



**REPORT ON ORAL FEEDBACK FROM
NGĀ WHANAKETANGA RUMAKI MĀORI CONSULTATION HUI**

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He Kupu Whakamihi

He kupu whakamihi tēnei ki ngā tāngata katoa nā koutou tēnei kaupapa i hāpai. Tuatahi, kei te mihi ake a Kupu Ltd ki ngā manu kōrero me ngā ringaringa nā koutou ngā huinga ā-rohe e pā ana ki Ngā Whanaketanga Rumaki Māori i whakahaere huri noa i te motu, tēnā rawa atu koutou.

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EXECUTIVE SUMMARY

In 2011, the Māori-medium education sector will be implementing Ngā Whanaketanga Rumaki Māori for students in Years 1–8. Ngā Whanaketanga Rumaki Māori describe the pāngarau (mathematics) and te reo matatini (literacy) skills students need to learn at different stages of their schooling. The whanaketanga have been developed to support *Te Marautanga o Aotearoa*, the guiding curriculum document that sets the direction for teaching and learning in Māori-medium education schools and settings.

The whanaketanga are now in their draft form and from March to April 2010, the Ministry of Education (the Ministry) engaged in a regional hui consultation process to discuss the draft whanaketanga and plain language reporting with stakeholders in the Māori-medium education sector.

This report provides a summary of the analysis of the oral feedback from the consultation process. It is intended that the analysis will support the Ministry to finalise the design and implementation of Ngā Whanaketanga Rumaki Māori for 2011.

Perceptions of Ngā Whanaketanga Rumaki Māori

The diversity of Māori-medium education schools and settings that participated in the consultation process resulted in a broad range of themes emerging from the oral data collected. Some key themes were found to be common across most regions while others were specific to particular regions or settings within the sector.

Significant concern was expressed that the timeframe for consultation was too short and that schools and settings had not had enough time to familiarise themselves with the initiative. The oral data collected also included significant questions, concerns and suggestions about the design, detail and implementation of Ngā Whanaketanga Rumaki Māori. However, the overall feedback indicated that the Māori-medium education sector is generally positive about the introduction of Ngā Whanaketanga Rumaki Māori.

In the main, kaiako and tumuaki were open and receptive to the initiative and pleased that it has been aligned to *Te Marautanga o Aotearoa*. Parents and whānau were also generally positive about Ngā Whanaketanga Rumaki Māori as an initiative to help them keep in touch with their children's achievement and progress at school. The feedback indicates that parents and whānau want information about their children's progress, they want to be involved in their children's education, and they want to help their children learn. They see Ngā Whanaketanga Rumaki Māori as a positive step towards helping them achieve this.

One of the most dominant themes to emerge during the consultation process was apprehension about the exponential growth of work that will be generated for teachers by the implementation of Ngā Whanaketanga Rumaki Māori. Feedback

indicated that this is a major concern for the sector. The Ministry will need to give careful consideration as to how the issue of teacher workload can be addressed in the design and implementation of the initiative and also through its communications with the sector.

There was a strong call for Ngā Whanaketanga Rumaki Māori to be reflective of the unique nature of the Māori-medium education sector, but also responsive to the diversity of settings within the sector. Schools and settings are keen to explore how they can localise Ngā Whanaketanga Rumaki Māori so that their own local dialects and contexts can be reflected.

There was also significant feedback to suggest that there needs to be more discussion around the leveling of the whanaketanga to ensure that they are accurate. These issues will need to be considered carefully by the writers and developers before the whanaketanga are finalised for implementation in 2011.

Overall, the general consensus across the sector is that the implementation of Ngā Whanaketanga Rumaki Māori will be a positive step for students, whānau, schools and settings in the Māori-medium education sector.

Professional development

Professional development was one of the most common and dominant themes to come through in the oral data collected. The general consensus was that there is a strong need for professional development to support the sector with the implementation of Ngā Whanaketanga Rumaki Māori.

In particular, boards of trustees and tumuaki need support to lift their knowledge of achievement data and to ensure they have a good understanding of the alignment between Ngā Whanaketanga Rumaki Māori and *Te Marautanga o Aotearoa*. The priority areas identified for kaiako included professional development around assessment and moderation, reporting in plain language, and the alignment of Ngā Whanaketanga Rumaki Māori with *Te Marautanga o Aotearoa*.

A strong call was made for professional development models to be localised so that they are relevant, appropriate and logistically achievable for schools and settings in their local contexts. The sector is also keen for the Ministry to explore the possibility of Māori-medium education schools and settings managing their own professional development contracts.

