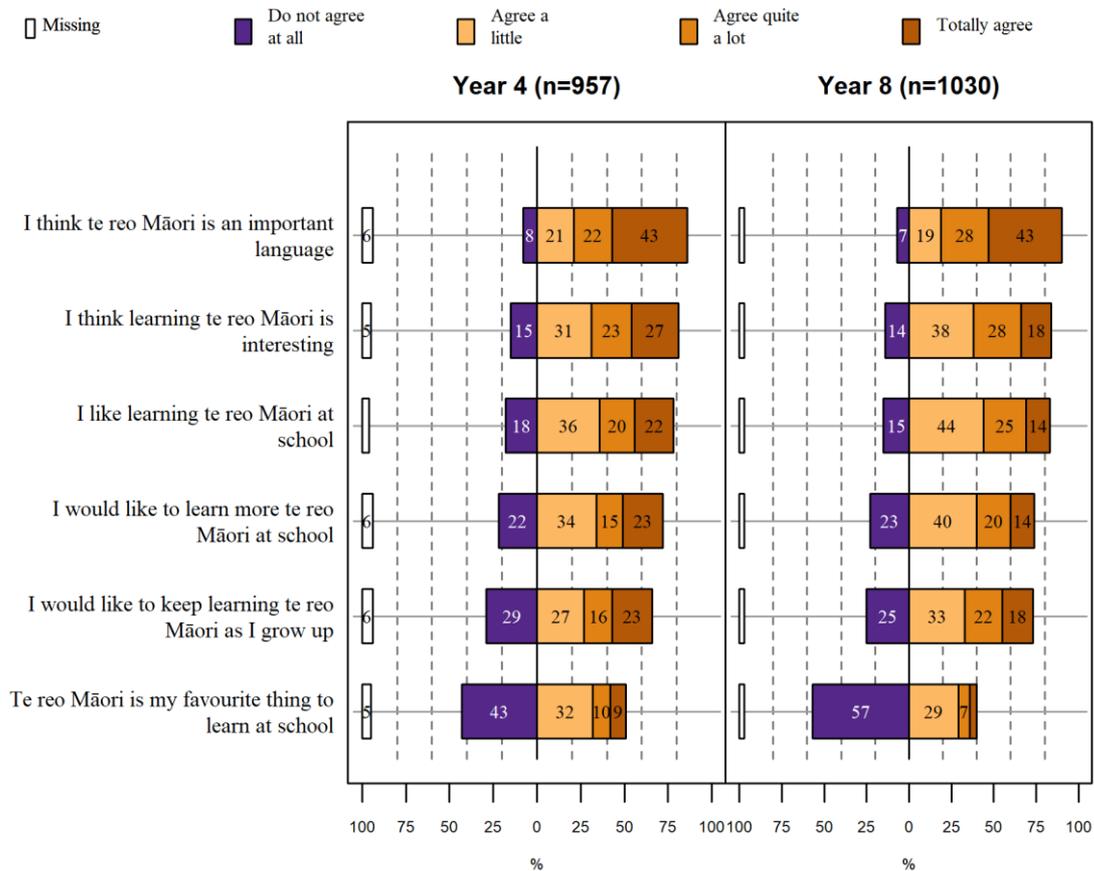


Figure 4.8 Percentage frequency of students' responses to statements about their attitudes towards learning te reo Māori, by year level

Ākonga Māori reported even more positive attitudes to learning te reo Māori than the ‘all students’ group.

Figure 4.9 shows how ākonga Māori responded to the statements concerning their attitudes towards te reo Māori and learning te reo Māori. In general, ākonga Māori reported stronger levels of agreement with these statements than did the ‘all student’ group shown in Figure 4.8. For example, at Year 4, 40 percent of ākonga Māori indicated that they totally agreed that they would like to learn more te reo Māori at school. In contrast, Figure 4.8 shows that 23 percent of all students at Year 4 totally agreed with this statement. A similar pattern is evident when comparing student responses to the statement ‘I would like to keep learning te reo Māori as I grow up’. Here, 38 percent of Year 8 ākonga Māori, as compared with 18 percent of all students at Year 8, indicated that they totally agreed with this statement. These data suggest that having opportunities to learn te reo Māori is particularly important for ākonga Māori.

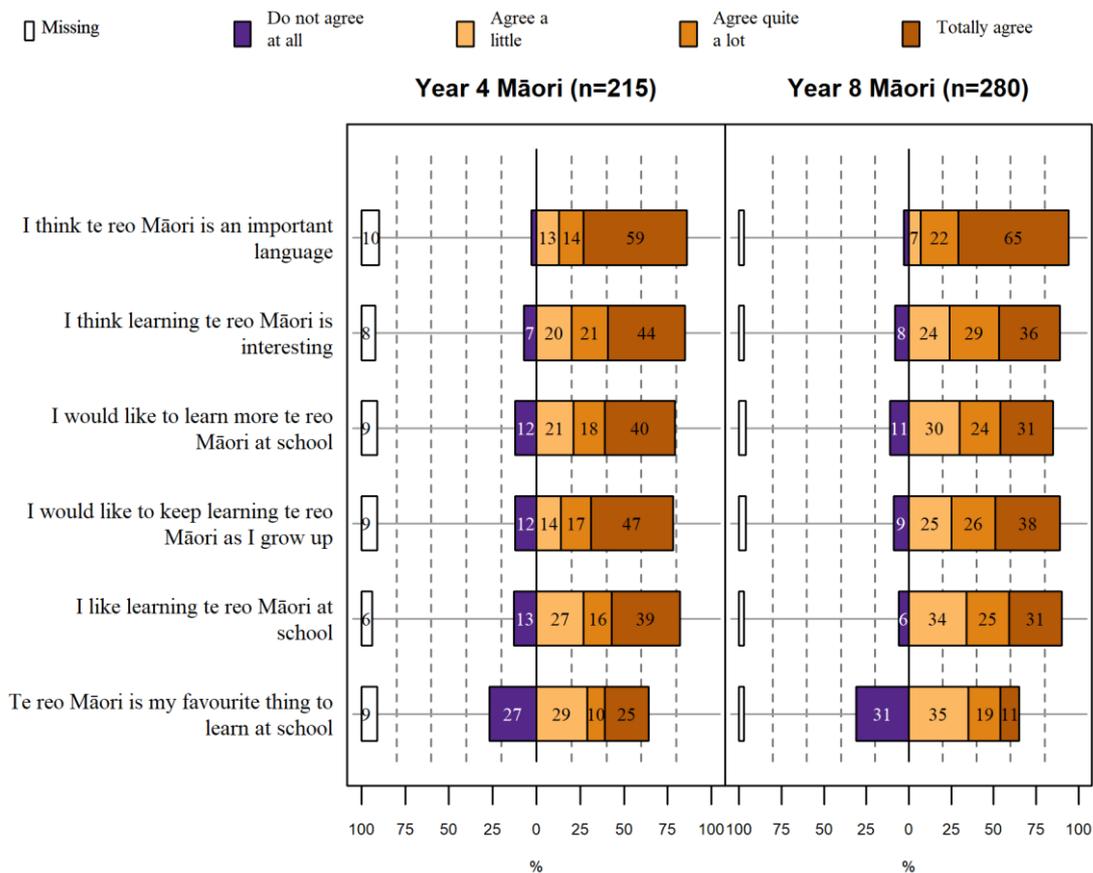


Figure 4.9 Percentage frequency of ākonga Māori responses to statements about their attitudes towards learning te reo Māori, by year level

### Attitudes to te reo Māori scale

The students' responses to five<sup>18</sup> of the individual attitude statements were combined to construct an Attitudes to te reo Māori scale. To aid the interpretation of the findings, the scale was divided into three regions associated with the response categories students used to respond to the attitude statements. Figure 4.10 shows the distributions of scale scores on the Attitudes to te reo Māori scale for Year 4 and Year 8 students. The 'very positive' region shows the part of the scale where total agreement was most probable. That is, students whose overall attitude score was located in this part of the scale were more likely to have selected the 'totally agree' category, than any of the other categories, when responding to the attitude statements. The 'not positive' region, on the hand, is the part of the scale where 'do not agree at all' responses were most probable.

Overall, Year 4 and Year 8 students were generally positive about learning te reo Māori.

The majority of students at both year levels were categorised as having either a positive or very positive attitude towards learning te reo Māori.

<sup>18</sup> Responses to the statement 'I think te reo Māori is an important language' were not included in the scale because they showed a poor fit with responses to the other statements during scale construction.

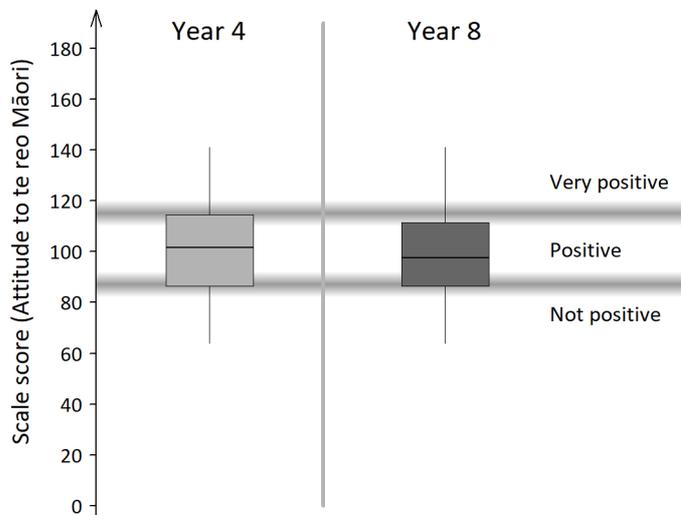


Figure 4.10 Distribution of students' scores on the Attitudes to te reo Māori scale, by year level

At both year levels, ākonga Māori were more positive about learning te reo Māori than non-Māori students.

Figures 4.11 and 4.12 show the distributions of Attitudes to te reo Māori scale scores by gender and ethnicity for Year 4 and Year 8 respectively. At both year levels, ākonga Māori were more positive about learning te reo Māori than non-Māori students.



Figure 4.11 Distribution of Year 4 students' scores on the Attitudes to te reo Māori scale, by gender and ethnicity

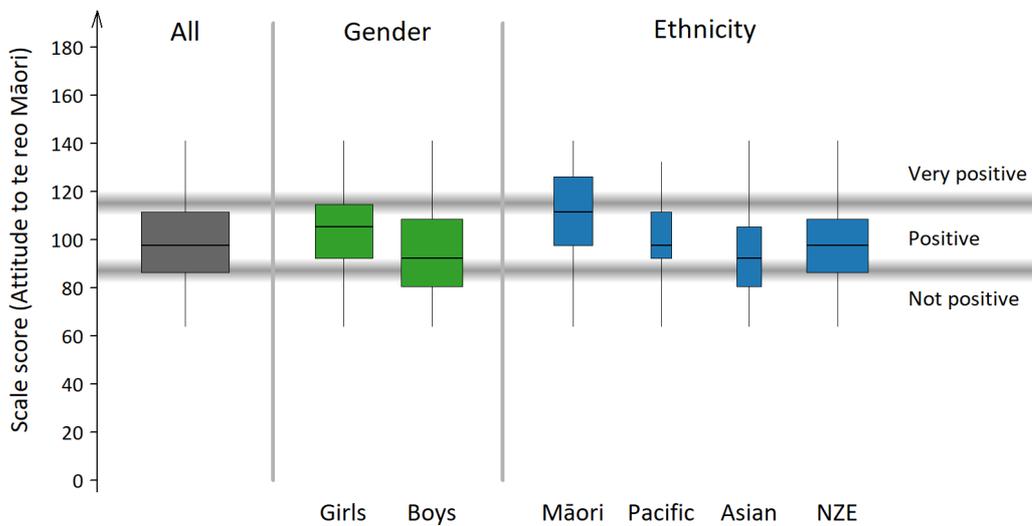


Figure 4.12 Distribution of Year 8 students' scores on the Attitudes to te reo Māori scale, by gender and ethnicity

At Year 8, girls scored higher, on average, than boys on the Attitudes to te reo Māori scale.

Looking at average Attitudes to te reo Māori scale scores, Year 8 girls were more positive than Year 8 boys. The difference between the average score for boys and girls at Year 4 was not statistically significant.

At Year 8, students in low-decile schools were more positive, on average, about learning te reo Māori than those in mid- or high-decile schools.

Figures 4.13 and 4.14 show the distributions of Attitudes to te reo Māori scale scores by school decile and school type for Year 4 and Year 8 respectively. At Year 8, students in low-decile schools were more positive, on average, about learning te reo Māori than those in mid- or high-decile schools. In 2016, this difference was evident at both year levels.

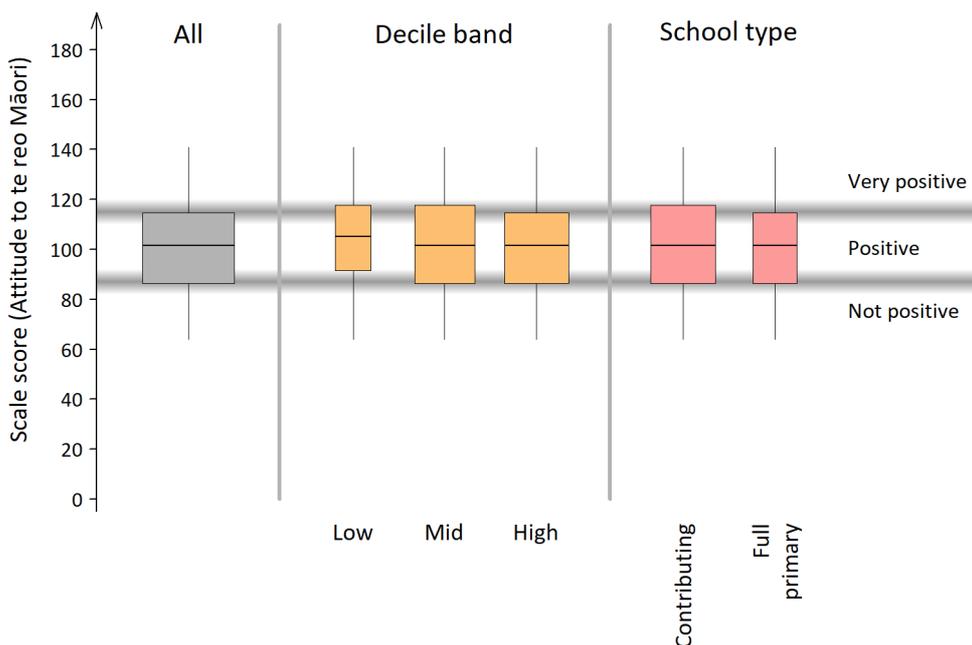


Figure 4.13 Distribution of Year 4 students' scores on the Attitudes to te reo Māori scale, by school decile band and school type

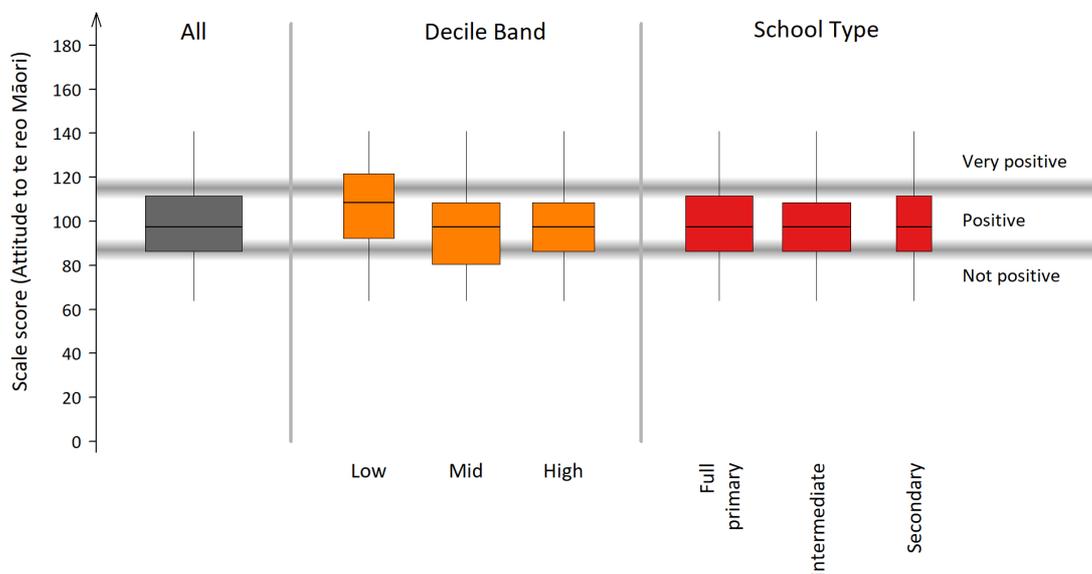


Figure 4.14 Distribution of Year 8 students' scores on the Attitudes to te reo Māori scale, by school decile band and school type

### Te reo Māori learning experiences

Students were asked how often a range of learning experiences in te reo Māori happened for them at school. Figure 4.15 shows their responses to a list of learning opportunities that was prefaced with the question, 'How often do these things happen at school?'

