



Māori Curriculum and Ākonga Survey Report

Wednesday, 10 December 2025

*The following report summarises our Māori student voice to highlight our strengths,
impact and next steps for 2026*



*Toitu te marae a Tane, Toitu te marae a Tangaroa,
Toitu te iwi'*

If the land is well and the sea is well, the people will thrive

Te Ao Māori - Strengths

Increased pride and confidence in being Māori

Across the 2025 survey, students rated very highly on indicators of cultural identity, including feeling proud to be Māori and feeling good about being Māori at school. This represents a positive shift from 2024, with more students expressing confidence, comfort, and connection to their culture.

Improved confidence and use of Te Reo Māori

Students reported stronger skills in:

- understanding instructions and questions in Te Reo
- greeting, farewelling, and using classroom commands
- sharing pepeha or parts of their pepeha
- participating confidently in waiata, karakia, and daily routines

Compared to 2024, students' ability to use Te Reo everyday (commands, feelings, names of items, pepeha phrases) showed clear improvement.

Broader understanding of Te Ao Māori concepts

In 2025, students self-reported learning a wider range of Te Ao Māori topics, including:

- pūrākau and local narratives
- Matariki (including hautapu)
- kaitiakitanga and mātauranga connected to te taiao
- hauora and wellbeing
- Te Tiriti o Waitangi and the story of Te Reo Māori loss

This is a notable change from 2024, where knowledge was more limited to Matariki, Māori games, and general tikanga.

Strong whānau support and connection

Whānau pride in students learning Te Reo and tikanga remained consistently high. Comments from students show:

- increased whānau involvement
- encouragement from parents, grandparents, and wider whānau
- recognition that learning Te Reo supports belonging and identity

Growing student leadership and aspiration

A visible number of ākonga Māori identified:

- leadership roles (cultural leader, leading haka, leading karakia)
- presenting or supporting at school events
- wanting to take on more cultural responsibility

This is a strengthened trend from 2024, where fewer students referenced leadership aspirations.

Impact of Cultural Initiatives Implemented in 2025

The positive shifts identified in the survey align strongly with the cultural initiatives introduced this year. The following outlines how these changes have supported ākonga Māori and contributed to improved outcomes.

Daily Hui Ata embedded school-wide

- Hui Ata has created consistent, authentic opportunities for all students to lead and participate in karakia, waiata, and pepeha.
- Survey improvements in understanding instructions, starting waiata, and using everyday phrases directly reflect this increased daily exposure.
- Students frequently referenced Hui Ata as where they speak and hear Te Reo Māori.

Te Ao Māori Time – structured weekly lessons

- The introduction of resourced, school-wide Te Ao Māori Time has broadened curriculum coverage.
- Students now report learning a richer range of topics, especially pūrākau, Te Tiriti, local narratives, and kaitiakitanga.
- This aligns with the increase in students selecting more diverse Te Ao Māori learning areas in 2025.

Significant growth in kapa haka

- Kapa haka participation has risen to nearly 100 students, creating strong cultural visibility and collective pride.
- Many students named kapa haka as the part of school they enjoy most, and as a space where they feel confident and connected.
- Increased pride and confidence in being Māori correlates with this growth.

Introduction of Cultural Leader roles

- New leadership roles have empowered ākonga Māori to take visible ownership of cultural practices.
- Students explicitly mentioned wanting to be cultural leaders, leading haka, or supporting karakia.
- This aligns with improved responses about leadership, belonging, and feeling good to be Māori at school.

Strengthened partnerships with iwi (via Josie) and MAC (via Brenda)

- These partnerships ensured authenticity in tikanga, alignment with local narratives, and accurate use of pepeha.
- Survey data shows an uplift in students feeling that teachers are growing their Te Ao Māori knowledge and using it in class, reflecting increased staff support and confidence.

High-quality cultural events (e.g., Matariki Morning Celebration)

- Events coordinated through cultural leadership provided authentic performance and leadership opportunities.
- Students highlighted Matariki and waiata/karakia as memorable and enjoyable aspects of school.
- Whānau engagement during these events likely supported increased pride and confidence in cultural identity.

Challenges and Next Steps for 2026

1. Inconsistent pepeha knowledge across year levels

A significant number of ākonga Māori reported that they *do not yet know their full pepeha* or do not feel confident sharing it.

This is one of the clearest areas of need across the survey data.

Next Step #1

Develop and implement a **school-wide pepeha progression** (Years 0–6) to ensure all students build and retain their pepeha over time. This will include:

- clear, scaffolded learning steps each year
- consistent visuals and shared language across classes
- supporting teachers with pronunciation and meaning
- integration into Hui Ata, Te Ao Māori Time, and classroom routines

2. Variation in conversational Te Reo Māori confidence

Although students use greetings, karakia, and classroom phrases more confidently, many still report difficulty with:

- holding short conversations
- explaining how they feel
- responding to questions in full sentences

Next Step #2

Strengthen everyday Te Reo Māori by refining Hui Ata with progressive speaking roles across year levels, introducing daily kōrero routines in all classrooms, supporting teachers to use consistent Te Reo sentence frames, and increasing natural use of Te Reo Māori during transitions and instructions.

3. Uneven understanding of Māori history and local narratives

While improvements were seen, some students reported minimal learning about Māori history beyond Te Tiriti or Matariki.

Next Step #3

Continue strengthening Te Ao Māori Time units with:

- locally grounded pūrākau and iwi narratives
- stories linked to the whenua of Mairangi Bay
- colonisation, language loss, and revival (age appropriate)
- authentic contexts co-designed with iwi and MAC

Māori Ākonga Goals 2026

#1. Strengthen school-wide pepeha knowledge (primary goal)

#2. Grow everyday conversational Te Reo Māori across the kura

#3. Deepen learning of Māori history and local narratives

#4. Invite whānau engagement to increase participation