Careful consideration will need to be given to the development of professional development models to support the implementation of Ngā Whanaketanga Rumaki Māori in the sector. In particular, deliberation must be afforded to how professional development will be accessed, how and when it will be delivered, who will deliver it, and to whom. The challenge for the Ministry and the sector will be to develop models that are robust enough to meet the common needs across the sector, but also flexible enough to be responsive at the local level.

Implementation

There was a strong call for appropriate resourcing and support to be put in place at various levels right across the sector to ensure a smooth and painless transition to Ngā Whanaketanga Rumaki Māori. The sector is keen to see what new support initiatives and resources will be developed and implemented by the Ministry to support the sector in an ongoing way. There is also interest in how the initiative will align with existing support systems, tools and resources, including student management systems (SMS).

Schools and settings need tools, resources and support to: implement assessment and moderation processes; enable effective reporting to parents and whānau; help whānau understand the concepts and language of *Te Marautanga o Aotearoa*; implement the whanaketanga within their own local settings; and share information, learning and experience with other schools and settings within the sector.

There is a need for specialised support to be provided for those schools and settings in geographically isolated regions that, because of their location, face a unique set of issues and challenges. The Ministry will need to consider carefully the context of these schools and settings and the special issues that arise as a result to ensure that the necessary support is put in place to assist these settings with implementation.

There is some confusion and apprehension about the impact Ngā Whanaketanga Rumaki Māori will have on students transitioning from: early childhood education to kura; kura to secondary; English-medium to Māori-medium immersion and vice versa; and from both of these immersion settings to bilingual settings. It is important that the Ministry considers the application of Ngā Whanaketanga Rumaki Māori for students in these transition phases and their schools. Communications will need to be developed to ensure the sector has a clear understanding of how Ngā Whanaketanga Rumaki Māori should be applied in these situations.

For implementation to be successful, the final design and detail of the initiative must be developed with consideration for the alignment of Ngā Whanaketanga Rumaki Māori with existing resources and support systems and the various transitional phases that students go through within the sector. Any additional support and resourcing put in place must be tailored to meet the needs across the Māori-medium education sector and flexible enough to allow Ngā Whanaketanga Rumaki Māori to be responsive at the local level.

Ngā Whanaketanga Rumaki Māori and whānau

The Ministry will need to consider carefully how information about Ngā Whanaketanga Rumaki Māori will be unpacked for whānau. The implementation of this initiative gives rise to a need for resourcing to support parents and whānau in their understanding of the concepts and language of *Te Marautanga o Aotearoa*. Support will also need to be put in place around the new reporting system to help

parents and whānau understand clearly the information they will be presented with about their children.

The Ministry will also need to consider the support that schools and settings will need to help them engage effectively with whānau about Ngā Whanaketanga Rumaki Māori. This includes developing a clear and common understanding across the sector about what plain language reporting looks like; and supporting schools and settings to explore how they can localise the proposed reporting systems so that they reflect their own local dialects and contexts. This is important to effective engagement with whānau about Ngā Whanaketanga Rumaki Māori.

Conclusion

Overall, the general consensus is that the implementation of Ngā Whanaketanga Rumaki Māori will be a positive step for students, whānau and schools in the Māori-medium education sector. It is intended that this analysis will assist the Ministry to finalise the design and implementation of Ngā Whanaketanga Rumaki Māori for 2011.

INTRODUCTION

In 2011, the Māori-medium education sector will be implementing Ngā Whanaketanga Rumaki Māori for students in Years 1–8. Ngā Whanaketanga Rumaki Māori describe the pāngarau (mathematics) and te reo matatini (literacy) skills students need to learn at different stages of their schooling. They have been developed to support *Te Marautanga o Aotearoa*, the guiding curriculum document that sets the direction for teaching and learning in Māori-medium education schools and settings.

The whanaketanga signal important points to guide teaching, learning, and assessment practices in Māori-medium education. They aim to establish clear and consistent expectations for kōrero (oral language), pānui (reading), tuhituhi (writing) and pāngarau skills that students need to learn to enable them to access all areas of *Te Marautanga o Aotearoa*.

It is intended that Ngā Whanaketanga Rumaki Māori will enable Māori-medium schools and settings to show a student's progress towards the whanaketanga and what the student needs to learn next. This initiative will also see schools reporting in plain language to whānau about the progress of their children. The expectation is that Ngā Whanaketanga Rumaki Māori will help raise achievement so that young people leave kura or school with the qualifications they need to succeed.

The Ministry has worked with Māori-medium leaders in te reo matatini and pāngarau to develop Ngā Whanaketanga Rumaki Māori for the Māori-medium education sector. The whanaketanga are now in their draft form and the Ministry has taken a multi-pronged approach to gather feedback from the sector to finalise their design and implementation.