Students reported experiencing a variety of te reo Māori learning opportunities.

Most of the learning opportunities were reported as happening 'sometimes', 'often' or 'very often' by at least 50 percent of the students. As in 2016, at both year levels, singing waiata was the learning experience that was most likely to be reported as happening 'very often', while talking to their classmates in te reo Māori in the playground was the least likely. Year 8 students were generally more likely than Year 4 students to indicate that they experienced the specified te reo Māori learning experiences at least 'sometimes'. However, slightly greater proportions of Year 8 than Year 4 students indicated they 'never' took part in kapa haka and 'never' read books or websites written in te reo Māori.

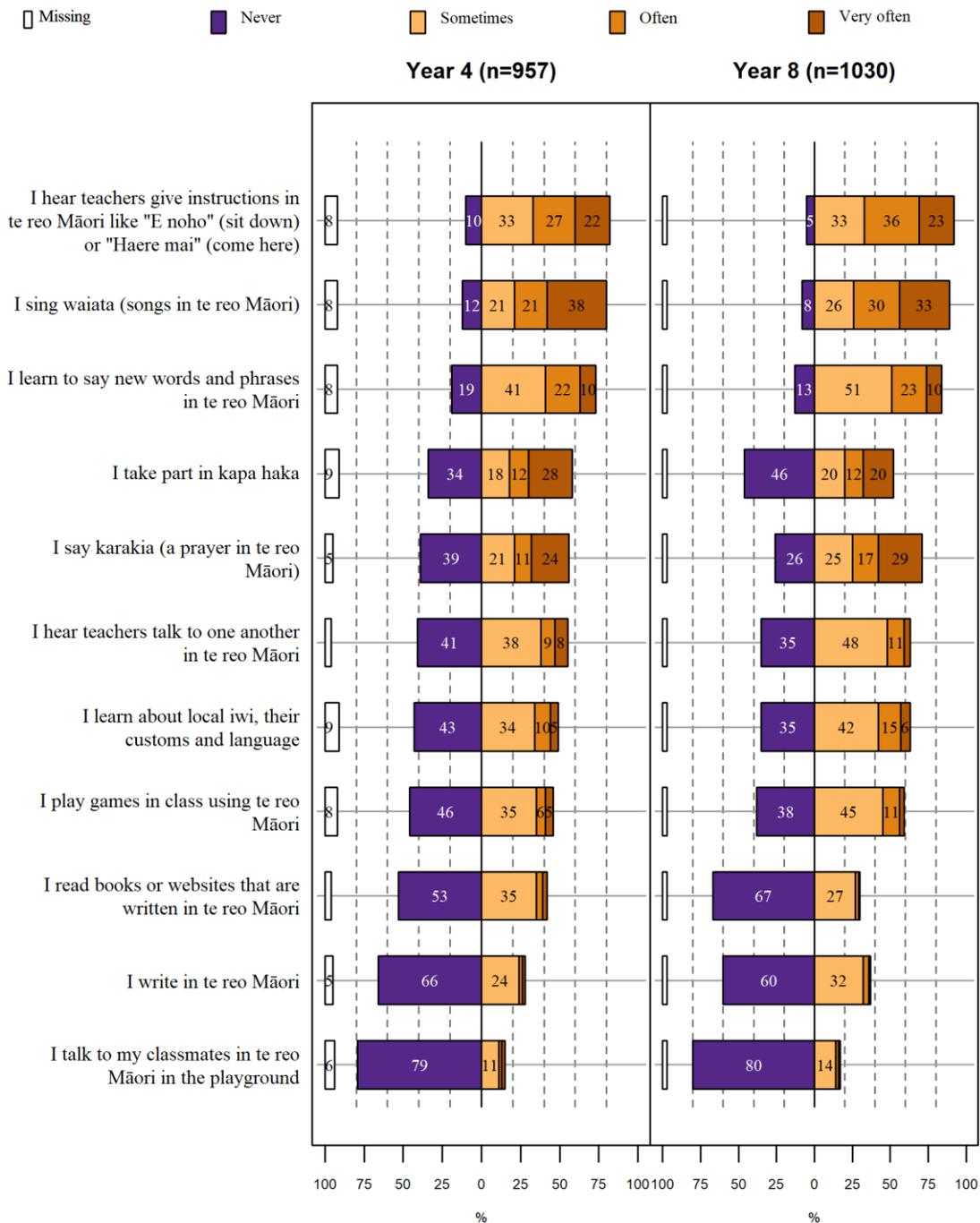


Figure 4.15 Percentage frequency of students' te reo Māori learning experiences at school, by year level

Ākonga Māori reported more frequent te reo Māori learning experiences than did the 'all students' group.

Figure 4.16 shows how ākonga Māori responded to the statements about learning experiences in te reo Māori at school, by year level. As in 2016, ākonga Māori generally reported more frequent te reo Māori learning experiences than did the 'all students' group. At both Year 4 and Year 8 this was particularly evident for saying karakia, reading books or websites that are written in te reo Māori, taking part in kapa haka and talking to their classmates in te reo Māori in the playground. At Year 8, ākonga Māori reported notably more frequent opportunities than all students when it came to learning about local iwi, their customs and language and writing in te reo Māori.

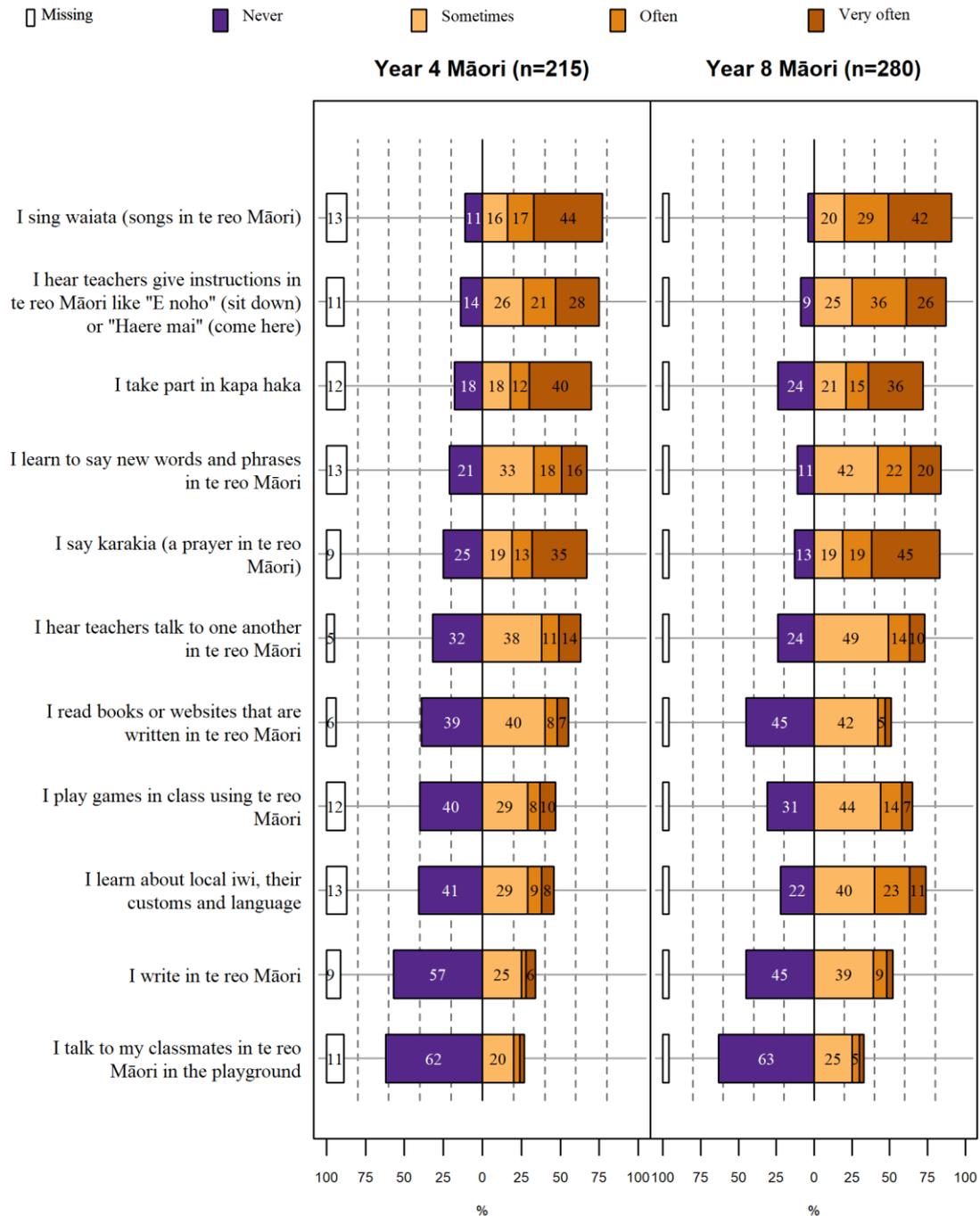


Figure 4.16 Percentage frequency of ākonga Māori reo Māori learning experiences at school, by year level

### Pronunciation of Māori names

To provide some insight into the pronunciation of te reo Māori, the study explored how well students, teachers and others in the school community pronounced Māori names. To do this, students were asked to indicate whether their first name was Māori. Those students who responded 'yes' were then asked to indicate their level of agreement with three statements about how people within their school community pronounced their name. Their responses are shown in Figure 4.17.

At Year 4, about 30 percent of students with Māori names indicated that members of their school community did not pronounce their name properly.

At Year 4, about 30 percent of learners with a Māori first name reported that they either ‘did not agree at all’ or agreed only ‘a little’ that their name was said properly by members of their school community. This reduced to 14 percent at Year 8. At both Year 4 and Year 8, notably more students ‘totally agreed’ that their name was said ‘properly’ by people within their classroom community (that is, their classmates and teachers) than by other people at their school.

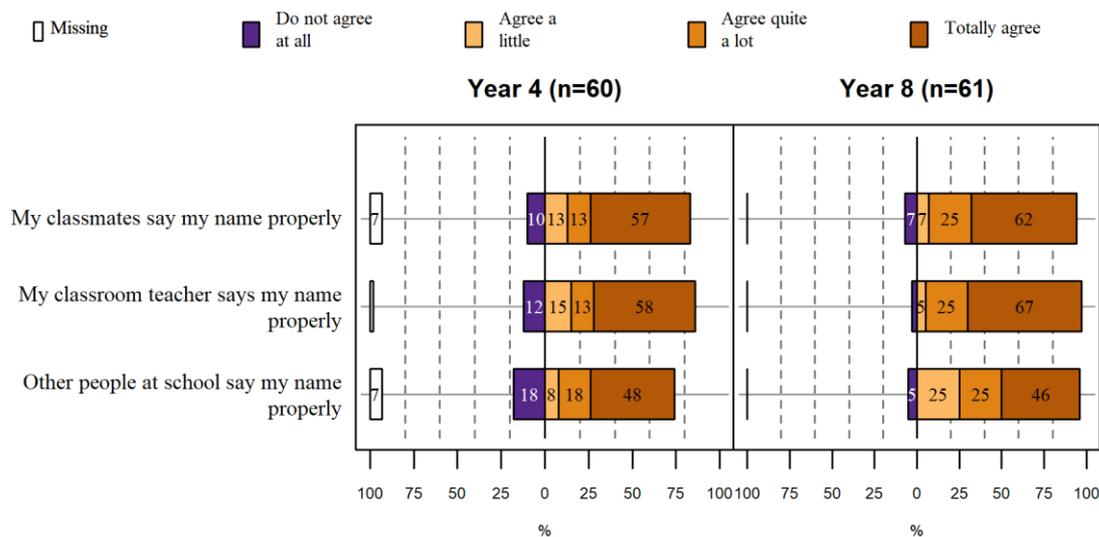


Figure 4.17 Percentage frequency of responses from students with Māori names to statements about the pronunciation of their names, by year level

### Confidence in te reo Māori

Students were asked to indicate their level of agreement with five statements about their confidence in their ability to understand and use te reo Māori. Their responses to these statements are shown in Figure 4.18.

Students’ confidence in their ability to use te reo Māori has remained steady since 2016

In 2021, students responded to the confidence statements in a similar way to how students had in the 2016 study.

As was the case in 2016, at both Year 4 and Year 8, greater proportions of students expressed confidence in their ability to hear and speak te reo Māori, and to use the language in performances, than to read and write in te reo Māori. At both year levels, notably more students ‘totally’ agreed with the statement about being good at using te reo Māori in performances (for example, in kapa haka or speeches) than they did with any other statement.

