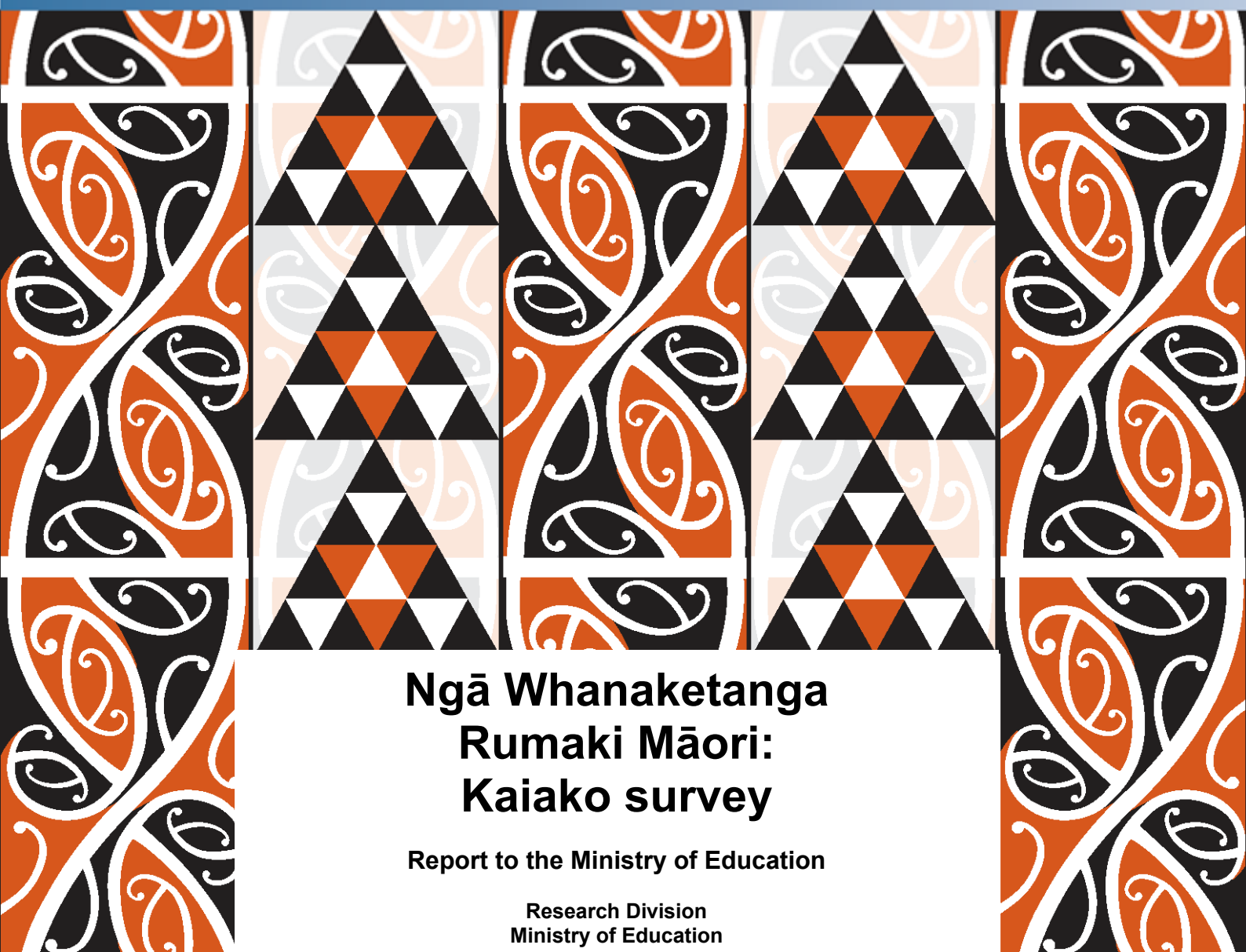




TE TĀHUHU O TE MĀTAURANGA AOTEAROA

Ministry of Education New Zealand



**Ngā Whanaketanga
Rumaki Māori:
Kaiako survey**

Report to the Ministry of Education

Research Division
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He Whakamārama

The kōwhaiwhai design on the cover is featured in Te Wāhanga, a meeting room in the Ministry of Education's Head Office dedicated to te ao Māori. The kōwhaiwhai symbolises the journey from one generation to the other. The continuous line indicates the passage of time. The pattern in red depicts the generations of today and the black represents those who have passed on. The triangle is a symbol regularly used in tukutuku, raranga and tāniko designs to depict strength and determination. The cover, then, is symbolic of the challenge that education has offered and continues to offer those who have passed on and those of today.



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Executive Summary

Ngā Whanaketanga Rumaki Māori were developed in 2009 by Māori medium leaders in Te Reo and Pāngarau and launched in Rotorua at Te Kura Kaupapa Māori o Rotoiti in 2010. They describe the *kōrero*, *pānui*, *tuhituhi* and *pāngarau* skills and knowledge that students need to learn in all learning areas across *Te Marautanga o Aotearoa* at different points of their years 1 to 8 schooling.

In 2011 Ngā Whanaketanga Rumaki Māori were made available to kura and Māori medium settings who use *Te Marautanga o Aotearoa*. Professional learning and development (PLD) was provided to kura to support them to improve their understanding and use of Ngā Whanaketanga Rumaki Māori. Not all kura were involved in the PLD.

The Ministry of Education sought the experiences of kaiako in Māori medium settings about Ngā Whanaketanga Rumaki Māori at which point they had been available to kura for almost a year. A survey for kaiako was undertaken in November 2011.

A total number of 102 survey forms were received. Fifty-six were from kaiako involved in PLD and 34 who were not. Twelve kaiako did not specify whether they were involved in PLD. Twenty-six (25%) were completed either fully or partly in te reo Māori and 76 (75%) were completed in English. The original intention was to analyse and report on the data by kaiako who were involved in PLD and kaiako who were not. This was not possible due to the very low response rate. All survey forms have been analysed together.

Over half (55%) of kaiako who responded to the survey had been involved in PLD during 2011 for Ngā Whanaketanga Rumaki Māori.

The majority of those who undertook the PLD considered that it was useful. They said that their overall understanding of the requirements of Ngā Whanaketanga Rumaki Māori had improved as a result of the professional development.

Overall the level of confidence in using Ngā Whanaketanga Rumaki Māori now that they have been available to kura for almost a year is relatively high. Fifty-five per cent of kaiako were 'confident' or 'very confident' and 35% were 'not very confident' or 'not at all confident'.

Kaiako with high levels of confidence indicated that this resulted from receiving valuable professional development and support in understanding Ngā Whanaketanga Rumaki Māori and how to implement it within Māori medium settings.

The majority of kaiako had made or were planning to make overall judgements about their student's progress and achievement. Fifty per cent of them indicated that they had already done so, while 27% said they had planned to.

Some kaiako said that they had not made any overall judgements. The reasons given for this were that their schools had not implemented Ngā Whanaketanga Rumaki Māori or because of a lack of professional development and support.

The level of confidence in making overall judgements was high. Almost 60% were 'very confident' or 'confident' in making overall judgements. A quarter of kaiako (27%) were 'not very confident' or 'not at all confident'.

When kaiako were asked whether they had met or planned to meet other kaiako to discuss and moderate overall judgements, almost half reported that they had already done so and an additional 28% said they had planned to before the end of the year. Some (12%) reported that they had not met or had not planned to meet before the end of the year.