From March to April 2010, the Ministry engaged in a consultation process involving 14 regional hui to discuss Ngā Whanaketanga Rumaki Māori and plain language reporting with teachers, principals, board members, education groups, whānau and iwi engaged in the Māori-medium education sector. This oral consultation report provides an analysis of the oral feedback collected from these 14 hui.

An additional six hui were completed within the consultation period to cater for specific regional requests for additional hui. Notes and written feedback forms were collected from these additional hui and included in the analysis process from written feedback and submissions.

Information is also being gathered from 43 Māori-medium schools and settings that have been using the draft whanaketanga. Māori-medium principals, teachers, boards of trustees and whānau have also been given the opportunity to provide written

submissions with their feedback on the draft whanaketanga. It is intended that the data gathered from these multiple sources will inform the final design and implementation of Ngā Whanaketanga Rumaki Māori.

Kupu Ltd has been engaged by the Ministry to analyse the oral feedback recorded and collated from the original 14 regional hui convened to consult with the Māori-medium education sector about Ngā Whanaketanga Rumaki Māori. This report provides a summary of this analysis. It includes a brief commentary on the regional hui consultation process and a discussion of the key themes to emerge from these hui. It is intended that this analysis will assist the Ministry to finalise the design and implementation of Ngā Whanaketanga Rumaki Māori for 2011.

Regional hui consultation process

From March to April 2010, the Ministry convened 14 regional hui around the country to engage with the Māori-medium education sector about Ngā Whanaketanga Rumaki Māori. The purpose of these consultation hui was to provide all Māori-medium schools and settings with an opportunity to feedback on the design, detail and implementation of Ngā Whanaketanga Rumaki Māori before the initiative is introduced in 2011.

Through this regional hui consultation process the Ministry sought to engage with teachers, principals, board members, education sector groups and iwi, to ensure that: the whanaketanga are clearly described and easily understood; the alignment of the whanaketanga to *Te Marautanga o Aotearoa* is clear; and the whanaketanga are set at the right levels. The Ministry also sought to engage with parents and whānau to find out: how they would like to be informed of their children's progress and achievement; and how they could be supported to assist their children's learning.

The consultation hui were held in the following regions:

- Tūranganui a Kiwa (Gisborne)
- Rotorua
- Tāmaki Makaurau (Henderson, Auckland)
- Tāmaki Makaurau (Manurewa, Auckland)
- Kaitia
- Whangarei
- Murihiku (Invercargill)
- Ōtautahi (Christchurch)
- Whakatū (Nelson)
- Ahuriri (Napier)
- Taranaki (New Plymouth)
- Waikato
- Te Whanganui a Tara (Wellington)

- Whakatāne.

Information packs were distributed to Māori-medium education schools and settings where 51% or more of instruction is in Māori, educators, education groups and iwi prior to the hui. It was intended that dissemination of this information would enable sector stakeholders to gain some background knowledge about Ngā Whanaketanga Rumaki Māori and provide them with an opportunity to consider and formulate feedback about the design, detail and implementation of the initiative.

Most of the hui were convened over a two-day period¹ and were run by a lead facilitator or a team of facilitators who were assisted by a team of support people including Ministry staff and in-service teacher educators (ISTEs), e.g. advisors. Each facilitation team conducted the hui in the way they felt would be most appropriate to engage effectively with their audience. However, the general format of the hui was structured into three sessions that were tailor-made for three specific audiences: whānau and community; tumuaki, boards of trustees and leadership; and teachers and kaiako.

While there may have been some slight variations to this format at individual hui, each session generally began with a brief mihimihi and introductions and then proceeded with a PowerPoint presentation about Ngā Whanaketanga Rumaki Māori. At the end of the presentation, participants were generally encouraged to engage in discussion about Ngā Whanaketanga Rumaki Māori with the wider group or in small groups.

In total, 852 people attended the consultation hui. Those who attended the workshops identified as board members or senior management (265), teachers (270), community members (152), whānau (108), and ISTEs (57).

Process for recording oral feedback

At the beginning of the regional hui consultation process, note takers were appointed for each of the hui and these people were charged with the task of taking full and detailed notes of the oral feedback to emerge from the hui.

A template for recording the oral feedback was developed and distributed by Ministry staff and support people with the intention that it would be used by the appointed note takers at all of the consultation hui. The initial process implemented at the first four regional hui involved note takers using the template to record the oral feedback at the hui, and sending their notes through to the Ministry contact person who would then post the notes on to Google doc – an online document-sharing facility through which Ministry staff and relevant service providers could post, access, share and respond to any data published using this facility.