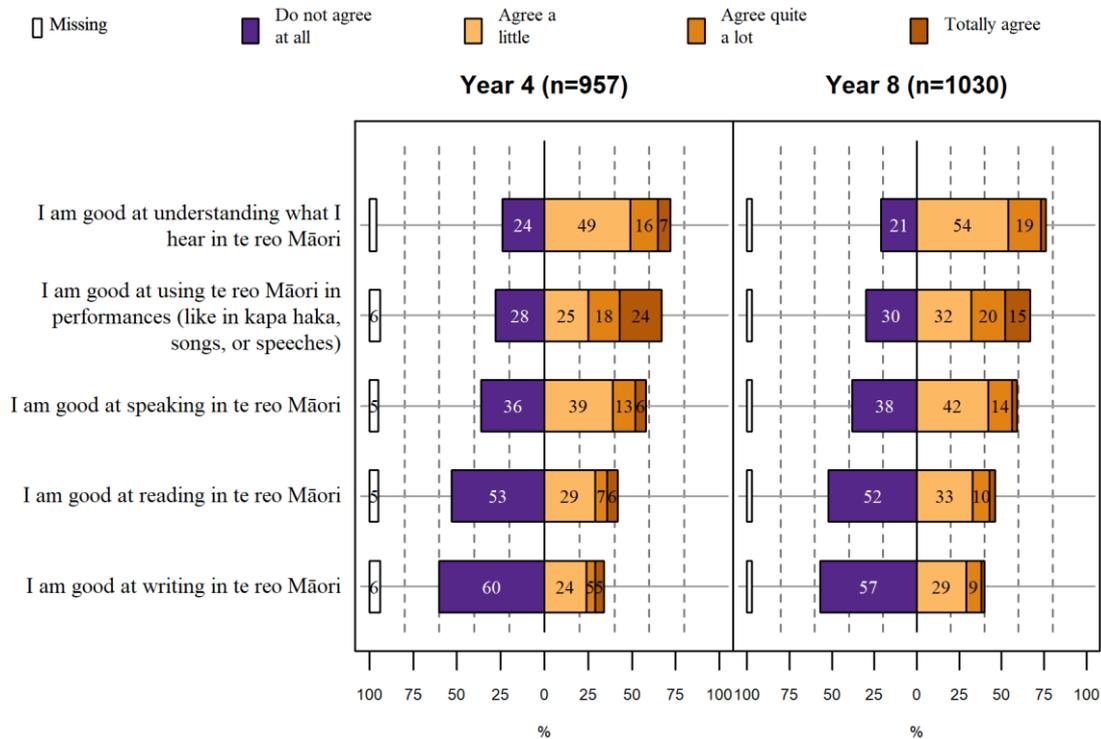


Figure 4.18 Percentage frequency of students' responses to statements about their confidence in te reo Māori, by year level

### Confidence in te reo Māori scale

The students' responses to the five confidence items were used to construct a Confidence in te reo Māori scale. To aid the interpretation of findings, the scale was divided into three score ranges ('very confident', 'confident' and 'not confident'). Figures 4.19 and 4.20 show the distribution of scores on the Confidence in te reo Māori scale for all students and by gender and ethnicity for Year 4 and Year 8 respectively.

On average, ākonga Māori scored higher than non-Māori students on the Confidence in te reo Māori scale.

At both year levels, ākonga Māori scored higher, on average, than non-Māori students on the Confidence in te reo Māori scale. In 2021, the difference was 13 scale score points at Year 4 and 15 points at Year 8. A similar pattern was evident in 2016.

On average, girls scored higher than boys on the Confidence in te reo Māori scale.

As in 2016, girls at both year levels scored higher, on average, than boys on the Confidence in te reo Māori scale. In 2021, girls scored higher than boys, on average, by 5 scale score points at Year 4 and 9 points at Year 8.

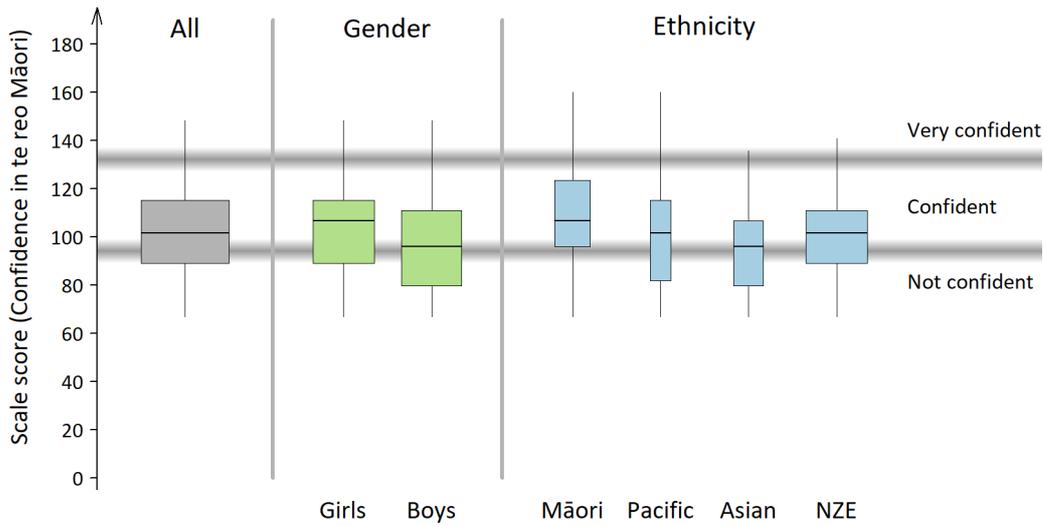


Figure 4.19 Distribution of Year 4 students' scores on the Confidence in te reo Māori scale, by gender and ethnicity

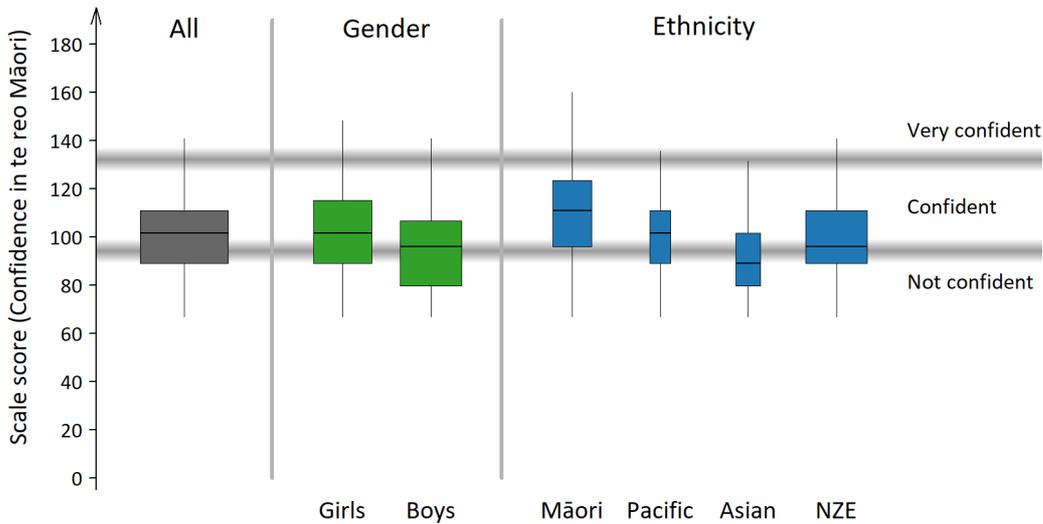


Figure 4.20 Distribution of Year 8 students' scores on the Confidence in te reo Māori scale, by gender and ethnicity

Figures 4.21 and 4.22 show the distribution of scores on the Confidence in te reo Māori scale for all students and by decile band for Year 4 and Year 8 respectively.

At Year 8, students in low-decile schools scored higher, on average, than those in mid- and high-decile schools on the Confidence in te reo Māori scale.

On average, at Year 8, students in low-decile schools scored higher than those in mid- and high-decile schools on the Confidence in te reo Māori scale. In 2016, this difference was evident at both year levels.

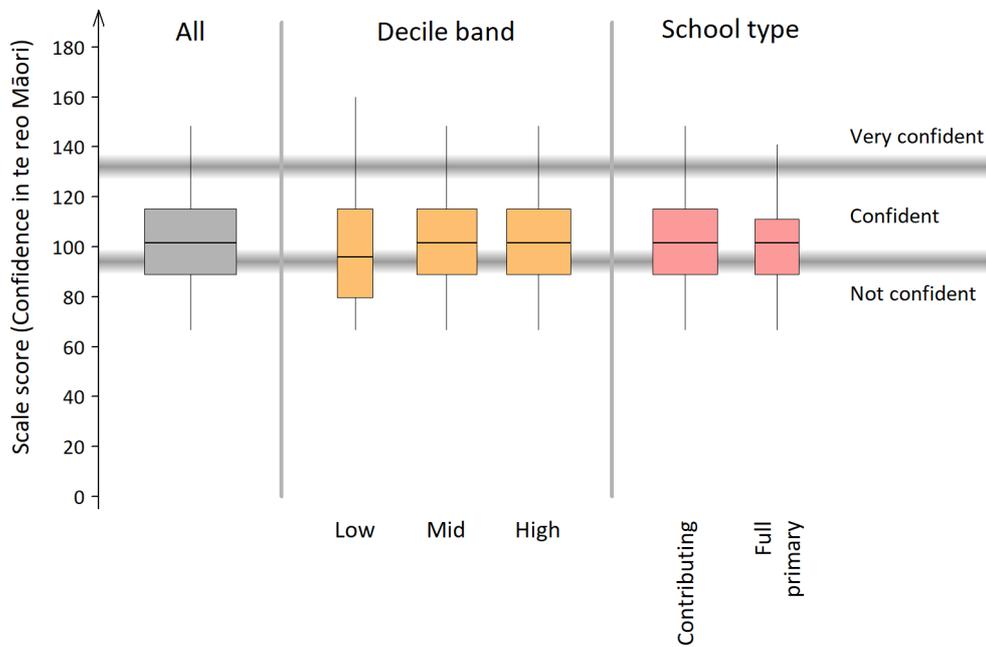


Figure 4.21 Distribution of Year 4 students' scores on the Confidence in te reo Māori scale, by school decile band and type

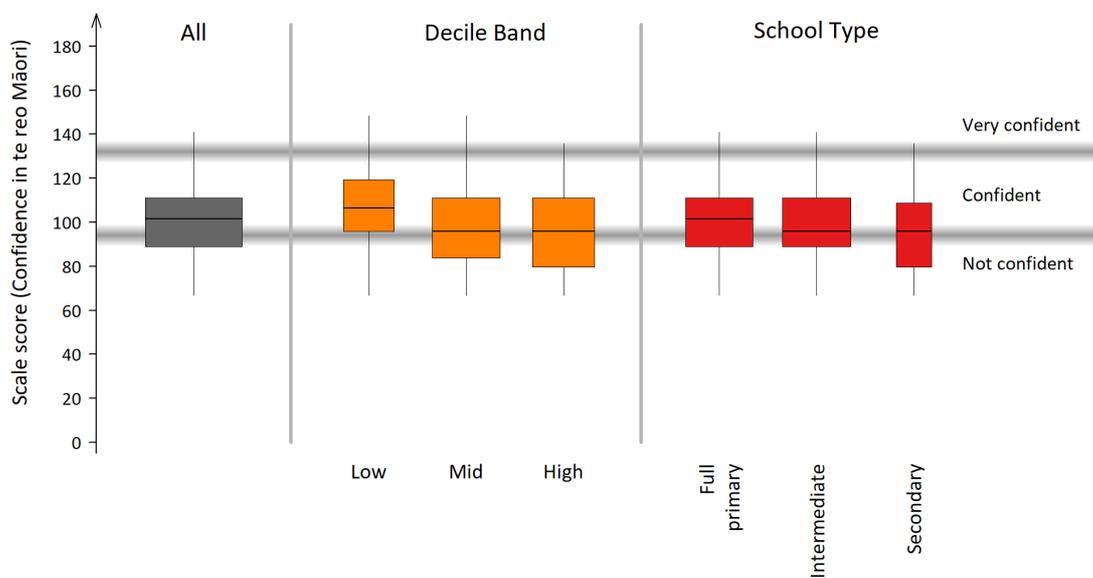


Figure 4.22 Distribution of Year 8 students' scores on the Confidence in te reo Māori scale, by school decile band and type

## 2. Teacher questionnaire

Section 2 reports on findings related to teachers who were involved in the 2021 NMSSA study. The teachers who had the most students involved in the study or who were specialist teachers of te reo were invited to complete a teacher questionnaire (in total, up to three teachers in each school). At Year 4, 102 teachers, and at Year 8, 99 teachers completed the section of the questionnaire associated with te reo Māori. Of these, 8 teachers at Year 4, and 12 at Year 8 identified themselves as specialist teachers of te reo Māori. Table 4.3 shows the percentage of teacher participants by school decile at Year 4 and Year 8. Note that the teachers who completed the questionnaires at each year level do not necessarily constitute nationally representative samples of New Zealand teachers. Thus, the findings should be interpreted as a broad indication of New Zealand teachers' views about learning and teaching te reo Māori.

Table 4.3 Percentage of teachers who responded to the section of the questionnaire that related to te reo Māori, by school decile and year level

	Percentage of teachers	
	Year 4 (N = 102)	Year 8 (N = 99)
Low (Deciles 1–3)	22	24
Mid (Deciles 4–7)	39	41
High (Deciles 8–10)	39	34

Note that rounding means that percentages may not add to 100 percent.

Teachers responded to four sets of questions related to (1) their beliefs about the importance of students learning te reo Māori at school; (2) their confidence and ability in relation to teaching te reo Māori; (3) student opportunities to learn te reo Māori and (4) professional support and resources for learning and teaching te reo Māori.

### Teachers’ views of the importance of learning te reo Māori

Teachers were asked how important it was for students to learn te reo Māori at school. Their responses are shown in Figure 4.23.

Seventy percent of teachers reported it was ‘very important’ for students to learn te reo Māori at school.

Consistent with the findings that were reported in 2016, most teachers indicated that it was at least ‘important’ for students to learn te reo Māori at school. There has, however, been a notable increase in the proportion of teachers who believe that it is ‘very important’ (70 percent in 2021 compared with 50 percent in 2016).

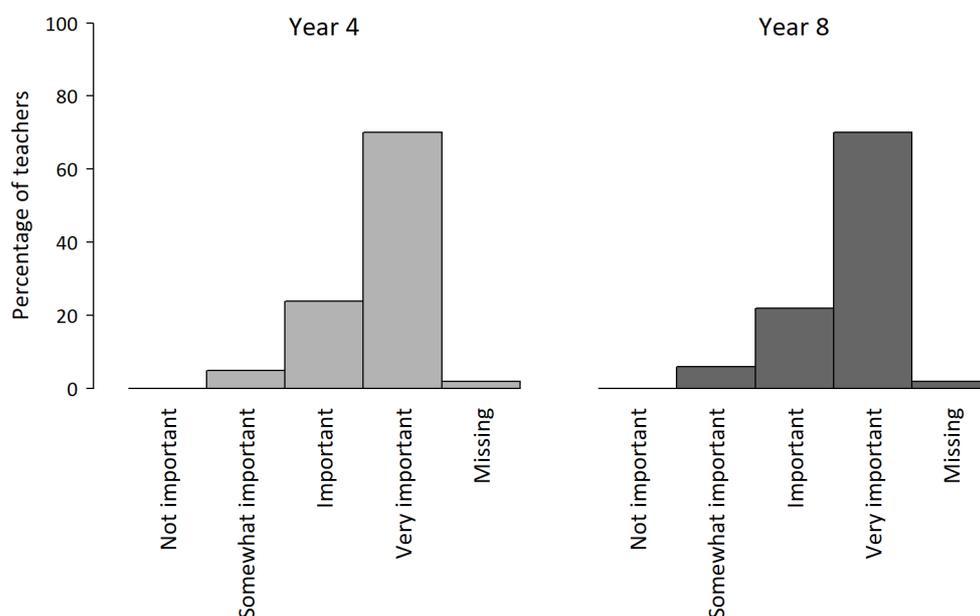


Figure 4.23 Percentage frequency of teachers’ ratings of the importance of students learning te reo Māori at school, by year level

As was the case in 2016, teachers were also asked to explain the importance rating that they gave. Four main themes were evident in the responses of teachers who rated te reo Māori as ‘important’ or ‘very important’. The first of these acknowledged the role that te reo Māori plays in relation to culture and identity in Aotearoa New Zealand. In this regard, some teachers’ responses emphasised the importance of te reo Māori as a dimension of Māori culture and identity, while others noted the language’s importance in relation to Aotearoa New Zealand’s bicultural identity, often referring to the links between te reo Māori and Te Tiriti o Waitangi commitments. Another key theme involved acknowledgement of te reo Māori as one of Aotearoa New Zealand’s official languages. Additionally, some teachers emphasised the important place that te reo Māori has in an inclusive curriculum, with a number noting the language’s particular importance for ākonga Māori. Finally, other responses pointed to the usefulness of te reo Māori.