The level of confidence in moderating overall judgements was also high. Fifty-seven per cent of kaiako reported that they were 'very confident' or 'confident' in moderating and 27% said they were 'not very confident' or 'not at all confident'.

A requirement of Ngā Whanaketanga Rumaki Māori was that schools must report student progress and achievement to whānau at least twice a year. The majority (80%) of kaiako indicated that they had reported to whānau at least twice or more during the past year or had reported once during the year and planned to do so again before the end of the year.

A few kaiako (15) said they had not reported to whānau during the year, although two of these planned to do so before the end of the year. None of the remaining 13 kaiako provided an explanation as to why they had not reported to whānau.



Introduction

Background

Ngā Whanaketanga Rumaki Māori describe the kōrero, pānui, tuhituhi and pāngarau skills and knowledge that students need to learn in all learning areas across *Te Marautanga o Aotearoa* at different points of their years 1 to 8 schooling.

Draft Ngā Whanaketanga Rumaki Māori were developed in 2009 by Māori medium leaders in te reo and pāngarau. The Ministry of Education consulted on the draft with the Māori medium sector and whānau, and undertook an information gathering process that involved targeted professional development and support for a group of kura to refine and finalise the draft whanaketanga.

In November 2010, Ngā Whanaketanga Rumaki Māori were launched in Rotorua at Te Kura Kaupapa Māori o Rotoiti.

In Term 1 of 2011, Ngā Whanaketanga Rumaki Māori were made available to kura and Māori medium settings who use *Te Marautanga o Aotearoa*. Professional learning and development (PLD) was available to kura to support them to improve their understanding and use of Ngā Whanaketanga Rumaki Māori. Other initiatives introduced to support the Māori medium sector included Readiness Workshops for school leaders and Webinars for Boards of Trustees and kaiako. Not all kura were involved in the PLD.

The Ministry of Education sought the experiences of kaiako in Māori medium settings about Ngā Whanaketanga Rumaki Māori at which time they had been available to kura for almost a year. The Ministry was particularly interested in collecting information about the PLD, confidence in using Ngā Whanaketanga Rumaki Māori, making overall judgements and reporting to whānau about student progress and achievement. A survey for kaiako was undertaken in November 2011.

The purpose of this report is to provide a summary of the findings from the Ngā Whanaketanga Rumaki Māori Kaiako Survey.



Methodology

The Ministry was interested in collecting information from kaiako in kura and Māori medium settings using *Te Marautanga o Aotearoa*, both those who had participated in PLD for Ngā Whanaketanga Rumaki Māori and those who had not.

The Ministry used 3 methods to collect the data in response to a survey:

1. The survey was made available on the Te Kete Ipurangi (TKI) site and the Te Marautanga o Aotearoa (TMOA) site for kaiako to complete.
2. PLD providers were asked to invite all kaiako in the kura they had worked in to complete the survey (online or hard copy).¹
3. A random sample comprising 51 kura in Māori medium settings using Te Marautanga o Aotearoa that had not been involved in PLD was selected. All kaiako in the kura were invited to complete the survey (online or hard copy).

Kaiako were given the option to complete the survey in Māori or English.

Six hundred and thirty-three (633) survey forms were sent to kura on 17 November 2011 along with letters addressed to Tumuaki inviting kaiako in their kura to complete the survey. A reminder letter was sent to Tumuaki on 30 November 2011. Kura where no kaiako had responded to the survey by 12 December 2011 were telephoned to encourage them to respond and advise them that there was still time to complete the survey.

From the 633 survey forms sent, 102 were completed by kaiako from 45 kura and returned to the Ministry either in hardcopy or online. This represents an overall response rate of 16 per cent.

Twenty-six (25%) survey forms were completed either fully or partly in te reo Māori and 76 (75%) were completed in English.

¹ All but one of the providers preferred the Ministry to contact the kura directly to complete the survey. A random sample of 60 kura was selected and kaiako invited to participate.



Results

It should be noted that because of the low response rate the results presented in this report are based on a relatively small sample of kaiako. It cannot be inferred that these results represent the opinions of all kaiako who are using Ngā Whanaketanga Rumaki Māori. Therefore the results should be considered as indicative only.

Our original intention was to analyse and report on kaiako according to whether their kura had been involved in PLD. However, a number of kaiako (11) did not specify the name of their kura and there was a blurring of PLD, for example where kaiako in kura that had been involved in the PLD had not themselves been involved (refer Table 1 below). This, coupled with the low response rate, led us to the decision to report more generally about kaiako in kura and Māori medium settings using Te Marautanga o Aotearoa. Out of a total number of 102 responses received, 56 were from kaiako involved in PLD and 34 were from kaiako who were not. Twelve kaiako did not specify whether they had been involved in PLD. This report provides an overview of kaiako involvement in PLD, confidence in using Ngā Whanaketanga Rumaki Māori, making overall judgements, moderating overall judgements and reporting to whānau about student progress and achievement.

Background information of teachers

When kaiako were asked which year levels they currently teach, the findings showed that similar numbers teach in each of years 1-8. The majority of kaiako who responded to the survey teach across multiple year levels. Twenty-seven per cent teach across four or more year levels. Less than a quarter (22%) teaches in a single year level. (see Tables in Appendix 3).

The majority of kaiako (75%) had been teaching for more than five years and just over a half (54%) had been teaching in kura and Māori medium settings using Te Marautanga o Aotearoa for more than five years.

Professional Learning and Development

While PLD was provided as kura wide it became evident that not all kaiako in the kura at the time of the survey had been involved.

Table 1: Have you been involved in any Professional Learning and Development (PLD) this year for Ngā Whanaketanga Rumaki Māori?

Kaiako involvement in PLD	Kaiako in PLD kura		Kaiako in non-PLD kura		Kura not specified		Total Kaiako	
	n	%	n	%	n	%	n	%
Yes	45	60.0	5	31.2	6	54.5	56	54.9
No	24	32.0	8	50.0	2	18.2	34	33.3
No response	6	8.0	3	18.8	3	27.3	12	11.8
Total	75	100.0	16	100.0	11	100.0	102	100.0

The question of whether kaiako had been involved in PLD was analysed to see whether these kaiako were from kura that had been involved in PLD. Of the 56 who were involved in PLD, 45 were in kura that had received the PLD, 5 were in kura that had not received the PLD and for 6 it was not known.

Twenty-four kaiako indicated that they had not been involved in PLD despite the fact that they were in kura participating in PLD.

It cannot be assumed that all kaiako in the PLD kura were involved in PLD. Some may have transferred to the PLD kura after the PLD had been completed, or for some reason had not participated. Transferring to another kura that was not involved in the PLD may also explain kaiako in non-PLD kura noting they had been involved in PLD during the year.

Over half (55%) of kaiako had been involved in PLD during 2011 for Ngā Whanaketanga Rumaki Māori.

Those who had been involved were asked to identify the focus of the PLD. These were:

- *Pāngarau/Poutama Tau* (20)
- *Ngā Whanaketanga Rumaki Māori* (16)
- *Pānui/Tuhi* (5)
- *Whakapiki i te Reo* (4)
- *Other* (7)

The majority (82%) of those who undertook the PLD considered that it was useful in helping them understand Ngā Whanaketanga Rumaki Māori. (See Table 2)

Table 2: Was the PLD useful in helping you understand and use Ngā Whanaketanga Rumaki Māori?

	Kaiako who were involved in PLD	
	n	%
Yes	46	82.1
No	4	7.1
No response	6	10.7
Total	56	100.0

These kaiako were asked to explain how the PLD was useful, generating a total of 43 responses.