## Teachers' ability in te reo Māori and their confidence as teachers of te reo Māori

Teachers indicated their level of agreement with two statements related to their ability to speak and teach te reo Māori. Their responses are shown in Figure 4.24.

About two-thirds of teachers reported feeling confident about teaching te reo Māori.

At both Year 4 and Year 8, almost two-thirds of teachers either agreed or strongly agreed with the statement 'I feel confident about teaching te reo Māori'. This question was presented in a slightly different way from the 2016 study, when teachers were asked to indicate to what extent they agreed that this statement was 'true' for them. At that time, about 60 percent of teachers, at both year levels, indicated that it was either 'moderately true' or 'very true' that they felt confident about teaching te reo Māori.

In 2021, a notably higher proportion of Year 8 teachers than Year 4 teachers (50 percent and 40 percent respectively) reported that they at least agreed that they could 'hold a simple conversation in te reo Māori'. A similar pattern was evident in 2016, when 49 percent of Year 8 teachers and 34 percent of Year 4 teachers indicated that it was at least 'moderately true' that they could 'hold a simple conversation in te reo Māori'.

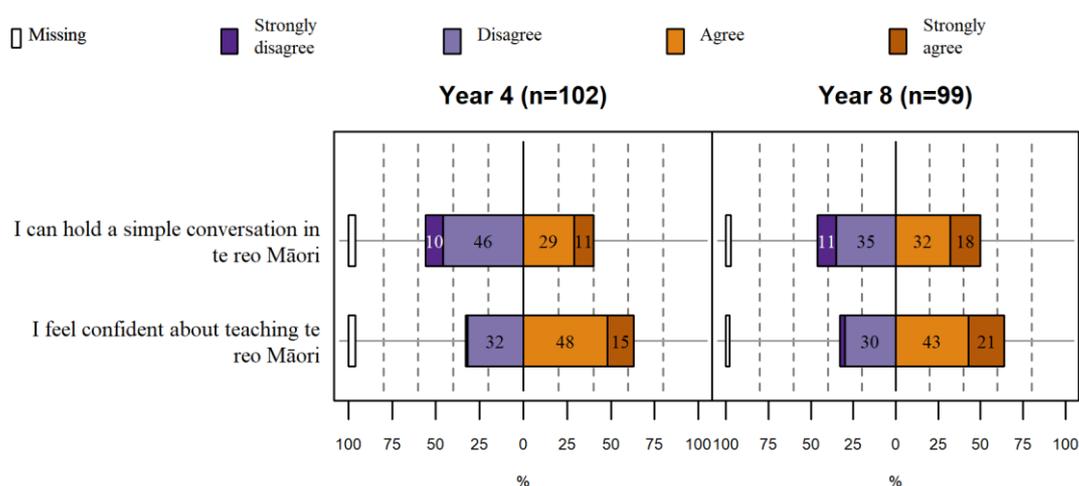


Figure 4.24 Percentage frequency of teachers' responses to items relating to expertise in and confidence about teaching te reo Māori, by year level

Teacher confidence in teaching te reo Māori varied notably by school decile band.

At both Year 4 and Year 8, notably more teachers at low-decile than at mid- and high-decile schools indicated that they at least agreed that they could hold a conversation in te reo Māori and that they felt confident about teaching te reo Māori. For example, 53 percent of Year 4 teachers at low-decile schools, compared with 42 percent and 36 percent of teachers at mid- and high-decile schools, reported that they at least agreed they could hold a simple conversation in te reo Māori. A similar pattern was evident in relation to teachers' responses to the statement 'I feel confident about teaching te reo Māori'. In this regard, 81 percent of Year 8 teachers at low-decile schools indicated that they at least agreed that they felt confident about teaching te reo Māori, whereas just 61 percent of teachers at high-decile schools reported having at least this level of confidence.

## Opportunities to learn te reo Māori

### Hours spent learning te reo Māori

Table 4.4 shows teachers' estimates of the total hours that students spent learning te reo Māori over the year. The responses, which were similar at both year levels, were variable, ranging from less than five hours over the school year to more than 40 hours.

Most students spent up to an hour a week learning te reo Māori.

Based on the understanding that primary school students attend school for approximately 40 weeks a year, the data in Table 4.4 indicates that about 75 percent of Year 4 and Year 8 students, on average, spent up to one hour per week learning te reo Māori. A similar pattern was evident in 2016. At that time, about 80 percent

of teachers at Year 4 and almost 90 percent at Year 8 reported that students, on average, spent no more than 1 hour per week learning te reo Māori.

Table 4.4 Teachers' estimates of the hours students spent learning te reo Māori over the year, by year level

	Percentage of teachers	
	Year 4 (N = 102)	Year 8 (N = 99)
Less than 5 hours	2	6
5–10 hours	7	7
11–20 hours	24	21
21–30 hours	21	21
31–40 hours	18	20
More than 40 hours	25	22
Missing	4	2

Note that rounding means that percentages may not add to 100 percent.

### Learning opportunities in te reo Māori

Teachers were asked to indicate how frequently students in their class had a range of opportunities to learn te reo Māori at school. Their responses are shown in Figure 4.25.

Most teachers reported offering a range of te reo Māori learning opportunities on a reasonably frequent basis.

In 2021, saying karakia, singing waiata and hearing teachers give instructions in te reo Māori were the three te reo Māori learning opportunities that teachers most often reported as happening 'very often'. This contrasts with 2016, when taking part in kapa haka, rather than hearing teachers give instructions in te reo Māori, was among the three te reo Māori learning opportunities teachers reported as happening 'most often'.

Teachers' responses also indicate that in 2021 at least a quarter of students at both year levels 'never' had opportunities to hear teachers talk to one another in te reo Māori, read books or websites that are written in te reo Māori or write in te reo Māori.

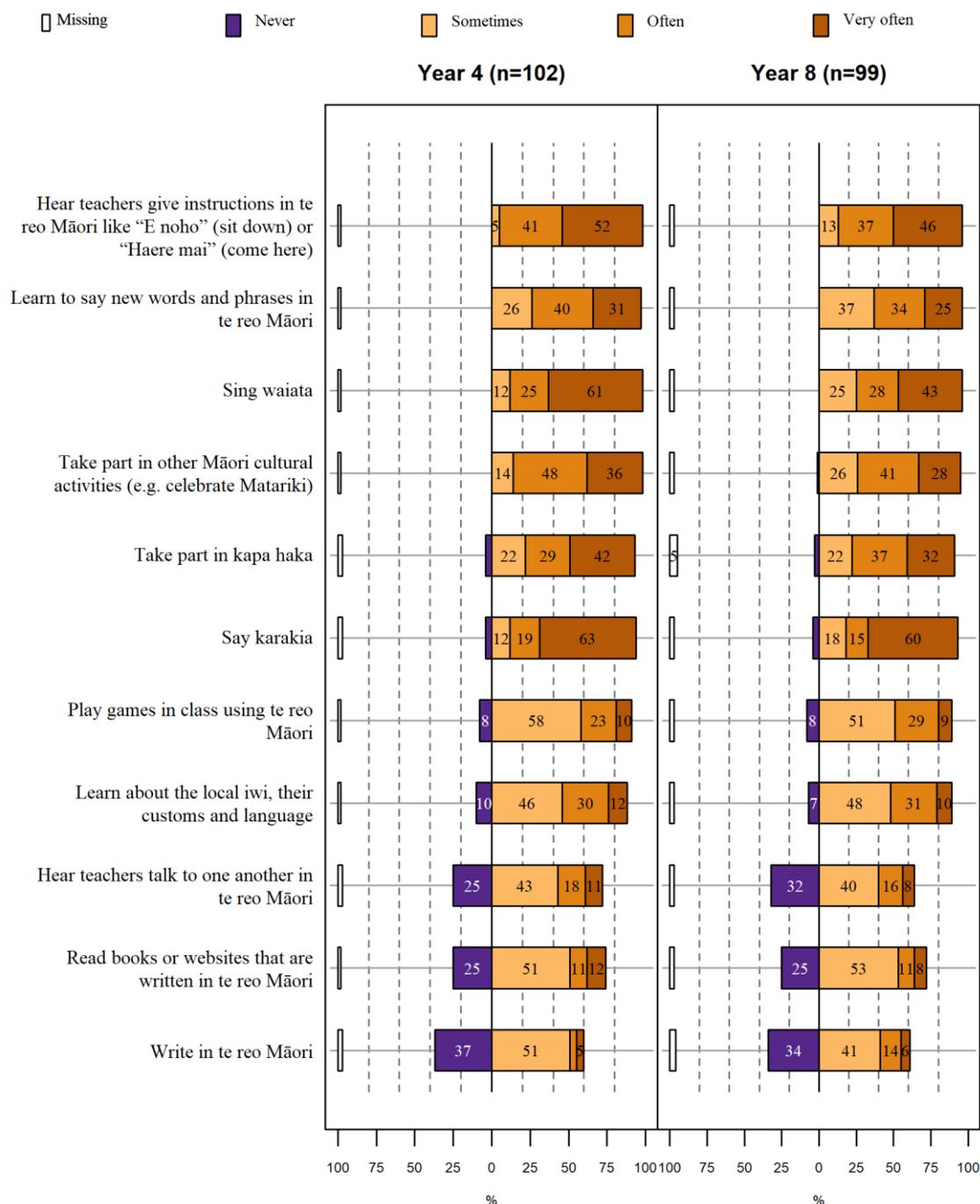


Figure 4.25 Percentage frequency of te reo Māori learning opportunities provided at school for students, by year level

Some te reo Māori learning opportunities were reported as occurring more frequently in 2021 than they were in 2016.

In 2021, compared with 2016, notably more Year 4 teachers reported that their students ‘very often’ experienced opportunities to sing waiata, say karakia and hear teachers give instruction in, and learn new words and phrases in, te reo Māori. For example, in 2016, 44 percent of Year 4 teachers indicated that their students ‘very often’ had opportunities to say karakia, compared with 63 percent in 2021. A similar pattern was evident at Year 8, with notably more teachers reporting that their students ‘very often’ had opportunities to say karakia and hear teachers give instruction in te reo Māori in 2021 than they did in 2016.

Teachers and students agreed on which learning opportunities happened most often.

Teachers and students gave their views about some of the same learning opportunities, with teachers thinking about the opportunities provided at school and students thinking about their participation in these opportunities to learn te reo Māori. Excluding taking part in Māori cultural activities, which students did not give their views on, the four learning experiences that all or almost all teachers indicated were available to their students at least ‘sometimes’ (shown at the top of Figure 4.25) were also the four learning experiences that the greatest proportion of students reported experiencing at least ‘sometimes’ (see Figure 4.15). In most instances where teachers and students gave their views about the same learning opportunities, notably larger proportions of students than teachers reported the learning experiences as ‘never’ occurring. For example, 40 percent of Year 4 students and 31 percent of Year 8 students reported ‘never’ having opportunities to play games in class using te reo Māori. In contrast, just 8 percent of teachers indicated that this learning opportunity was ‘never’ provided.

Teachers were also asked to indicate whether they had taken their class on a marae trip during the year. At both year levels, approximately 20 percent of teachers indicated that they had done this. Similarly, teachers were asked to indicate whether they had arranged for local iwi to visit their class to work with students during the year. At both Year 4 and Year 8, approximately 10 percent of teachers reported that this had occurred.

### Professional support for teaching te reo Māori

This sub-section reports on teachers’ experiences of external te reo Māori-focused professional learning and development (PLD) opportunities.

Most teachers reported having access to externally sourced te reo Māori-focused PLD opportunities.

About 50 percent of teachers at both year levels reported that they had experienced external te reo Māori-focused PLD within the last two years (see Table 4.5). This contrasts with 2016, when 63 percent of Year 4 teachers reported experiencing PLD of this nature within the last two years. Note that a sizeable proportion of teachers who answered this section of the questionnaire did not respond to this question at both year levels (19 and 14 percent respectively).

Table 4.5 Percentage frequency of teachers reporting the last time they had external te reo Māori-focused PLD, by year level

	Percentage of teachers	
	Year 4 (N = 102)	Year 8 (N = 99)
Less than 2 years ago	50	46
2 to 3 years ago	15	14
Between 3 and 5 years ago	6	11
More than 5 years ago	11	14
Missing	19	14

Note that rounding means that percentages may not add to 100 percent.

Overall, the majority of teachers at both year levels agreed or strongly agreed that they had access to professional learning and development (PLD) opportunities to support both their own learning, and their teaching, of te reo Māori (see Figure 4.26).

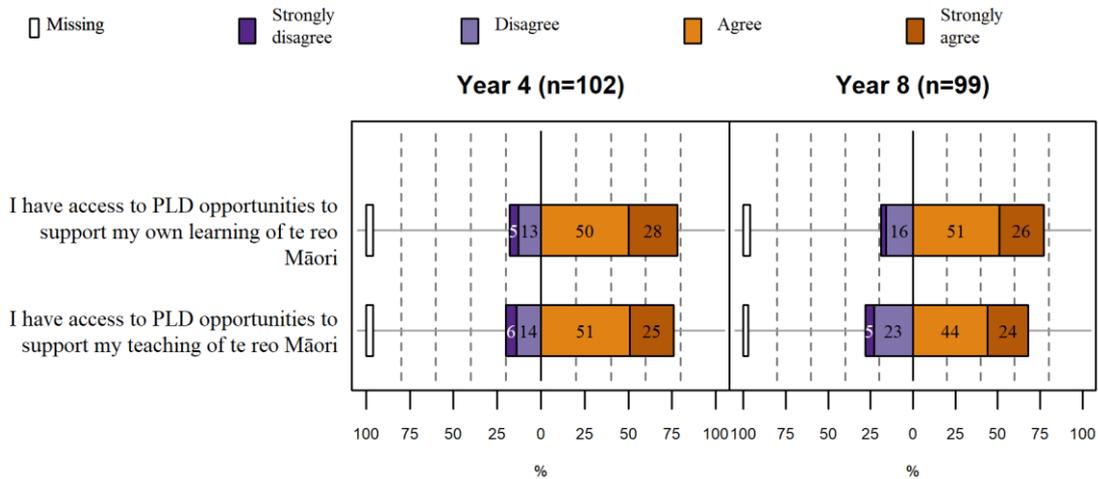


Figure 4.26 Percentage frequency of teachers' responses regarding their access to te reo Māori-focused PLD opportunities, by year level

Teachers were also asked specifically about whether they had participated in Te Ahu o te Reo Māori, a Ministry of Education funded PLD programme that has been developed to grow and strengthen the education workforce so that te reo Māori can be integrated into the learning of all students in Aotearoa New Zealand. About 90 percent of teachers at both year levels reported that they had not yet participated in this programme.

### 3. Principal questionnaire

The final section of this chapter reports on findings related to the teaching and learning of te reo Māori based on data collected using the principal questionnaire. In total, 54 principals at Year 4 and 50 at Year 8 responded to a section of questions related to te reo Māori. Table 4.6 shows the percentage of the sample of principals who responded by school decile at Year 4 and Year 8.

Table 4.6 Percentage of principals who responded to questions related to te reo Māori, by school decile and year level

	Percentage of principals	
	Year 4 (N = 54)	Year 8 (N = 50)
Low (Deciles 1–3)	20	26
Mid (Deciles 4–7)	37	42
High (Deciles 8–10)	43	32

Principals responded to four sets of questions related to (1) their views about the importance of students learning te reo Māori at school; (2) their schools' approaches to teaching and learning te reo Māori; (3) students' opportunities to learn te reo Māori and (4) the provision of support for the teaching and learning of te reo Māori.

#### Principals' views of the importance of learning te reo Māori

Principals were asked to rate the importance of students learning te reo Māori at school. Their responses are displayed below in Figure 4.27.

Over 90 percent of principals reported it was ‘important’ or ‘very important’ for students to learn te reo Māori at school.

Almost all principals reported it was ‘important’ or ‘very important’ for students to learn te reo Māori at school. The reasons that principals provided for their ratings touched on similar themes to those that emerged from the teachers’ reasons. In addition to acknowledging that te reo Māori is an official language of Aotearoa New Zealand, honouring Te Tiriti o Waitangi obligations featured in many principals’ responses. Another key theme was the importance of te reo Māori to the culture and identity of their students, with principals often acknowledging the unique importance of te reo Māori for ākonga Māori.

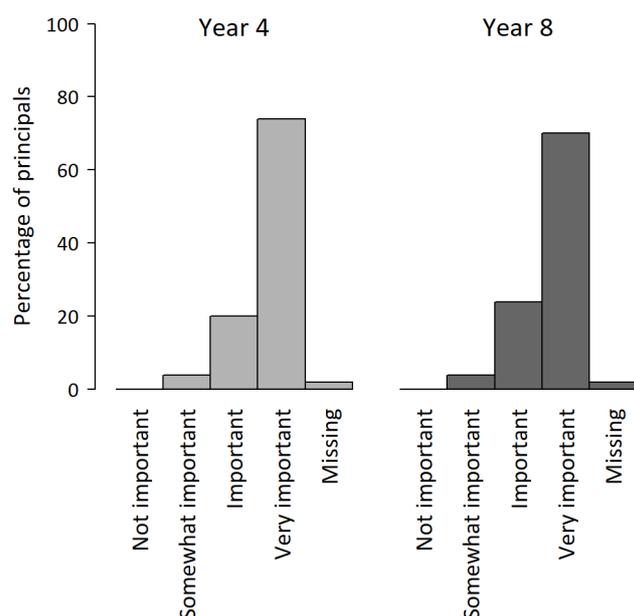


Figure 4.27 Percentage frequency of principals’ ratings of the importance of students learning te reo Māori at school, by year level

### School approaches to teaching and learning te reo Māori

Principals were asked to rate how much each of five statements describing approaches for developing and providing reo Māori learning opportunities resembled what happened in their schools. Their responses are shown in Figure 4.28.

Most principals reported that their school was actively seeking to strengthen its provision of te reo Māori learning opportunities

More than half the principals indicated that each of the five approaches for developing te reo Māori learning opportunities were ‘moderately like’ or ‘very like’ what happened at their school. In 2016, principals had the opportunity to respond to a similar set of statements. At that time, fewer than half the principals reported that it was at least ‘moderately like’ their school for the ability to teach te reo Māori to be an important consideration when appointing a classroom teacher. In contrast, 70 percent of Year 4 principals and 62 percent of Year 8 principals indicated this was at least ‘moderately like’ their school in 2021.

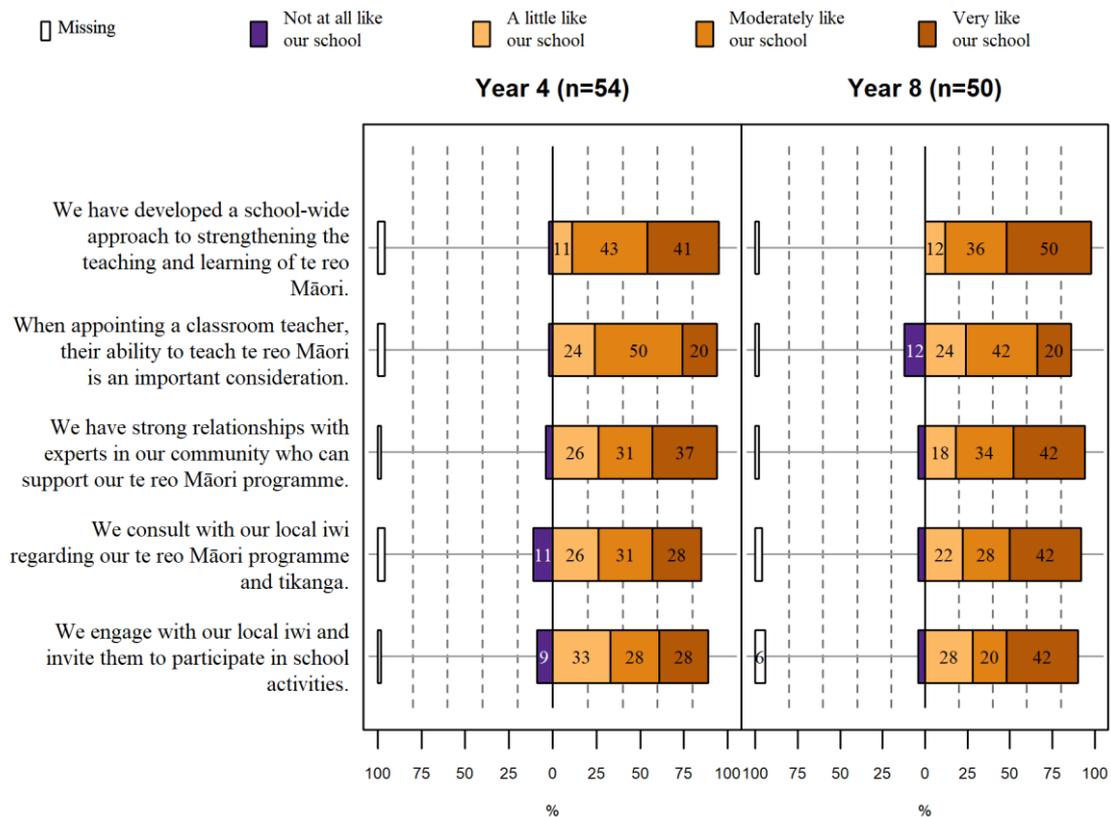


Figure 4.28 Percentage frequency of principals' reports of school approaches to developing and strengthening te reo Māori teaching and learning programmes, by year level

### Students' opportunities to learn te reo Māori

Principals were asked whether all students in their school had an opportunity to learn te reo Māori and how they rated the provision of these opportunities.

Over 85 percent of principals reported that all students in their schools had an opportunity to learn te reo Māori.

At both year levels, over 85 percent of principals indicated that all students at Year 4 and Year 8 were offered an opportunity to learn te reo Māori at their school. Figure 4.29 shows that only a small proportion indicated that either 'some' or 'no' students at their schools were offered an opportunity to learn te reo Māori. The principals responding in the 'some' or 'no' categories were all from high- or mid-decile schools.

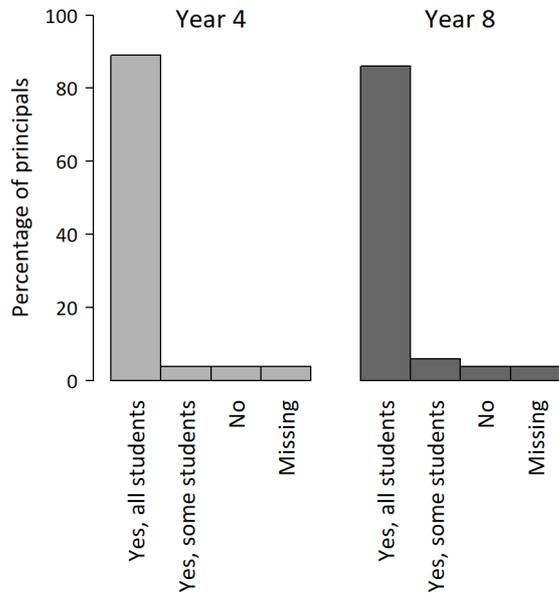


Figure 4.29 Percentage frequency of principals' ratings of the extent to which their school offers students an opportunity to learn te reo Māori

The quality of schools' provision of te reo Māori learning opportunities was variable.

Principals' overall ratings of their schools' provision of te reo Māori learning opportunities indicate that the quality of these experiences varied (see Figure 4.30). At Year 4 and Year 8, 56 percent and 64 percent of principals respectively rated their schools' provision of te reo Māori learning opportunities as being either 'good' or 'very good'. Most of the remaining principals rated the provision in their school as fair. Year 8 principals were notably more likely than their Year 4 counterparts to indicate that their schools' provision of te reo Māori learning opportunities was 'very good'.

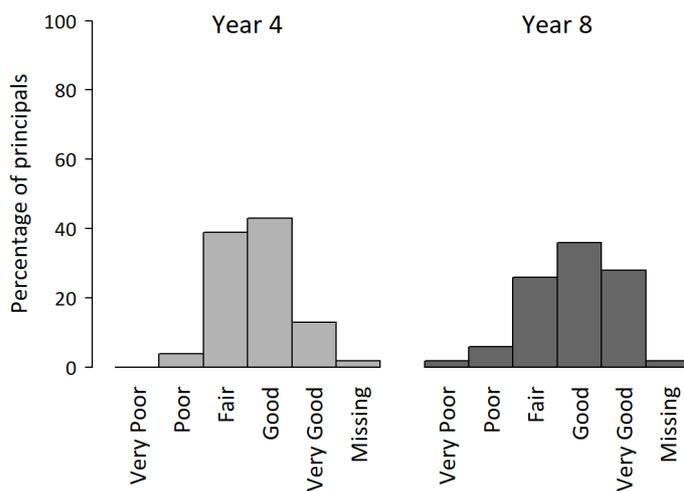


Figure 4.30 Percentage frequency of principals' ratings of their schools' provision of opportunities for students to learn te reo Māori, by year level

## Resourcing and support for teaching te reo Māori

Most principals reported that teachers had access to te reo Māori-focused professional learning opportunities.

Around 85 percent of principals at both year levels agreed or strongly agreed that teachers at their school had access to professional learning and development (PLD) opportunities to support both their own learning and their teaching of te reo Māori (see Figure 4.31). Compared with 2016, notably higher proportions of Year 8 principals in 2021 ‘strongly’ agreed that teachers at their school were able to access te reo Māori-focused PLD opportunities.

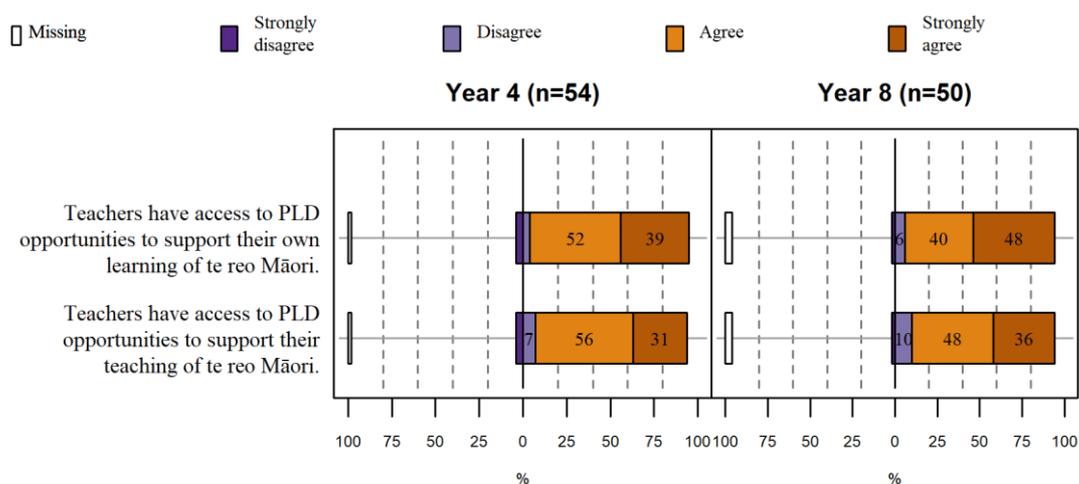


Figure 4.31 Percentage frequency of principals' responses regarding teachers' access to te reo Māori-focused PLD, by year level

Few schools accessed Māori Language Programme (MLP) funding.

Schools can receive MLP funding for students who spend at least three hours of their school week learning te reo Māori. Although there are six Māori language immersion levels, only those students enrolled in MLPs at Levels 1 to 4 generate funding.<sup>19</sup> In our sample of English-medium schools, most principals indicated their school did not receive this funding (72 percent for Year 4 and 68 percent for Year 8), and a small number were unsure (4 percent for Year 4 and 10 percent for Year 8). A range of MLP funding levels was being received by the remaining 20 percent of principals in the Year 4 sample and 18 percent in the Year 8 sample.

During 2021, around a third of Year 4 principals and about half of Year 8 principals said that they employed a specialist teacher of te reo Māori. This represents a notable decrease since 2016 for Year 4 principals. At that time, around 45 percent of these principals reported employing a specialist teacher of te reo Māori.

<sup>19</sup> See: <https://www.education.govt.nz/school/funding-and-financials/resourcing/operational-funding/operational-funding-components/#Maori>

# 5 Contextual Findings: Learning New Zealand Sign Language

The teacher and principal questionnaires for the 2021 NMSSA study both contained a section related to New Zealand Sign Language (NZSL). The responses to these sections are described in this chapter.

The findings discussed in this chapter should be interpreted as a broad indication of teachers' and principals' views about NZSL. It is important to note, however, that the teachers and principals who completed the questionnaires do not necessarily constitute nationally representative samples.

Generally, only 'notable' differences are highlighted (that is, differences greater than 10 percentage points).

## 1. Teacher questionnaire

In total, 96 teachers at Year 4 and 91 teachers at Year 8 responded to at least one question in the teacher questionnaire associated with NZSL. Table 5.1 shows the percentage of teacher participants by school decile at Year 4 and Year 8.

Table 5.1 Percentage of teachers who responded to the section of the questionnaire that related to NZSL, by school decile and year level

	Percentage of teachers	
	Year 4 (N = 96)	Year 8 (N = 91)
Low (Deciles 1–3)	20	24
Mid (Deciles 4–7)	40	42
High (Deciles 8–10)	41	34

Note that rounding means that percentages may not add to 100 percent.

Teachers responded to two sets of questions about (1) student opportunities to learn NZSL and (2) professional support and resources for learning and teaching NZSL.

### Opportunities to learn NZSL

Teachers were asked to indicate whether they incorporated the teaching of NZSL into their programme as planned instruction, as well as incidentally (for example, using greetings).

Higher proportions of Year 4 than Year 8 teachers reported incorporating the teaching of NZSL into their programmes.

Almost 40 percent of Year 4 teachers and close to 20 percent of Year 8 teachers indicated that they incorporated NZSL into their programme as planned instruction. This was despite very few teachers reporting having any students in their class with whom they needed to use NZSL (5 percent at Year 4 and 1 percent at Year 8). In 2016, 20 percent of Year 4 and 8 percent of Year 8 teachers reported incorporating NZSL into their programme as part of planned instruction.

## Professional support for teaching NZSL

Only those teachers who indicated that they incorporated NZSL into their programme as planned instruction were asked to complete the remainder of the NZSL section of the questionnaire. These teachers were asked to indicate their level of agreement with two statements about their professional learning and development (PLD) in NZSL. Their responses are displayed below in Figure 5.1.

Year 8 teachers reported having better access to NZSL-focused PLD opportunities than Year 4 teachers.

Overall, about a third of Year 4 teachers either agreed or strongly agreed that they had access to PLD opportunities to support their learning or their teaching of NZSL. This contrasts with almost 50 percent of Year 8 teachers agreeing or strongly agreeing.