The key themes to emerge from the responses included:

- *More informed about Ngā Whanaketanga Rumaki Māori* (13) — many said that their overall understanding of the requirements of Ngā Whanaketanga Rumaki Māori had improved as a result of professional development;
- *Using Ngā Whanaketanga Rumaki Māori resources* (9) — respondents had gained a better appreciation of how to use resources associated with Ngā Whanaketanga Rumaki Māori; the importance of further professional development in effectively administering tools and resources was highlighted;
- *Techniques and approaches* (8) — professional development had assisted in learning more about approaches and techniques relating to Ngā Whanaketanga Rumaki Māori including inquiry, planning, assessment and reporting;
- *Alignment between Te Marautanga o Aotearoa and Ngā Whanaketanga Rumaki Māori* (7) — a number of responses indicated that their understanding of the links between Te Marautanga o Aotearoa and Ngā Whanaketanga Rumaki Māori had improved as a result of professional development; and
- *Networking with other kura* (3) — a small number of responses stated that the professional development opportunities were valuable in connecting up with teachers from other kura in order to share experiences and discuss issues of relevance to Ngā Whanaketanga Rumaki Māori.

Some of the comments received from kaiako included:

“Useful in getting to know other kura and how they are using whanaketanga.”

“Learning how to use it effectively when testing our students.”

“Good explanations for tutors and coming to grips with the requirements of Whanaketanga e.g. reporting to parents.”

“Meeting with Support Services and other schools in the cluster helped get our heads around the whanaketanga a bit better.”

“Better understanding of requirements.”

Table 3: Did the PLD make the link between Ngā Whanaketanga Rumaki Māori and Te Marautanga o Aotearoa clear?

	Kaiako who were involved in PLD	
	n	%
Very clear	16	28.6
Clear	33	58.9
Not very clear	4	7.1
Not at all clear	1	1.8
No response	2	3.6
Total	56	100.0

When asked if the PLD made the link between Ngā Whanaketanga Rumaki Māori and Te Marautanga o Aotearoa clear, the majority of kaiako (88%) who were involved in PLD reported ‘very clear’ or ‘clear’. A few (5 kaiako, 9%) reported that the link was ‘not very clear’ or ‘not at all clear’.

Kaiako confidence using Ngā Whanaketanga Rumaki Māori

Table 4: How confident are you now about using Ngā Whanaketanga Rumaki Māori?

	n	%
Very confident	7	6.9
Confident	49	48.0
Not very confident	32	31.4
Not at all confident	4	3.9
No response	10	9.8
Total	102	100.0

Kaiako were asked how confident they are now about using Ngā Whanaketanga Rumaki Māori. Fifty-five per cent of kaiako were ‘very confident’ or ‘confident’ and 35% were ‘not very confident’ or ‘not at all confident’.

When kaiako were asked to explain their response, a total of 61 responses were provided.

Of the 32 kaiako that provided an explanation as to why they were ‘very confident’ or ‘confident’, key themes to emerge from responses included:

- *Professional development and support* (9) — kaiako indicated that they were confident as a result of receiving valuable professional development and support in understanding Ngā Whanaketanga Rumaki Māori and how to implement it within Māori medium settings;

- *Clear guidelines and expectations* (9) — kaiako stated that the Ngā Whanaketanga Rumaki Māori resources and documents gave clear guidance and direction around the expectations required to implement Ngā Whanaketanga Rumaki Māori; two kaiako indicated that they were more confident with Pāngarau than Te Reo Matatini however they were still confident that Ngā Whanaketanga Rumaki Māori would be implemented successfully; and
- *Implementation of Ngā Whanaketanga Rumaki Māori* (5) — a number of kaiako stated that they were confident as they had already started the implementation process for Ngā Whanaketanga Rumaki Māori.

Some of the comments received from kaiako who indicated that they were either ‘very confident’ or ‘confident’ included:

“Since having some PD, I am clear about what is required and how to implement into my planning.”

“Well set out and easy to use.”

“The more I use it the better I get, just need time to get more proficient at the delivery.”

“PD before teaching Ngā Whanaketanga has helped with teaching.”

“Ka taea e au te kite he aha ngā taumata ma ngā tamariki.” [I can see the levels that the students need to be at].

A total of 29 kaiako provided explanations as to why they were ‘not very confident’ or ‘not at all confident’. Key themes to emerge from responses included:

- *Lack of knowledge or understanding around Ngā Whanaketanga Rumaki Māori* (10) — some kaiako indicated that the lack of confidence stemmed from not knowing too much about Ngā Whanaketanga Rumaki Māori; some stated that they had just started becoming familiar with Ngā Whanaketanga Rumaki Māori and that they would become more confident as their understanding and familiarity with Ngā Whanaketanga Rumaki Māori increased;
- *Insufficient professional development and support* (7) — a number of kaiako indicated that there had been insufficient professional development opportunities made available to assist staff and kura to effectively implement Ngā Whanaketanga Rumaki Māori;
- *Ngā Whanaketanga Rumaki Māori* (5) — some kaiako felt that Ngā Whanaketanga Rumaki Māori was still relatively new and more time and professional development was needed;
- *Competence in te reo Māori* (3) — three kaiako indicated that their lack of competence in te reo Māori was a barrier to them being able to effectively implement Ngā Whanaketanga Rumaki Māori and that further professional development in te reo Māori would be required; and
- *Too many changes occurring* (2) — a small number of comments indicated that some kaiako felt that there were too many changes occurring all at once including the implementation of Te Marautanga o Aotearoa and that the changes ‘were hōhā’.

Some of the comments received from kaiako who indicated that they were either ‘not very confident’ or ‘not at all confident’ included:

“We have not had sufficient PD. This year has been focused on Te Marautanga o Aotearoa contract - graduate profiles, school curriculum. We are also isolated geographically and therefore find it difficult to meet with other kaiako and kura to share and discuss our mahi.”

“We have had little PD and we haven’t even got the Whanaketanga Rumaki Māori guidebook.”

“Still need assistance in implementing in classroom programme.”

“I am not 100% sure of how to deliver it so that it effectively reaches the learners.”

“Still learning areas of expectations and the language.”

“I am still becoming conversant with the expectations/levelling and OTJ process.”

What has gone well using Ngā Whanaketanga Rumaki Māori

Kaiako were asked while they have been using Ngā Whanaketanga Rumaki Māori, what has gone well, and why. A total of 69 responses were collected in response to this question.

Key themes to emerge from kaiako responses included:

- *Clear objectives, indicators and levels* (16) — kaiako indicated that they enjoyed having a clear set of objectives, indicators and targets to work to; that the levels within Ngā Whanaketanga Rumaki Māori were helpful in setting out the level that each child should be achieving at across the learning areas; that expectations were clear for teachers, whānau and children;
- *Easy to use* (8) — a number of kaiako stated that they found Ngā Whanaketanga Rumaki Māori easy to use and follow; there were clear guidelines and tasks contained within materials and resources;
- *Helpful assessment tool* (8) — kaiako felt that Ngā Whanaketanga Rumaki Māori was a helpful assessment tool for teachers that helps to inform teaching and planning;
- *Professional development and support* (8) — kaiako indicated that they liked the professional development and support that they had received around Ngā Whanaketanga Rumaki Māori and how to implement it within Māori medium settings;
- *Language* (7) — kaiako indicated that the Māori language contained within Ngā Whanaketanga Rumaki Māori was easy to follow and that the language was helpful in extending teachers and students understanding and vocabulary;
- *Exemplars* (5) — a few kaiako highlighted the helpfulness of exemplars which were easy to follow and implement within their teaching practice; and
- *Alignment between Te Marautanga o Aotearoa and Ngā Whanaketanga Rumaki Māori* (4) — kaiako indicated that they could see a clear alignment between Te Marautanga o Aotearoa and Ngā Whanaketanga Rumaki Māori.