The questions about professional support for teaching NZSL were asked slightly differently in 2016. At that time, about 30 percent of teachers reported having access to external PLD opportunities to support their learning or their teaching of NZSL. As in 2016, no teachers reported being employed as a specialist teacher of NZSL in 2021.

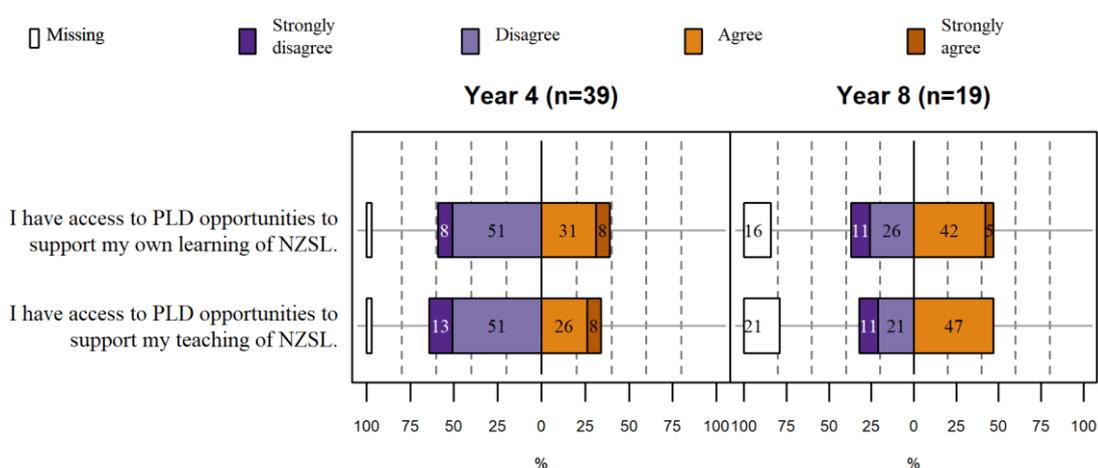


Figure 5.31 Percentage frequency of teachers' responses regarding their access to NZSL-focused PLD opportunities, by year level

## 2. Principal questionnaire

Section 2 reports on findings related to principals involved in the 2021 NMSSA study. In total, 54 principals at Year 4 and 50 at Year 8 responded to questions in the principal questionnaire related to NZSL. Table 5.2 shows the percentage of the sample of principals by school decile at Year 4 and Year 8.

Table 5.2 Percentage of principals who responded to questions related to NZSL, by school decile and year level

	Percentage of principals	
	Year 4 (N = 54)	Year 8 (N = 50)
Low (Deciles 1–3)	20	26
Mid (Deciles 4–7)	37	42
High (Deciles 8–10)	43	32

Principals responded to four sets of questions related to (1) their views about the importance of students learning NZSL at school; (2) their schools' approaches to teaching and learning NZSL; (3) students' opportunities to learn NZSL and (4) the provision of support for the teaching and learning of NZSL.

## Principals' views of the importance of learning NZSL

Principals were asked to rate the importance of students learning NZSL. Their responses are displayed below in Figure 5.2.

About 30 percent of principals reported it was 'important' or 'very important' for students to learn NZSL at school.

At both year levels, about 30 percent of principals indicated that they thought it was either 'important' or 'very important' for students to learn NZSL at school. In contrast, in 2016, only about 20 percent of principals indicated that they thought it was at least 'important' for students to have this opportunity.

In 2021, as in 2016, the majority of principals reported that it was 'somewhat important' for students to learn NZSL at school. When asked to explain their importance ratings, principals who rated learning NZSL as 'somewhat important' or 'not important' in 2021 often cited an already crowded curriculum and/or stated that they did not have any staff who had the requisite knowledge to teach NZSL and/or any students who used NZSL. With regards to students' NZSL needs, over 70 percent of principals at both year levels indicated that none of their students needed to use NZSL to communicate. Irrespective of the importance rating that principals selected, many acknowledged NZSL as an official language of Aotearoa New Zealand.

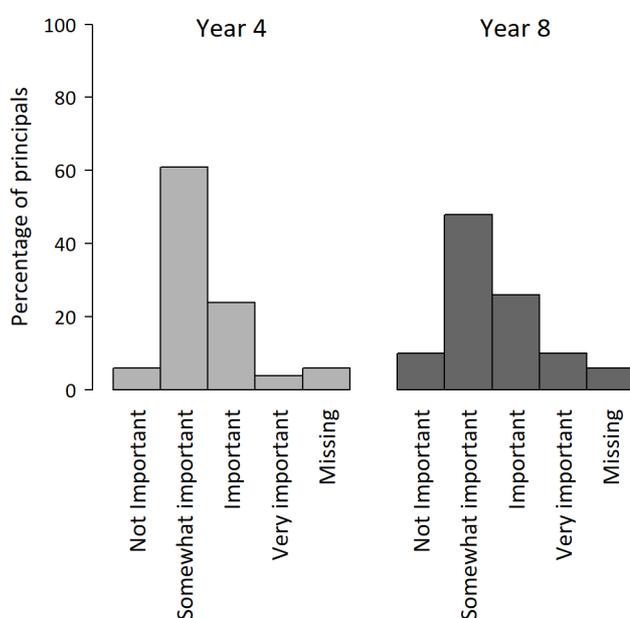


Figure 5.32 Percentage frequency of principals' ratings of the importance of students learning NZSL, by year level

## School approaches to teaching and learning NZSL

Principals were asked to rate the extent to which three statements describing approaches for developing and providing NZSL opportunities resembled what happened in their schools. Their responses are shown in Figure 5.3.

Compared with 2016, higher proportions of principals in 2021 reported that their school was seeking to strengthen its provision of NZSL learning opportunities.

In 2016, more than three-quarters of the principals at both year levels responded with 'Not at all like our school' to each of the three statements related to the provision of NZSL learning opportunities. In contrast, in 2021, notably higher proportions of principals reported each of these approaches resembled what was happening in their school to at least some degree.

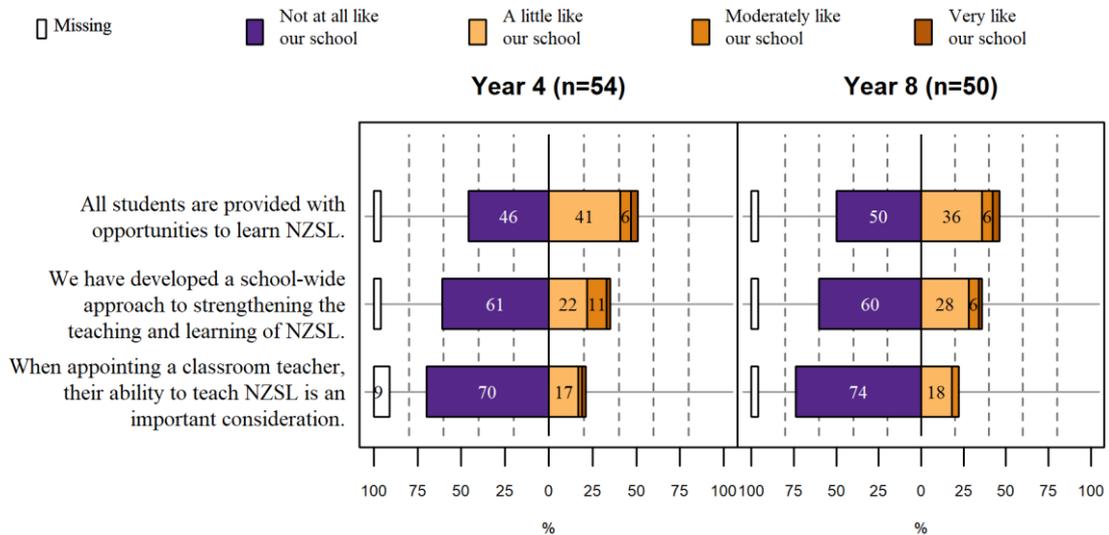


Figure 5.3 Percentage frequency of principals' reports of school approaches to developing and strengthening NZSL teaching and learning programmes, by year level

### Students' opportunities to learn NZSL

Principals were asked to rate their schools' provision of opportunities for students to learn NZSL. Their responses are shown in Figure 5.4.

Around 70 percent of principals rated their schools' provision of opportunities to learn NZSL as 'very poor' or 'poor'.

At both year levels, around 70 percent of principals reported that their schools' provision of opportunities to learn NZSL was either 'very poor' or 'poor'. In 2016, the response options for this question did not include 'very poor'. At that time, about 70 percent of principals at each year level selected the lowest rating option (poor) to describe their schools' provision of opportunities to learn NZSL.

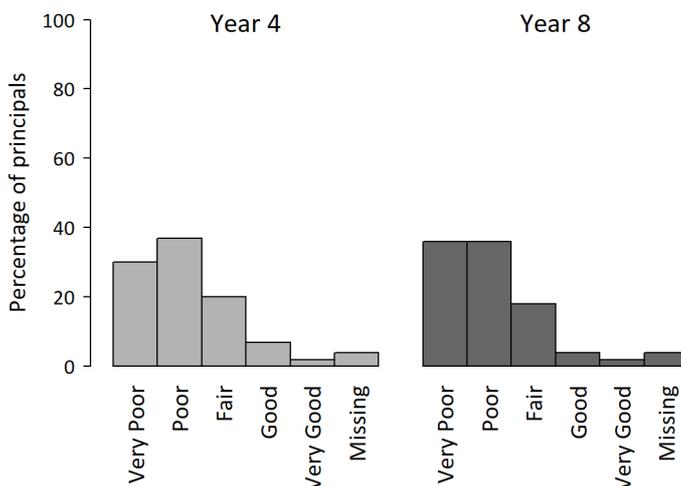


Figure 5.4 Percentage frequency of principals' ratings of their schools' provision of opportunities for students to learn NZSL, by year level

## Resourcing and support for teaching NZSL

Principals were asked to rate the professional support provided for their teachers in NZSL. Their responses are displayed below in Figure 5.5.

Principals reported that teachers had limited access to NZSL-focused professional learning opportunities.

Fewer than 25 percent of principals at both year levels agreed or strongly agreed that teachers at their school had access to PLD opportunities to support both their teaching and their learning of NZSL. A similar pattern was evident in 2016, when about a quarter of principals indicated that teachers in their school had access to NZSL-focused professional learning opportunities.

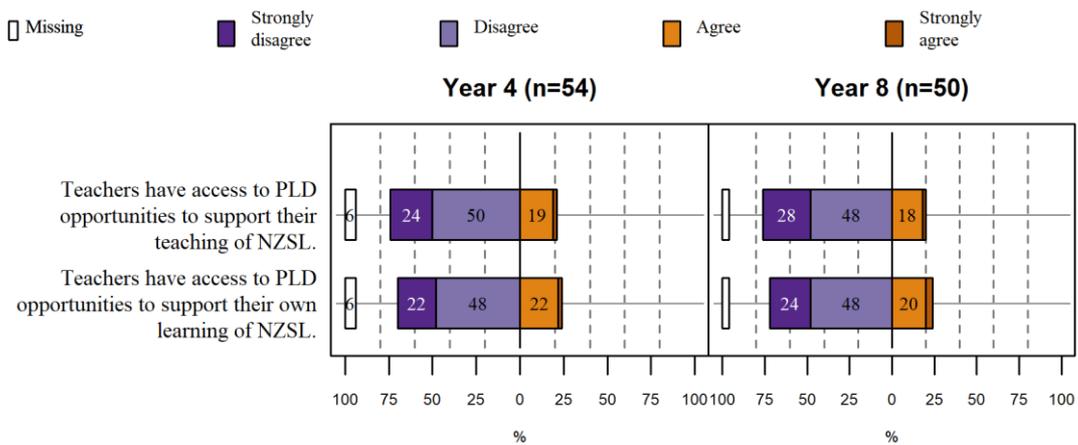


Figure 5.5 Percentage frequency of principals' responses regarding teachers' access to NZSL-focused PLD, by year level

Very few schools employed a specialist teacher of NZSL.

In 2021, just 2 percent of Year 4 principals and 4 percent of Year 8 principals reported that their school employed a specialist teacher of NZSL. The situation was similar in 2016, when just 4 percent of Year 4 principals and no Year 8 principals reported employing a specialist teacher of NZSL.

# 6 Contextual Findings: Learning Additional Languages

This chapter describes findings from the contextual data relating to the teaching and learning of additional languages. Additional languages are defined as languages other than English, te reo Māori and New Zealand Sign Language. In 2016, NMSSA used the term ‘international languages’ to describe additional languages. Data related to additional languages was collected at Year 8 only. According to the New Zealand Curriculum (NZC), all schools with students in Years 7 to 10 should be working towards offering students opportunities for learning a second or subsequent language. This can be an additional language, as defined above, te reo Māori or New Zealand Sign Language. The data related to additional languages was collected using the NMSSA student, teacher and principal questionnaires.

The chapter is organised into three sections related to the perspectives of Year 8 students, teachers and principals. As has been emphasised throughout the report, disruptions resulting from COVID-19 lockdowns reduced the number of schools that were involved in the 2021 NMSSA study and means that care must be taken when generalising the results to a national level.

Generally, when reporting on any differences between responses to questions for various groups, only ‘notable’ differences are highlighted (that is, differences greater than ten percentage points). Comparisons with results from 2016 data are reported where the same questions were used and notable differences are apparent.

## 1. Year 8 students’ perspectives

In total, 1,005 students in Year 8 responded to the section of the student questionnaire related to learning an additional language. Table 6.1 shows the percentage of students who responded by school decile band.

Table 6.1 Percentage of students who responded to the additional languages section of the student questionnaire, by school decile band

Decile band	Percentage of students
	Year 8 (N = 1,005) %
Low (Deciles 1–3)	23
Mid (Deciles 4–7)	42
High (Deciles 8–10)	35

### Participation in learning an additional language in 2021

About half of Year 8 students reported learning an additional language at school in 2021.

Just over half of Year 8 students (53 percent) reported that they had been learning an additional language at school in 2021 (Figure 6.1). This compares with 61 percent in 2016.

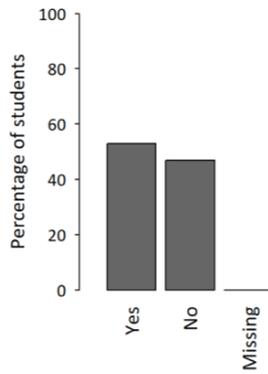


Figure 6.1 Percentage frequency of Year 8 students learning an additional language at school

A greater proportion of students at high-decile schools were learning an additional language than students at mid- or low-decile schools.

Figure 6.2 shows that a greater proportion of students at high-decile schools reported they were learning an additional language compared with students at mid- or low-decile schools (59 percent at high-decile schools compared with 53 and 43 percent at mid and low respectively).

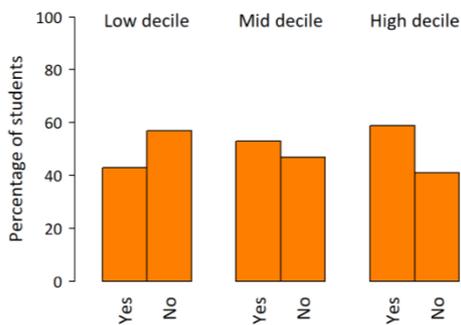


Figure 6.2 Percentage frequency of Year 8 students learning an additional language in 2021, by school decile band

A smaller proportion of ākonga Māori than non-Māori students reported that they were learning an additional language.