Some of the comments received from kaiako included:

“We have managed to use this to assess against what we are actually teaching in the class.”

“I feel since I have been using the whanaketanga that I have a better idea where my students should be achieving.”

“Simple guidelines to find ways through, great benchmarks for marking against.”

“Ko ngā kupu hou - ko te painga ki ahau ko te papa kupu hei awhina.”

“It seems easy to follow, and the ngohe was quite good.”

“Linking stages to Whanaketanga as they are aligned with Poutama Tau and Marautanga.”

“Having indicators on where the students' knowledge should be at (levels) and where they should be going (progressions).”

“It's easy to follow. It's very clearly laid out so I can implement the program quickly and effectively.”

What has not gone well using Ngā Whanaketanga Rumaki Māori

Kaiako were asked while they have been using Ngā Whanaketanga Rumaki Māori, what has not gone well, and why. A total of 49 responses were provided in response to this question.

The key themes to emerge included:

- *Competence in te reo Māori* (13) — six kaiako stated that the language contained within Ngā Whanaketanga Rumaki Māori was too difficult to understand for both teachers and students; six kaiako indicated that their lack of competence in te reo Māori was a barrier to them being able to effectively implement Ngā Whanaketanga Rumaki Māori and that further professional development in te reo Māori would be required; a few also suggested that the lack of competence from students and their whānau made it difficult to effectively implement the expectations in Ngā Whanaketanga Rumaki Māori;
- *Still learning and familiarising* (7) — a number of kaiako stated that it was still early days and that it would continue to take some time to familiarise and become confident in effectively implementing Ngā Whanaketanga Rumaki Māori;
- *Lack of professional development* (5) — some commented about the lack of professional development opportunities and the lack of support available and a lack of clear understanding around how to effectively implement Ngā Whanaketanga Rumaki Māori;
- *Lack of tools and resources* (4) — a small number of comments stated that there was a lack of adequate tools or resources to effectively implement Ngā Whanaketanga Rumaki Māori;
- *Pāngarau* (4) — a few responses indicated that the levels and progressions contained within Pāngarau were not achievable and realistic for students; and
- *Progressions too broad* (3) — a small number of kaiako believed that the progressions were too broad to give adequate guidance to teachers about where their students should be achieving at.

Some of the comments received from kaiako included:

“Limited PD opportunities for us.”

“Language - Kupu Hou: Maybe have a 'list' of words to the side of each page. Some questions were unclear (pāngarau).”

“Hardly use the document. Not enough support to use this.”

“Assessment tasks - do not always seem suited to actual learning progression tasks.”

“The implementation is a long process as we are trying to get to grips with all the new information.”

“Kupu hou - I need to upskill myself with many words.”

“Whanaketanga - Pāngarau: unrealistic, too high. Vocabulary needs time to become understood and part of student's everyday 'reo'.”

“Te Reo - progressions are a little vague. Parents have commented that they don't show what their kids can do.”

Overall teacher judgements

Table 5: Have you made or will you make any overall judgements of areas in Te Reo and Pāngarau for your students this year?

	Te Reo		Pāngarau	
	n	%	n	%
I have already done so	51	50.0	51	50.0
I plan to	27	26.5	16	15.7
No	8	7.8	10	9.8
No response	16	15.7	25	24.5
Total	102	100.0	102	100.0

Kaiako were asked have they made or will they make any overall judgements of areas in Te Reo and Pāngarau for their students this year. For Te Reo and Pāngarau, 50% of kaiako indicated that they had already done so. However while 27% said they plan to for Te Reo, smaller numbers (16%) were planning to for Pāngarau.

Some kaiako said that they had not made any overall judgements in Te Reo (n=8) and in Pāngarau (n=10)

Of note is the relatively large number who did not respond to the question, this being more so for Pāngarau.

Kaiako who had not or were not intending to make overall judgements in Te Reo and Pāngarau were asked to explain their response. For each of Te Reo and Pāngarau, seven responses were collected. Most of the comments stated that the schools had not implemented Ngā Whanaketanga Rumaki Māori at this stage, including those that had not done so because of a lack of professional development and support.

Table 6: Please rate your level of confidence in making overall judgements of areas in Te Reo and Pāngarau

	Te Reo		Pāngarau	
	n	%	n	%
Very confident	16	15.7	13	12.7
Confident	43	42.2	45	44.1
Not very confident	23	22.5	13	12.7
Not at all confident	5	4.9	6	5.9
Not applicable, have not made any yet	4	3.9	3	2.9
No response	11	10.8	22	21.6
Total	102	100.0	102	100.0

When asked to rate their level of confidence in making overall judgements, 58% of kaiako in Te Reo were 'very confident' or 'confident' and 27% were 'not very confident' or 'not at all confident'.

For Pāngarau, 57% of kaiako who responded were 'very confident' or 'confident' and 19% were 'not very confident' or 'not at all confident'.

The survey gave kaiako the option of making any comments on the process of making overall judgements. A total of 34 kaiako provided comments in response to this question.

Key themes to emerge included:

- *More professional development (7)* - kaiako indicated that more professional development opportunities needed to be made available to assist teachers around overall judgements;
- *Easy to use (5)* — a number of kaiako stated that they found Ngā Whanaketanga Rumaki Māori gave clear guidance which made making teacher judgements a lot clearer and easy to implement; and
- *Importance of quality data to make judgements (4)* — some kaiako highlighted the importance of quality and timely data in undertaking teacher judgements; that judgements should be based on evidence and linked to the collection of student achievement data.

Moderation

Table 7: Have you met or do you plan to meet with other kaiako to discuss and moderate overall judgements this year?

	Te Reo		Pāngarau	
	n	%	n	%
I have already done so	50	49.0	41	40.2
I plan to	29	28.4	25	24.5
No	12	11.8	17	16.7
No response	11	10.8	19	18.6
Total	102	100.0	102	100.0

Kaiako were asked whether they had met or planned to meet other kaiako during the year to discuss and moderate overall judgements. Half, 49% of kaiako for Te Reo reported that they had already done so and an additional 28% said they planned to before the end of the year. Twelve kaiako (12%) reported that they had not met or did not plan to meet before the end of the year.

For Pāngarau, 40% of kaiako reported that they had already done so and 25% said they planned to. Seventeen kaiako (17%) said that they had not met or did not plan to meet with other kaiako.

Kaiako who selected 'no' were asked to explain their response generating a total of 27 responses.

The key themes to emerge from responses were:

- *No collective approach (15)* - a number of kaiako stated that they were unable to engage with other kaiako due to being the only Māori teacher in the school; were geographically isolated from other schools; had limited opportunities to engage with other teachers due to time, cost and distance; and
- *Still developing (7)* — a number of kaiako stated that it was still early days and that it would continue to take some time to develop and effectively implement Ngā Whanaketanga Rumaki Māori, including engagement with other kaiako and schools.

Table 8: Have you moderated using other means?

	n	%
Yes	38	37.3
No	49	48.0
No response	15	14.7
Total	102	100.0

While almost a half of kaiako had not moderated using other means (48%), a third of kaiako had (37%).

Those who had were asked to explain their response.