A smaller proportion of ākonga Māori than non-Māori students reported they had been learning an additional language at school during 2021. Figure 6.3 shows that 45 percent of ākonga Māori reported learning an additional language compared with 56 percent of non-Māori students.

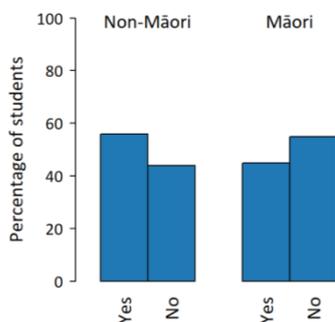


Figure 6.3 Percentage frequency of Year 8 ākonga Māori and non-Māori students learning an additional language in 2021

A greater proportion of students reported studying Spanish, Japanese and French than other languages.

Figure 6.4 shows the additional languages that students reported learning at school. The three most popular were Spanish (38 percent), followed by Japanese (32 percent) and French (27 percent). In 2016, the largest proportions of students reported learning French, Spanish and Mandarin, in that order.

The languages reported by students that were categorised under ‘another language’ were wide-ranging, with Korean, lea faka-Tonga / Tongan and te reo Māori Kūki ‘Āirani / Cook Islands Māori being mentioned most frequently.

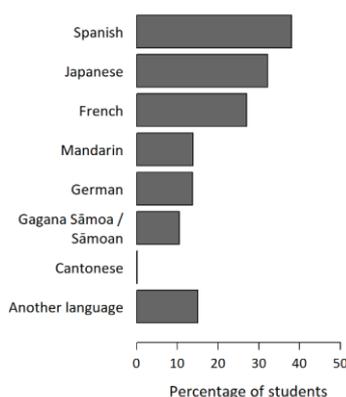


Figure 6.4 Percentage frequency of Year 8 students reporting learning different additional languages in 2021

A greater proportion of ākongā Māori than non-Māori students reported studying gagana Sāmoa / Samoan.

The additional languages that ākongā Māori and non-Māori students reported they were learning are shown in Table 6.2. The pattern for ākongā Māori was similar to the pattern for non-Māori students. However, a notably greater proportion of ākongā Māori were learning gagana Sāmoa / Samoan (20 percent) than non-Māori students (8 percent). Compared with 2016, a greater proportion of ākongā Māori than non-Māori in the 2021 sample reported learning Spanish (44 percent in 2021 compared with 28 percent in 2016) while a smaller proportion reported learning Mandarin (10 percent in 2021 compared with 25 percent in 2016).

Table 6.2 Additional languages learned by Year 8 ākongā Māori and non-Māori students

Percentage of Year 8 students learning additional languages			
Language group	Language	Learner Groups	
		Māori (%)	Non-Māori (%)
European	French	26	27
	Spanish	44	36
	German	11	14
Asian	Japanese	26	34
	Mandarin	10	15
Pacific	Gagana Sāmoa / Samoan	20	8
Other		22	13

## Importance of learning an additional language

Nearly 70 percent of Year 8 students who were learning an additional language indicated they thought it was ‘important’ or ‘very important’ to learn an additional language.

The Year 8 students who reported learning an additional language at school were asked to rate how important they thought it was to do this (Figure 6.5). Of these, 43 percent rated learning an additional language as ‘important’ and 25 percent as ‘very important’.

Ākonga Māori (46 percent) who were learning an additional language were more likely than non-Māori students (28 percent) to report that they thought it was ‘not important’ or ‘slightly important’ to learn an additional language at school. However, Year 8 ākonga Māori were more likely than non-Māori students to rate te reo Māori as being ‘very important’ to learn (see previous chapter).

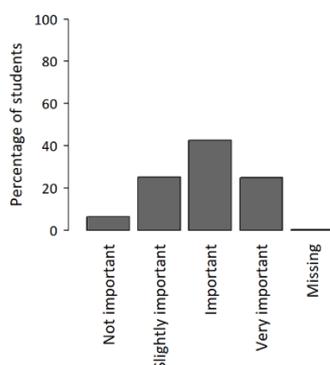


Figure 6.5 Percentage frequency of the ratings on the importance of learning an additional language of Year 8 students who were learning an additional language

Students who rated learning an additional language as important gave a variety of reasons for why they thought this. Most of these fell into three broad categories: usefulness for travel, usefulness for reasons other than travel and general reasons that expressed a positive attitude to learning an additional language. A small proportion of students rated learning an additional language as important because they have a family connection to a particular language and culture (see Table 6.3).

Table 6.3 Year 8 students’ reasons for rating learning additional languages as important, for ākonga Māori and non-Māori students

	Percentage of students	
	Māori (N = 123)	Non-Māori (N = 409)
Useful for overseas travel	20	35
It is useful to learn	24	38
Expressed a positive attitude towards, or valuing of, learning an additional language	20	22
Part of my heritage / connected to my family or whānau	6	3

Some students did not provide a reason.

## Student learning experiences and opportunities at school

Students who learned one or more additional languages were asked to indicate how often they experienced a range of learning opportunities related to their preferred additional language at school. Figure 6.6 shows their responses.

The most frequently reported learning opportunity in additional language contexts was learning to say new words and phrases.

The learning opportunity students were most likely to report as happening ‘often’ or ‘very often’ when learning their preferred additional language was learning to say new words and phrases in the additional language (55 percent). The opportunity students were least likely to report happening was playing games in class using this language. Just under half of the students indicated they ‘never’ had this opportunity. In 2016, students also rated

how often these four learning opportunities happened. Overall, they indicated that each learning opportunity happened more often than students in the 2021 sample.

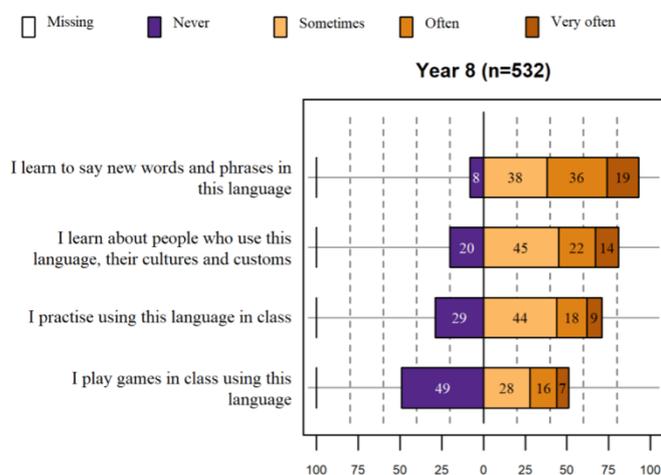


Figure 6.6 Percentage frequency of Year 8 students' responses to statements about learning experiences in their preferred additional language

### Students' attitude and confidence regarding learning an additional language

Students were asked to respond to three items related to their attitude to learning an additional language and three items related to their confidence as an additional language learner. Figure 6.7 shows how students responded. The three confidence items are shown at the bottom of the figure and start with 'I am good'. The three attitude items are shown towards the top and all use the word 'like'.

Most students had positive attitudes to learning an additional language at school and expressed some confidence as a learner.

Most students indicated at least some level of agreement with each of the statements related to attitude and confidence. In terms of confidence, a greater proportion of students disagreed that they were good at reading their language compared with understanding or speaking in the language.

Overall, ākonga Māori showed lower levels of agreement with the attitude and confidence statements compared with non-Māori students.

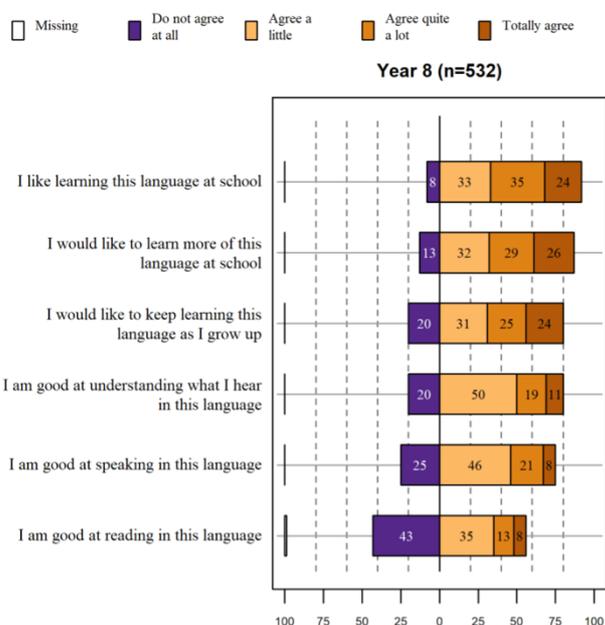


Figure 6.7 Percentage frequency of Year 8 students' responses to statements about learning experiences in their preferred additional language

## 2. Teachers' perspectives

A section of the 2021 NMSSA teachers' questionnaire contained questions related to teaching an additional language at Year 8. The section was intended for classroom teachers who incorporated teaching an additional language in their programme as planned instruction or teachers who were specialist language teachers. In total, 40 teachers responded to the additional language questions. Three of these categorised themselves as specialist language teachers. The low number of responses from teachers means that the results should be interpreted with care.

Table 6.4 shows how the teachers were distributed by school decile band.

Table 6.4 Number of Year 8 teachers of additional languages, by school decile

Number and percent of Year 8 teachers		
School decile band	N	%
Low (Deciles 1–3)	9	23
Mid (Deciles 4–7)	18	45
High (Deciles 8–10)	13	33

Note that rounding means that percentages may not add to 100 percent.

### Importance of learning an additional language

Most teachers rated learning an additional language as 'important' or 'very important'.

The teachers who reported that they taught an additional language (see Figure 6.8) generally rated learning an additional language as 'important' or 'very important' (64 percent). Those who did not use 'important' or 'very important' indicated it was 'somewhat important'.

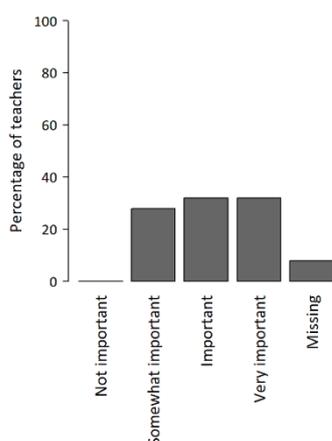


Figure 6.8 Percentage frequency of Year 8 teachers' views of the importance of learning an additional language at school

Culture, identity and usefulness were the main reasons teachers gave for why learning an additional language was important.

Teachers were asked to explain their importance ratings. Their responses were categorised under two main themes. The first related to students developing an understanding of their own cultures and identities, as well as other cultures and languages in New Zealand and globally. The second was about the usefulness of learning an additional language for a range of purposes including future educational opportunities and travel.

## Additional languages taught

Spanish, Japanese and French were the most commonly taught additional languages

Teachers were asked to list which additional language(s) they taught in 2021. Spanish and Japanese were listed most often, closely followed by French. In 2016, French and Japanese were reported most often, followed by Mandarin and German. Other languages reported by teachers in 2021 included Italian, German, Korean, Mandarin, gagana Sāmoa / Samoan and lea faka Tonga / Tongan.

## The hours students spend learning an additional language

The time teachers reported that students spent learning an additional language over the year varied.

Teachers were asked to indicate approximately how many hours over the year their students spent learning the additional language that they taught (see Figure 6.9). The amount of time reported varied from less than five hours to more than 40 hours. Sixty-four percent reported their students spend 20 hours or less learning an additional language.

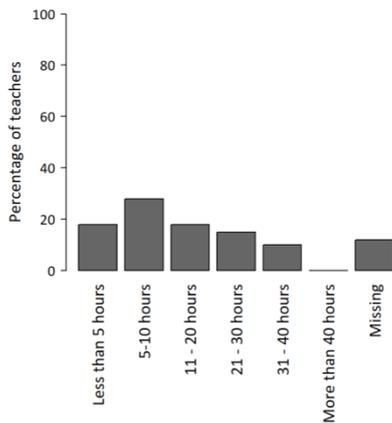


Figure 6.9 Percentage frequency of hours spent learning an additional language over the course of a year

## Confidence teaching an additional language

Many teachers indicated they did not feel confident teaching an additional language.

Teachers' responses to three survey items related to their confidence in teaching an additional language are shown in Figure 6.10. In total, 50 percent of the teachers who responded disagreed or strongly disagreed that they felt confident teaching the additional language, and 56 percent indicated that they could not hold a simple conversation in the additional language. About one in 10 of the teachers who responded to the additional languages questions did not respond to the confidence items. In 2016, teachers' responses to similar questions indicated higher levels of confidence overall.

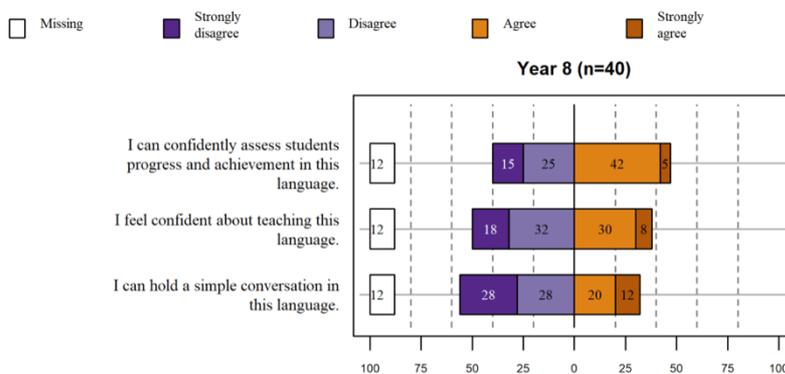


Figure 6.10 Percentage frequency of Year 8 teachers' responses to statements about their attitudes to, and expertise in, teaching an additional language

## Students' opportunities to learn an additional language at school

Many teachers indicated that learning opportunities for students related to additional languages were limited.

Figure 6.11 shows the frequency ratings given by teachers to a range of learning opportunities that can occur within additional language programmes. Many teachers 'disagreed' or 'strongly disagreed' that they provided the kinds of opportunities described. The highest level of agreement was associated with the opportunity for students to learn new words or phrases in the additional language.

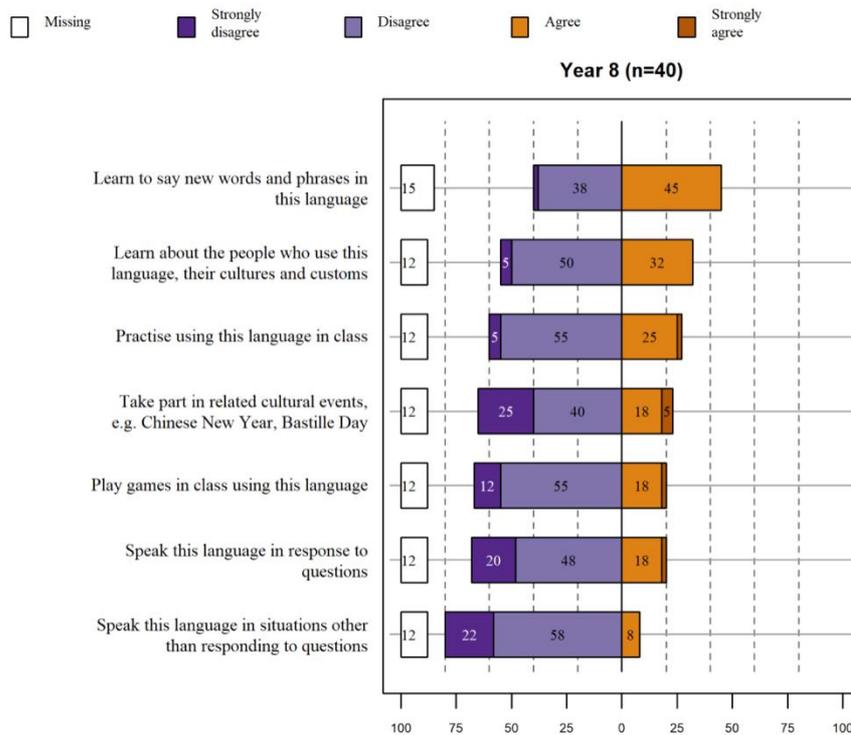


Figure 6.11 Percentage frequency of Year 8 teachers' views on students' opportunities for learning an additional language at school

## Professional support for teaching an additional language

Over half of teachers indicated that they 'disagreed' or 'strongly disagreed' that they had access to professional learning and development (PLD) focused on the additional language they teach.