Of the 35 responses collected, key themes to emerge from responses were:

- *Other tools* (19) — other tools identified included Pānui Haere, Manu Tuhituhi, asTTle, Poutama Tau, IKAN, GLOSS and Ngā Kete Korero;
- *Professional development* (6) — kaiako used other moderation techniques and tools as a result of undertaking professional development in moderation; and
- *Internal tools and systems* (5) — kaiako identified moderation and assessment tools and systems that had been developed internally and were applied across the school.

Some of the comments received from kaiako included:

“School assessment, evidence of students work and feedback from other staff.”

“School has given strict guidelines to follow across the board.”

“We also use GLOSS and IKAN to assist us in moderating where our students are.”

“We use a combination of asTTle criteria based tools, Manu Tuhituhi indicators, old Tauaromahi and our own kura produced exemplars.”

Table 9: Please rate your level of confidence in moderating overall judgements

	Te Reo		Pāngarau	
	n	%	n	%
Very confident	8	7.8	7	6.9
Confident	50	49.0	47	46.1
Not very confident	21	20.6	18	17.6
Not at all confident	6	5.9	1	1.0
Not applicable, have not made any yet	5	4.9	9	8.8
No response	12	11.8	20	19.6
Total	102	100.0	102	100.0

When asked to rate their level of confidence in moderating overall judgements, 57% of kaiako reported that they were ‘very confident’ or ‘confident’ in moderating for Te Reo and 27% said they were ‘not very confident’ or ‘not at all confident’.

For Pāngarau, 53% of kaiako were ‘very confident’ or ‘confident’ and 19% were ‘not very confident’ or ‘not at all confident’.

The survey gave kaiako the option of making comments about the process of moderating. A total of 30 responses were collected in response to this question.

Key themes to emerge from these responses included:

- *Collective approach works best* (9) — kaiako indicated that working closely with other teachers is key to successful moderation practice; cluster groups are considered to be highly effective and a few responses

suggest more of this is needed; robust discussion and engagement with other teachers is important for improving teacher practice and ensuring student moderation is accurate;

- *Still developing* (7) — a number of kaiako stated they were still developing around effective moderation practice and that they would continue to develop this area, including engagement with other kaiako and schools;
- *Importance of effective moderation practice* (5) — kaiako highlighted the need for effective moderation practice in effectively implementing Ngā Whanaketanga Rumaki Māori; comments were also received stressing the importance of robust moderation in teacher planning, assessment and lifting student achievement; and
- *Insufficient time and resources* (4) — kaiako indicated that there was insufficient time and a lack of adequate resources to effectively and efficiently implement the moderation tasks required for Ngā Whanaketanga Rumaki Māori.

Some of the comments received from kaiako included:

“Staff are still learning how to moderate and we are learning to come to a shared agreement.”

“We are a two teacher school which is why benchmarks are important for us to moderate against.”

“Team have enjoyed moderation as a team due to justifications of feedback or comments.”

“Teachers agree on criteria for moderating, group of teachers moderating, teachers able to discuss moderating process.”

“I think it would be good to organise some sort of inter-school moderating group online or in clusters, so people who are in similar situations to myself can share and gain ideas, knowledge, etc.”

“Understanding the need to be able to articulate OTJs backed with evidence - samples of work, anecdotal classroom observations and assessment data.”

Experiences in relation to Te Reo and Pāngarau

While numbers are low and some caution is required, there were a number of differences in the experiences and confidence of kaiako in relation to assessments of Te Reo and Pāngarau.

Kaiako similarly carried out overall judgements for Te Reo and Pāngarau, and were similarly ‘confident’ or ‘very confident’. However, they were more likely not to give a response to the two questions in relation to Pāngarau. This may reflect a lack of experience or confidence in making overall judgements for Pāngarau. In addition, kaiako were more likely to be planning to make overall judgements for Te Reo than they were for Pāngarau.

Kaiako were also more likely to have met, or were planning to meet with other teachers before the end of the year, to discuss and moderate overall judgements for Te Reo than for Pāngarau. Kaiako were also more certain about their level of confidence in moderation for Te Reo than they were for Pāngarau. For Pāngarau, kaiako were more likely not to have answered the question in relation to their level of confidence, or indicated that they had not engaged in moderating overall judgements.

Assessment Tools

Kaiako were asked which assessment tools and what other things do they currently find helpful to make judgements about student achievement in relation to Ngā Whanaketanga Rumaki Māori, for Pāngarau, Te Reo, Tuhituhi and Pānui.

Table 10a: Which assessment tools and what other things do you currently find helpful to make judgements about student achievement in relation to Ngā Whanaketanga Rumaki Māori for Pāngarau?

Pāngarau	n	%
Poutama Tau	70	68.6
asTTle	26	25.5
Other useful tools	26	25.5
Locally developed tools ²	8	7.8
Other	1	1.0
Total kaiako	102	

* Percentages do not add up to 100% as kaiako could select more than one tool

For Pāngarau, the majority 69% of kaiako reported Poutama Tau as being useful. Also rating highly as being useful was asTTle. Twenty-six per cent identified other tools as being useful such as GLOSS (8) and IKAN (5).

Table 10b: Which assessment tools and what other things do you currently find helpful to make judgements about student achievement in relation to Ngā Whanaketanga Rumaki Māori for Te Reo?

Te Reo	n	%
Kawea Te Rongo	5	4.9
Kōrero Kia Mohio	15	14.7
Ngā Kete Kōrero	57	55.9
Kia Tere Tonu/Takapiringa/Kōrerotia	12	11.8
Hopukina	15	14.7
University of Waikato language assessment	1	1.0
Other useful tools	12	11.8
Locally developed tools	5	4.9
Other	3	2.9
Total kaiako	102	

* Percentages do not add up to 100% as kaiako could select more than one tool

Kaiako were asked the same question for Te Reo. Fifty-six per cent of kaiako reported Ngā Kete Kōrero as being helpful. The second most commonly helpful assessment tools identified were Kōrero Kia Mohio (15%) and Hopukina (15%).

² See Appendix 1 for a list of all locally developed tools.

Table 10c: Which assessment tools and what other things do you currently find helpful to make judgements about student achievement in relation to Ngā Whanaketanga Rumaki Māori for Tuhituhi?

Tuhituhi	n	%
Ngā Tauaromahi o Aotearoa	19	18.6
He Matai Matatupu	28	27.5
asTTle	27	26.5
Ngā Kete Kōrero: Tuhi	51	50.0
Kia Puawai Ai Te Reo	4	3.9
Other useful tools	23	22.5
Locally developed tools	8	7.8
Other	5	4.9
Total kaiako	102	

* Percentages do not add up to 100% as kaiako could select more than one tool

When kaiako were asked which assessment tools and what other things do they currently find helpful to make judgements about student achievement in Tuhituhi, half (50%) identified Ngā Kete Kōrero: Tuhi, and a quarter identified He Matai Matatupu (28%) and asTTle (27%) as being useful. Twenty-three kaiako identified other tools as being useful. Of those kaiako, 20 mentioned He Manu Tuhituhi.

Table 10d: Which assessment tools and what other things do you currently find helpful to make judgements about student achievement in relation to Ngā Whanaketanga Rumaki Māori for Pānui?