Figure 6.12 shows teachers' responses to statements about access to PLD opportunities focused on supporting their additional language teaching. Well over half of the teachers 'disagreed' or 'strongly disagreed' that they had access to these opportunities.

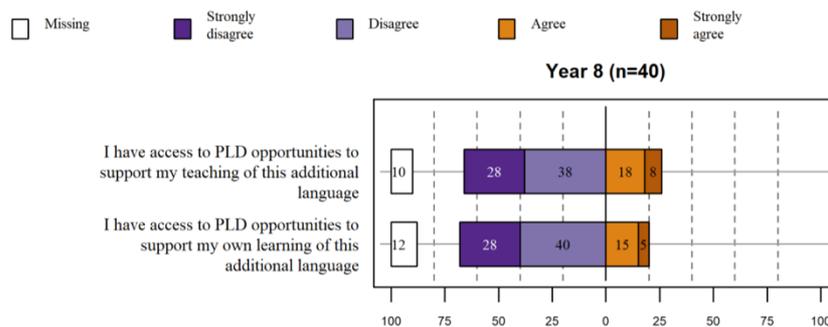


Figure 6.12 Percentage frequency of Year 8 teachers' access to external professional learning and development, focused on the additional language they teach

### 3. Principals' perspectives

The final section of this chapter focuses on principals' perspectives related to teaching and learning an additional language. In total, responses were received from 50 schools, with students in Year 8, to the section of the principals' questionnaire associated with additional languages (13 from low-decile schools, 21 from mid-decile schools and 16 from high-decile schools).

#### Students' opportunities to learn an additional language

Over half of principals reported that all their Year 8 students had the opportunity to learn an additional language at school.

More than half (60 percent) of principals indicated that all Year 8 students at their school were offered an opportunity to learn an additional language. A further 12 percent indicated some students were offered this opportunity. However, 26 percent of principals indicated that no Year 8 students at their school were offered an opportunity to learn an additional language.

Opportunities to learn an additional language varied according to decile band.

Principals at lower decile schools were more likely to indicate that no students in their schools had the opportunity to learn an additional language compared with principals from mid- and high-decile schools (see Figure 6.13).

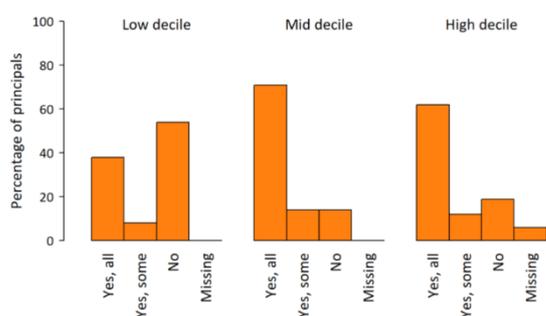


Figure 6.13 Principals' reports of which Year 8 students at their school were offered an opportunity to learn an additional language, by school decile band

#### Importance of learning an additional language

Approximately two-thirds of principals rated learning an additional language at school as 'important' or 'very important'

All the principals in the Year 8 sample were asked to rate the importance of students learning an additional language at school. Overall, 66 percent thought it was 'important' or 'very important' (see Figure 6.14). Principals gave two main reasons for rating learning an additional language as important or very important. The first of these was that learning an additional language develops an understanding of the student's identity and culture, as well as an understanding of other cultures and languages in New Zealand and overseas. The second main reason was that it is useful learning and has potential practical applications, for instance in higher education, business and travel. These reasons were similar to those given by teachers.

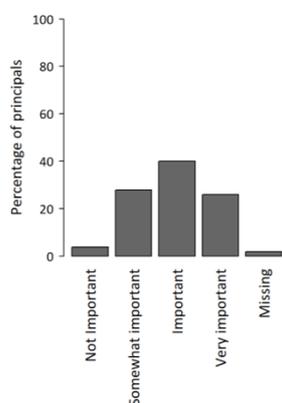


Figure 6.14 Percentage frequency of principals' ratings of the importance of students learning an additional language at school

## Deciding which additional languages to offer

About three-quarters of principals reported that an important factor in deciding which languages to offer was having an existing staff member who was able to teach an additional language.

Principals from schools that offered an additional language were asked to identify the factors that helped them decide which additional languages would be offered to Year 8 students in 2021. These factors, and the percentage of principals selecting each one, are shown in Figure 6.15.

For about 75 percent of the principals, having an existing staff member who can teach a particular additional language was an important consideration when determining which additional languages would be taught in their schools. Other considerations, such as students wanting to learn the language and a tradition of teaching the language in the school, were factors for smaller proportions of principals. Having someone in the community able to teach the language was a factor for 32 percent of principals. About 16 percent of principals indicated that a language representing the culture of many of their students was a factor. An ‘other’ factor listed by some principals was the ability to provide additional language learning through online programmes.

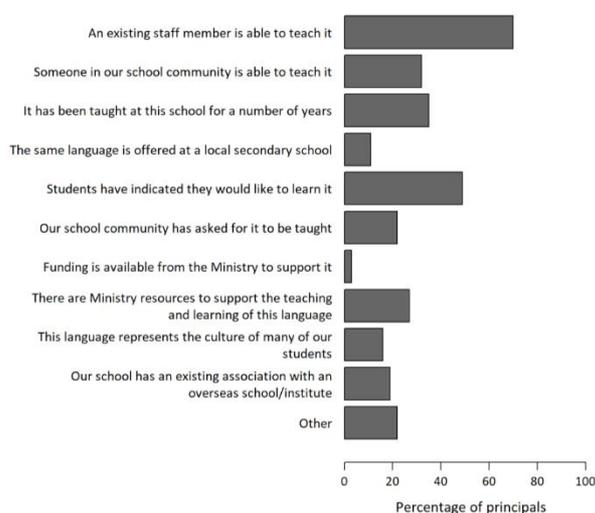


Figure 6.15 Factors that helped schools decide which additional languages to offer to Year 8 students in 2021

Principals reported that Spanish, French, Mandarin and Japanese were the most commonly offered additional languages.

Principals’ reports of which additional languages were offered to Year 8 students in 2021 are shown in Figure 6.16. Spanish was reported as being offered the most, followed by French, Mandarin and Japanese. Note that this was different than what was reported by teachers and students who indicated that Spanish, French and Japanese were taught and learned the most. The ‘Other’ additional languages specified by principals included Greek, Italian and Korean.

In 2016, principals reported that French, Spanish, Japanese and Mandarin were the most commonly offered languages (in that order).

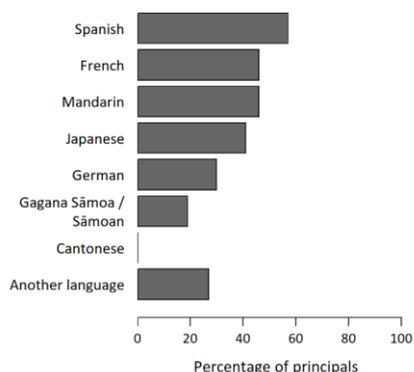


Figure 6.16 Percentage frequency of principals’ responses to which additional languages were offered to Year 8 students in 2021

### Additional language programme delivery at a school level

About half of principals reported that additional language programmes were delivered over the whole year.

Figure 6.17 shows that just under half (46 percent) of principals indicated the additional language programme in their school was delivered over the whole year. Twenty percent responded that their programme was delivered over one school term and another 20 percent over part of a school term. Fifty-nine percent of principals said their school had a co-ordinated programme for teaching an additional language across different year levels.

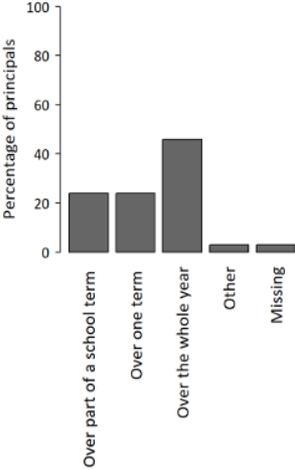


Figure 6.17 Percentage frequency of principals' responses to how their additional language programmes are delivered

Principals' rating of their schools' provision of additional languages were mixed.

Principals' ratings of their schools' provision of opportunities for Year 8 students to learn an additional language are shown in Figure 6.18. While 56 percent of principals rated their schools' provision as 'good' or 'very good', 41 percent rated the provision as 'fair'. In 2016, about 30 percent of principals rated the provision as 'fair'.

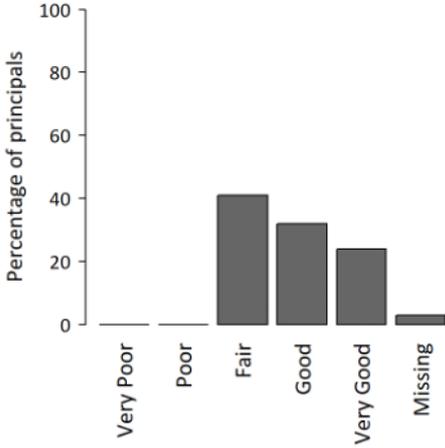


Figure 6.18 Percentage frequency of principals' rating of the quality of provision of the additional languages programme in their school

## Resourcing and support for teaching an additional language

About one-third of principals reported that they employ specialist language teachers

About one-third (32 percent) of principals in the Year 8 sample indicated that their school employed specialist language teachers in 2021. Principals were also asked to specify which languages their specialist teachers were employed to teach. Their responses indicated that Mandarin was the additional language most likely to be taught by specialist teachers.

About half of principals considered the ability to teach an additional language during appointment processes.

The ability to teach an additional language was reportedly considered 'sometimes' by 46 percent of principals during appointment processes for classroom teachers. About half (51 percent) of principals said that this ability was 'not a consideration'.

Approximately half of principals agreed that teachers in their school have access to appropriate PLD opportunities.

About half of the principals (46 percent) in the Year 8 sample indicated they 'agree' or 'strongly agree' that the teachers in their school have access to PLD opportunities to support their own teaching and learning of an additional language. In 2016, about 60 percent of principals used 'agree' or 'strongly agree' to respond to the same questions.

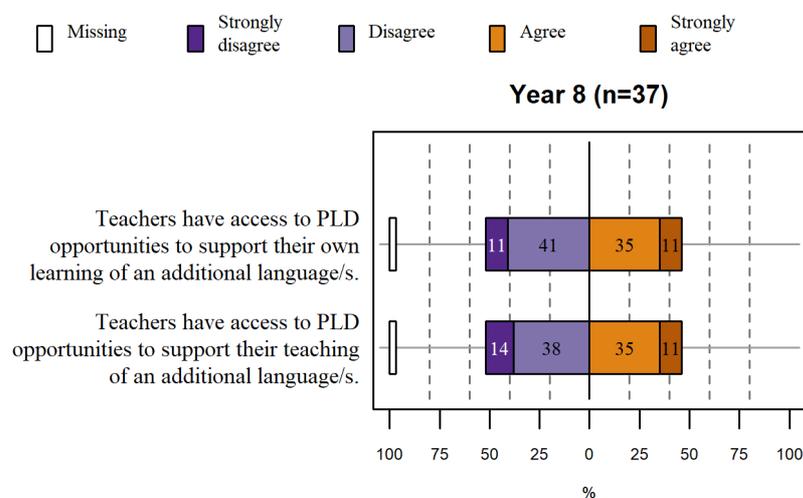


Figure 6.19 Percentage frequency of principals' responses regarding teacher access to PLD related to teaching and learning additional languages

## Appendix: Summary Statistics

### Tables:

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Table A1.1.	Achievement on the TRM scale: Summary statistics for Year 4 students	64
Table A1.2.	Achievement on the TRM scale: Summary statistics for Year 8 students	65

## Notes:

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### **Reporting of statistics**

The following tables report summary statistics associated with the 2021 NMSSA learning languages study.

### **95 percent confidence intervals**

The tables show the 95 percent confidence intervals. The intervals provide a range within which we can be fairly sure the population value for the reported statistic lies. The confidence intervals have been adjusted (widened) to account for any design effect associated with NMSSA's sampling approach (that is, sampling schools and then sampling students).

## Achievement on the Te Reo Māori (TRM) Assessment

Table A1.1. Achievement on the TRM scale: Summary statistics for Year 4 students

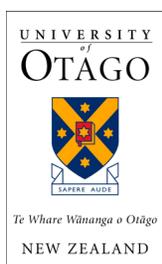
Group	Sample size	Mean	Confidence interval for the mean	Standard deviation
All	1,136	91.6	(90.3 , 92.9)	18.9
<b>Gender</b>				
Girls	589	94.8	(93.0 , 96.6)	18.7
Boys	547	88.2	(86.3 , 90.1)	18.5
<b>Ethnicity</b>				
Māori	248	97.5	(94.4 , 100.6)	20.6
Pacific	109	92.1	(87.5 , 96.7)	20.0
Asian	171	89.0	(85.9 , 92.1)	16.9
NZE	718	91.3	(89.7 , 92.9)	18.4
<b>SEN (combined)</b>				
SEN (combined)	115	82.4	(78.3 , 86.5)	18.4
<b>Decile band</b>				
Low decile	180	93.2	(89.5 , 96.9)	21.1
Mid decile	471	90.9	(88.9 , 92.9)	18.4
High decile	485	91.7	(89.7 , 93.7)	18.5
<b>School type</b>				
Contributing	775	91.3	(89.7 , 92.9)	18.7
Full primary	361	92.2	(89.8 , 94.6)	19.3

Table A1.2. Achievement on the TRM scale: Summary statistics for Year 8 students

Group	Sample size	Mean	Confidence interval for the mean	Standard deviation
All	1,117	111.3	(110.0 , 112.6)	19.0
<b>Gender</b>				
Girls	519	116.0	(114.1 , 117.9)	18.5
Boys	598	107.3	(105.5 , 109.1)	18.6
<b>Ethnicity</b>				
Māori	300	122.5	(119.9 , 125.1)	19.4
Pacific	88	114.7	(110.1 , 119.3)	18.0
Asian	120	104.8	(101.0 , 108.6)	17.5
NZE	758	108.9	(107.4 , 110.4)	17.5
<b>SEN (combined)</b>				
SEN (combined)	104	103.7	(99.1 , 108.3)	19.6
<b>Decile band</b>				
Low decile	256	119.8	(116.7 , 122.9)	20.7
Mid decile	484	110.2	(108.2 , 112.2)	18.3
High decile	377	107.1	(105.1 , 109.1)	16.9
<b>School type</b>				
Composite	455	111.3	(109.1 , 113.5)	19.8
Full primary	33	116.5	(109.1 , 123.9)	17.2
Intermediate	465	113.0	(110.9 , 115.1)	18.8
Restricted composite	18	103.8	(96.0 , 111.6)	12.7
Secondary	146	106.0	(102.6 , 109.4)	17.1







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