Pānui	n	%
Tukuna Kia-Rere	7	6.9
AKA – Aromatawai Urunga-ā-Kura	20	19.6
He Mātai Matatupu	26	25.5
Te Whakamātautau Kupu	26	25.5
Te Tāutu Reta	29	28.4
TATA (Letter ID task)	17	16.7
asTTle	28	27.5
Tātari Tautoko Tauawhi	9	8.8
Pānui Haere	58	56.9
Iti Rearea	25	24.5
Other useful tools	9	8.8
Locally developed tools	5	4.9
Other	5	4.9
Total kaiako	102	

* Percentages do not add up to 100% as kaiako could select more than one tool

Kaiako most commonly reported Pānui Haere (57%) as being a tool that they find helpful to make judgements about student achievement in Pānui. Noticeable is the range of assessment tools available for Pānui and the usefulness of them. In addition to Pānui Haere, He Mātai Matatupu, Te Whakamātautau Kupu, Te Tāutu Reta, asTTle and Iti Rearea were identified as useful by a quarter or more of respondents.

Bearing in mind the caution required due to low numbers, there are some patterns in relation to tools kaiako find useful to make judgements about student achievement.

Looking across each of the four areas of Pāngarau, Te Reo, Tuhituhi and Pānui, there was one tool that stood out over others as being helpful for kaiako to make judgements about student achievement. They were Poutama Tau for Pāngarau, Ngā Kete Kōrero for Te Reo, Ngā Kete Kōrero Tuhi for Tuhituhi and Pānui Haere for Pānui. Also similar numbers of kaiako in each area found locally developed tools to be useful.

Other tools not listed that kaiako found useful were in particular identified for Pāngarau (n=26), this area also having the least number of listed named tools (n=2). Similarly, for Tuhituhi with five listed named tools, kaiako (n=23) were accessing other tools they found to be useful. For Pānui, teachers had a large range of named tools (n=10) which on the whole they found equally useful. They were less likely than for Pāngarau and Tuhituhi to resort to other tools deemed to be useful. As for other areas, for Te Reo there was one named tool that stood out over and above others as being useful. However, kaiako were less likely on the whole to find the named tools to be useful than named tools for Pāngarau, Tuhituhi or Pānui were.

Reporting to whānau

Table 11: Kura and schools are expected to report student progress and achievement to whānau at least twice a year. How often have you reported to whānau this year?

	n	%
Once	5	4.9
Done once and plan to do again before the end of the year	12	11.8
Twice	50	49.0
More than twice	20	19.6
Have not yet, but plan to before the end of the year	2	2.0
Not at all	13	12.7
Total	102	100.0

For this question kaiako were asked how often had they reported to whānau during the year. The majority (80%) of kaiako reported at least twice or more during the year or reported once and planned to again before the end of the year. A few kaiako (15) said they had not reported to whānau during the year, although two of these planned to do so before the end of the year. None of these kaiako provided an explanation as to why they had not reported to whānau.

Other Professional Learning and Development

Table 12: Did you participate in the Readiness Workshop about Ngā Whanaketanga Rumaki Māori?

	n	%
Yes	26	25.5
No	58	56.9
No response	18	17.6
Total	102	100.0

The purpose of the Readiness Workshops was to provide key information to attendees (school leaders including teachers or senior management and Board of Trustees members in kura and Māori medium settings) to ensure they are well prepared and have a clear understanding of what they are required to do when implementing Ngā Whanaketanga Rumaki Māori³.

³ Kāhui Tautoko Consulting Ltd. (2011). Ngā Whanaketanga Rumaki Māori: Analysis of feedback from Readiness Workshops.

When asked if they had participated in the Readiness Workshop about Ngā Whanaketanga Rumaki Māori, most kaiako (57%) indicated they had not.

A quarter of kaiako indicated they had. They were asked how their participation in the Readiness Workshop helped them or helped others use Ngā Whanaketanga Rumaki Māori.

The key themes to emerge from the 21 responses received from these kaiako included:

- *More informed about Ngā Whanaketanga Rumaki Māori* (7) — many said that their overall understanding of the requirements of Ngā Whanaketanga Rumaki Māori had improved as a result of professional development;
- *Waste of time* (4) — a small number of kaiako believed that the workshops were a waste of time and of little benefit;
- *Networking with other kura* (3) — a small number stated that the professional development opportunities were valuable in connecting up with other teachers from other kura in order to share experience and discuss issues of relevance to Ngā Whanaketanga Rumaki Māori; and
- *Alignment between Te Marautanga o Aotearoa and Ngā Whanaketanga Rumaki Māori* (2) — a few respondents indicated that their understanding of the links between Te Marautanga o Aotearoa and Ngā Whanaketanga Rumaki Māori had improved as a result of professional development.

Table 13: Have you been involved in any other PLD that has helped you to use Ngā Whanaketanga Rumaki Māori?

	n	%
Yes	42	41.2
No	47	46.1
No response	13	12.7
Total	102	100.0

When kaiako were asked had they been involved in any other PLD that had helped them to use Ngā Whanaketanga Rumaki Māori, 41% of kaiako reported 'yes' and 46% reported 'no'.

Table 14: Have you participated in any school provided support (e.g. staff meetings) that has helped you to use Ngā Whanaketanga Rumaki Māori?

	n	%
Yes	48	47.1
No	40	39.2
No response	14	13.7
Total	102	100.0

Similar numbers (47%) reported they had participated in school provided support that had helped them to use Ngā Whanaketanga Rumaki Māori. See Table 14. Or that they had personally engaged in other PLD that had helped them to use Ngā Whanaketanga Rumaki Māori (43%). See Table 15.

Table 15: Have you personally engaged in other professional learning that has helped you to use Ngā Whanaketanga Rumaki Māori?

	n	%
Yes	44	43.1
No	44	43.1
No response	14	13.7
Total	102	100.0

When kaiako were asked what further support would help them to use Ngā Whanaketanga Rumaki Māori a total of 59 responses were received in response to this question.

The key themes to emerge included:

- *Professional development* (34) — the largest number of responses related to the need for more professional development particularly for kaiako around specific aspects of Ngā Whanaketanga Rumaki Māori and how to effectively apply them within the classroom;
- *Supplementary resources and tools* (10) — additional tools and resources were needed to support kaiako and kura in implementing Ngā Whanaketanga Rumaki Māori. Responses included the need for all existing resources and tools such as PROBE and Pānui Haere to be reviewed and aligned to Ngā Whanaketanga Rumaki Māori;
- *Networking with other kura* (8) — there was a strong level of interest from kaiako in networking with other kura who are implementing Ngā Whanaketanga Rumaki Māori which could be facilitated through workshops, facilitated discussions, cluster groups, peer support, mentoring and inter-kura visits; and
- *Clear guidance for bilingual settings* (5) — there were a few responses highlighting the need for additional guidance and support for bilingual settings, particularly around the alignment of the New Zealand Curriculum and National Standards with Ngā Whanaketanga Rumaki Māori.

Some of the comments received from kaiako included:

“To have the resource, have it explained. Come together as a collective of teachers to establish success criteria for oral language, pānui, tuhituhi and pāngarau. Be shown ways of report formats.”

“How to use Ngā Whanaketanga. What assessment tools align with Ngā Whanaketanga and what best fits our learning situation.”

“Continue with in depth PLD with our present provider.”

“Having a clear understanding and pathway for Level 2 immersion settings to move from National Standards to Ngā Whanaketanga Rumaki Māori.”

“PD for the Ngā Whanaketanga for Te Reo, if there are any resources which link to Te Reo, the same as the strands do with te whanaketanga for Pāngarau.”

“Have someone come in to show us, talk to us about using Whanaketanga and planning.”

“Ongoing support from experts who are familiar with Ngā Whanaketanga.”

“Share or work with other staff members who have had time/support with Ngā Whanaketanga.”

Table 16: Did any board of trustee member(s) or kaiako from your kura or school participate in any of the webinars about Ngā Whanaketanga Rumaki Māori?

	Webinar Ngā Whanaketanga Rumaki Māori in April 2011		Webinar Whats working? Whats next? in September 2011	
	n	%	n	%
Yes	10	9.8	5	4.9
No	37	36.3	37	36.3
Don't know	34	33.3	31	30.4
No response	21	20.6	29	28.4
Total	102	100.0	102	100.0

For this question kaiako were asked if any board of trustee member(s) or kaiako participated in the webinars about Ngā Whanaketanga Rumaki Māori. Small numbers in each case indicated they had, with around a third reporting that they had not, or that they did not know.

Kaiako who selected 'yes' were asked how did they think their participation had helped them to use Ngā Whanaketanga Rumaki Māori. A total of 8 responses were collected in response to this question. Comments related to a better understanding by principals and board of trustees members of their responsibilities, a better appreciation for administering Ngā Whanaketanga Rumaki Māori and the need for additional PLD for BOT members.



Summary

Ngā Whanaketanga Rumaki Māori were made available to kura and Māori medium settings who use *Te Marautanga o Aotearoa* in 2011. Professional learning and development (PLD) was also made available to kura to support them to improve their understanding and use of Ngā Whanaketanga Rumaki Māori. Not all kura were involved in the PLD.

The findings from the survey of kaiako in kura and Māori medium schools that used *Te Marautanga o Aotearoa* indicated that over half of kaiako who responded had been involved in PLD during 2011 for Ngā Whanaketanga Rumaki Māori. The majority of them found it useful, saying their overall understanding of the requirements of Ngā Whanaketanga Rumaki Māori had improved as a result of the PLD.

The confidence levels of kaiako using Ngā Whanaketanga Rumaki Māori, making overall judgements about student progress and achievement and moderating overall judgements was relatively high. Over half of kaiako who responded to the survey reported that they were ‘very confident’ or ‘confident’.

High levels of confidence were noted by kaiako as being due to the valuable professional development and support in understanding Ngā Whanaketanga Rumaki Māori and on how to implement it within Māori medium settings. The reasons reported by kaiako that led to low levels of confidence were that some schools had not implemented Ngā Whanaketanga Rumaki Māori or that there was a lack of professional development and support.

Overall kaiako regularly report student progress and achievement to whānau. The majority reported to whānau at least twice or more during 2011 or had reported to whānau once during the year and planned to do so again before the end of the year.

The survey results highlighted the limited number of assessment tools in Māori medium settings available for kaiako to make overall judgements. Over each of the four areas of Pāngarau, Te Reo, Tuhituhi and Pānui, there was one assessment tool that stood out as being useful for kaiako to make judgements about student achievement. Pānui had the most assessment tools, many of which were reported as being useful by kaiako. In the areas that have the least number of assessment tools such as Pāngarau and Tuhituhi, kaiako are more likely to access other useful tools.

Overall the findings show that kaiako are progressing well in their use of Ngā Whanaketanga Rumaki Māori. It should be noted that due to the low response rate the findings of the survey should be read with caution. Due to this as well as the large number of kaiako who did not respond to the questions for Te Reo and in particular Pāngarau, it is recommended that further research be carried out to monitor kaiako progress in using Ngā Whanaketanga Rumaki Māori,



APPENDIX 1: Locally developed tools reported in survey forms

Pāngarau	Marau-a-kura, te marau o Tahuna-ā-Kura 4 Rules, Adapted Schonell, 3 minutes test Ko ngā mea o TPT anake kua hokona Ngā kāri nāmā, ngā pāraaka, ngā pepa pānui LAM'S Ngā Hira - meka mātua Adapted Pāngarau to align with present classroom assessment tool Combination of all assessment tools and child's needs
Te Reo	Own developed assessments Marae visits LAMS He reo tupu, he reo ora Classroom assessment tool.
Tuhituhi	Te Kāhui matauranga indicators (Māori Medium Cluster) Own developed assessments Checklists mo te tautu ngā pu me ngā kuoro Marae visits Self created LAMS Te Reo Māori, NCEA Level 1, Wiremu Doherty
Pānui	Own developed assessments Anga Putanga ako Kāri Matapaki: Matrices for teacher and student self assessment. These incorporate Ngā Whanaketanga and e-asTTle and exemplar outcomes Te Haungaherehere Pānui Arohanga



APPENDIX 2: Survey Form

NGĀ WHANAKETANGA RUMAKI MĀORI KAIAKO SURVEY

Ngā mihi ki a koutou katoa

The Ministry of Education would like to gather your thoughts about Ngā Whanaketanga Rumaki Māori now that kura and Māori medium settings have been using them for almost a year. The information collected will be used by the Ministry of Education to further design appropriate support for kaiako to assist them to use Ngā Whanaketanga Rumaki Māori in 2012 and beyond.

Please note all information given is strictly confidential. No individual's name or details will appear in any report or document resulting from this survey. The information will be analysed by the Research Division in the Ministry of Education. The report will contain information at a regional and national level but not at the individual kura or school level.

Please return completed survey to the Research Division, Ministry of Education, PO Box 1666, Thorndon, Wellington by 30 November 2011.

We would like to begin by collecting some information about your teaching experience.

1. What kura or school do you teach at? (This is only collected to track responses. Individual schools will not be identified in any report)

2. Which of the following year level(s) do you currently teach?
(Tick as many as apply)

- | | |
|------------------|--------------------------|
| Year 1 | <input type="checkbox"/> |
| Year 2 | <input type="checkbox"/> |
| Year 3 | <input type="checkbox"/> |
| Year 4 | <input type="checkbox"/> |
| Year 5 | <input type="checkbox"/> |
| Year 6 | <input type="checkbox"/> |
| Year 7 | <input type="checkbox"/> |
| Year 8 | <input type="checkbox"/> |
| Year 9 and above | <input type="checkbox"/> |

3. How long have you been teaching? (Tick one box)
- | | |
|-------------------|--------------------------|
| Less than 5 years | <input type="checkbox"/> |
| 6-10 years | <input type="checkbox"/> |
| 11-20 years | <input type="checkbox"/> |
| 21-30 years | <input type="checkbox"/> |
| Over 30 years | <input type="checkbox"/> |

4. How long have you been teaching in Level 1 or Level 2 Māori medium?
(Tick one box)

Less than 5 years	<input type="checkbox"/>
6-10 years	<input type="checkbox"/>
11-20 years	<input type="checkbox"/>
21-30 years	<input type="checkbox"/>
Over 30 years	<input type="checkbox"/>

We would now like to collect information about your experiences in using Ngā Whanaketanga Rumaki Māori.

5. How confident are you now about using Ngā Whanaketanga Rumaki Māori?
(Tick one box)

Very confident	<input type="checkbox"/>
Confident	<input type="checkbox"/>
Not very confident	<input type="checkbox"/>
Not at all confident	<input type="checkbox"/>

Please explain:

6. While you have been using Ngā Whanaketanga Rumaki Māori, what has gone well and why?

What has not gone well, and why?

7. Have you made or will you make any overall judgements of areas in Te Reo and Pāngarau for your students this year?

	Te Reo (Tick one box)	Pāngarau (Tick one box)
I have already done so	<input type="checkbox"/>	<input type="checkbox"/>
I plan to	<input type="checkbox"/>	<input type="checkbox"/>
No	<input type="checkbox"/>	<input type="checkbox"/>

If no, please comment.

8. Please rate your level of confidence in making overall judgements of areas in Te Reo and Pāngarau.

	Te Reo (Tick one box)	Pāngarau (Tick one box)
Very confident	<input type="checkbox"/>	<input type="checkbox"/>
Confident	<input type="checkbox"/>	<input type="checkbox"/>
Not very confident	<input type="checkbox"/>	<input type="checkbox"/>
Not at all confident	<input type="checkbox"/>	<input type="checkbox"/>
Not applicable, have not made any yet	<input type="checkbox"/>	<input type="checkbox"/>

9. If you would like to make any comments on the process of **making** overall judgements please note the here.

10. Have you met or do you plan to meet with other kaiako to discuss and **moderate** overall judgements this year?

	Te Reo (Tick one box)	Pāngarau (Tick one box)
I have already done so	<input type="checkbox"/>	<input type="checkbox"/>
I plan to	<input type="checkbox"/>	<input type="checkbox"/>
No	<input type="checkbox"/>	<input type="checkbox"/>

If no, please comment:

11. Have you **moderated** using other means? Yes No

If yes, please explain:

12. Please rate your level of confidence in moderating overall judgements.

	Te Reo (Tick one box)	Pāngarau (Tick one box)
Very confident	<input type="checkbox"/>	<input type="checkbox"/>
Confident	<input type="checkbox"/>	<input type="checkbox"/>
Not very confident	<input type="checkbox"/>	<input type="checkbox"/>
Not at all confident	<input type="checkbox"/>	<input type="checkbox"/>
Not applicable, have not moderated yet	<input type="checkbox"/>	<input type="checkbox"/>

13. If you would like to make any comments on the process of moderating, please note them here.

14. Which assessment tools and what other things do you currently find helpful to make judgements about student achievement in relation to Ngā Whanaketanga Rumaki Māori? Please:

- tick in the boxes alongside the tools you find useful
- name any other useful tools including locally developed tools
- identify other information that is helpful to make judgements about student achievement.

Pāngarau

- | | |
|-------------------------|--------------------------|
| Poutama Tau | <input type="checkbox"/> |
| AsTTle | <input type="checkbox"/> |
| Other useful tools | <input type="checkbox"/> |
| Name tools _____ | |
| Locally developed tools | <input type="checkbox"/> |
| Name tools _____ | |
| Other | <input type="checkbox"/> |
| Please specify _____ | |

Te Reo

- | | |
|---|--------------------------|
| Kawea Te Rongo | <input type="checkbox"/> |
| Kōrero Kia Mohio | <input type="checkbox"/> |
| Ngā Kete Kōrero | <input type="checkbox"/> |
| Kia Tere Tonu/Takapiringa/Kōrerotia | <input type="checkbox"/> |
| Hopukina | <input type="checkbox"/> |
| University of Waikato language assessment | <input type="checkbox"/> |
| Other useful tools | <input type="checkbox"/> |
| Name tools _____ | |
| Locally developed tools | <input type="checkbox"/> |
| Name tools _____ | |
| Other | <input type="checkbox"/> |
| Please specify _____ | |

Tuhituhi

- | | |
|---------------------------|--------------------------|
| Ngā Tauaromahi o Aotearoa | <input type="checkbox"/> |
| He Matai Matatupu | <input type="checkbox"/> |
| AsTTle | <input type="checkbox"/> |
| Ngā Kete Kōrero: Tuhi | <input type="checkbox"/> |
| Kia Puawai Ai Te Reo | <input type="checkbox"/> |
| Other useful tools | <input type="checkbox"/> |
| Name tools _____ | |
| Locally developed tools | <input type="checkbox"/> |
| Name tools _____ | |
| Other | <input type="checkbox"/> |
| Please specify _____ | |

Pānui

- Tukuna Kia-Rere
- AKA – Aromatawai Urunga-ā-Kura
- He Mātai Matatupu
- Te Whakamātautau Kupu
- Te Tāutu Reta
- TATA (Letter ID task)
- AsTTle
- Tatari Tautoko Tauawhi
- Pānui Haere
- Iti Rearea
- Other useful tools
- Name tools _____
- Locally developed tools _____
- Name tools _____
- Other _____
- Please specify _____

15. Kura and schools are expected to report student progress and achievement to whānau at least twice a year. How often have you reported to whānau this year?

(Tick one box)

- Once
- Done once and plan to do again before the end of the year
- Twice
- More than twice
- Have not yet, but plan to before the end of the year
- Not at all

If not at all, please comment:

16. Have you been involved in any Professional Learning and Development (PLD) this year for Ngā Whanaketanga Rumaki Māori?

Yes No

If no skip to 18

If yes, what was the PLD? _____

Was the PLD useful in helping you understand and use Ngā Whanaketanga Rumaki Māori?

Yes No

If yes, how was it useful?

17. Did the PLD make the link between Ngā Whanaketanga Rumaki Māori and Te Marautanga o Aotearoa clear (Tick one box)

- Very clear
 Clear
 Not very clear
 Not at all clear
 Not applicable, did not make the link

18. Did you participate in the Readiness Workshop about Ngā Whanaketanga Rumaki Māori? Yes No

If yes, how did your participation help you or others use Ngā Whanaketanga Rumaki Māori?

19. There have been a range of initiatives and other PLD provided to support kura, Māori medium settings and kaiako.

Have you been involved in any other PLD that has helped you to use Ngā Whanaketanga Rumaki Māori? Yes No

Have you participated in any school provided support (e.g. staff meetings) that has helped you to use Ngā Whanaketanga Rumaki Māori? Yes No

Have you personally engaged in other professional learning that has helped you to use Ngā Whanaketanga Rumaki Māori? Yes No

20. What further support would help you to use Ngā Whanaketanga Rumaki Māori?

21. Did any board of trustee member(s) or kaiako from your kura or school participate in any of the webinars about Ngā Whanaketanga Rumaki Māori? (Tick one or more boxes)

	Yes	No	Don't know
Webinar Ngā Whanaketanga Rumaki Māori in April 2011	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Webinar Whats working? Whats next? in September 2011	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If yes, how do you think their participation has helped you to use Ngā Whanaketanga Rumaki Māori?

22. The Ministry would like to develop case studies of good practice that it can put up on the Ministry of Education website. Please tick here and provide your name and contact details if you are happy to share your experiences.

Name: _____

Contact details: _____

<p>The Ministry of Education would like to thank you for your continued support of Ngā Whanaketanga Rumaki Māori.</p>



APPENDIX 3: Tables

Appendix Table 1: Which of the following year level(s) do you currently teach? (Multi-response)

	n	%
Year 1	29	28.4
Year 2	35	34.3
Year 3	34	33.3
Year 4	43	42.2
Year 5	37	36.3
Year 6	38	37.3
Year 7	35	34.3
Year 8	32	31.4
Year 9 or more	7	6.9
Total	102	

Appendix Table 2: Number of year levels taught by kaiako

	n	%
1	22	21.6
2	28	27.5
3	23	22.5
4	10	9.8
5	10	9.8
6 or more	7	6.9
No response	2	2.0
Total	102	100.0

Appendix Table 3: How long have you been teaching?

	n	%
Less than 5 years	26	25.5
6-10 years	35	34.3
11-20 years	35	34.3
21-30 years	6	5.9
Over 30 years	0	0.0
Total	102	100.0

Appendix Table 4: How long have you been teaching in kura and Māori medium settings that use Te Marautanga o Aotearoa?

	n	%
Less than 5 years	47	46.1
6-10 years	35	34.3
11-20 years	19	18.6
21-30 years	1	1.0
Over 30 years	0	0.0
Total	102	100.0