¹ Ten of the 14 hui were conducted over a two-day period and the other four hui were completed in one day.

A brief evaluation of the process for recording the oral feedback was conducted at the conclusion of the first four hui. The purpose of the evaluation was to consider whether the process implemented was robust enough to effectively gather, report and analyse the oral data from the regional hui.

A number of minor issues were identified with the process at this stage including: some note takers not using the template provided; delays in receiving data after some of the hui; and some of the feedback recorded from the hui not providing enough detail to enable effective analysis of the data. The evaluation resulted in a number of recommendations to the Ministry suggesting that some minor changes be made to refine the process for collecting oral data from the remaining hui.

One of the recommendations made was that the Ministry develop guidelines for the note takers to ensure that they understood the purpose of their task, and that the data they collected was accurate and full, and provided enough detail to enable effective analysis of key themes at the conclusion of the regional hui consultation process.

One significant change implemented as a result of the evaluation was the inclusion of an additional step in the oral feedback process. This effectively required Kupu Ltd to contact the lead note taker by phone prior to the hui to briefly go over the process for collecting oral data. Kupu Ltd would then contact them again after the hui to discuss the key themes that emerged. This also provided an opportunity to seek clarification around any queries that may have arisen in the written records of oral data collected at the hui.

The benefit of including this additional step in the oral feedback process was that it allowed full and detailed notes to be recorded for each hui. Conducting the second phone call as soon as possible after the hui also meant that the information was still fresh for note takers and therefore relatively easy to recall. This additional step also enabled early analysis of the emergent key themes to come through in the oral feedback.

One of the challenges that arose in the oral feedback process was the difficulty at times in identifying and making contact with the appropriate contact person to obtain the oral data from some of the hui. This challenge arose due to changes made to the appointment of personnel charged with facilitating some of the hui. This did not adversely affect Kupu Ltd's ability to gather the necessary data – it merely drew the process out slightly, as additional phone calls were made to try and track down the appropriate contact people for a number of the hui.

Overall, the oral feedback process implemented for this work enabled full and detailed oral data from the 14 regional consultation hui to be effectively gathered, reported and analysed.

Process for analysing data

Written records of the oral data were received from one or several note takers who attended the hui. Raw data was also recorded from the phone conversations conducted with the contact people from each hui. The first step in analysing the oral data was to collate the notes from each individual hui into a summary document.

The next step was to collate this summary data for each hui into one overall document that included the summary data from all of the hui. The purpose of collating the data into a universal document was to enable an analysis of the common themes to be conducted. This was achieved by plotting all of the data from the hui summary documents into an Excel spreadsheet that included columns for each of the hui locations.

The process implemented for analysing the oral data enabled a high level of detailed analysis to be undertaken, and an in-depth discussion of the themes to come through in this report.

Feedback about the consultation process

It is worth considering at this point the significant amount of oral feedback to come through from the consultation hui about the actual consultation process itself.

Concerns about the short timeframe for the consultation period around Ngā Whanaketanga Rumaki Māori were raised at seven of the 14 regional hui. Participants at these hui indicated that the timeframe for consultation was too short. As a result, some Māori-medium schools and settings did not have enough time to familiarise themselves with the documentation about Ngā Whanaketanga Rumaki Māori prior to the consultation process.

Feedback from participants at the hui in Rotorua indicated that the sector had not been well enough informed about Ngā Whanaketanga Rumaki Māori, and so was unable to provide the quality and depth of feedback that the Ministry was seeking during this phase of the consultation process. Participants indicated that there needed to be more opportunity for kura to engage with their whānau and communities, and directly with the Ministry again, before the consultation period concluded. Concerns about the lack of opportunity to consult whānau and engage in internal consultation were also raised at the hui in Ōtautahi (Christchurch) and Waikato. Participants at the hui Tūranganui a Kiwa (Gisborne), Tāmaki Makaurau (Manurewa, Auckland), Kaitia, Ōtautahi (Christchurch), Ahuriri (Napier), Waikato, and Whakatāne requested the opportunity for further consultation and engagement to take place with the sector before Ngā Whanaketanga Rumaki Māori are finalised.

A further concern raised at the hui in Rotorua was that the sample of Māori-medium education settings involved in gathering evidence about Ngā Whanaketanga Rumaki Māori was too small to give a true reflection of the diversity of settings in the sector. Concern was also raised that the group gathering evidence included Level 2

immersion settings. Some participants felt this would skew the accuracy of the leveling of the whanaketanga for students in Level 1 immersion.

These concerns about the consultation process indicate a clear message from the sector that more time is needed to consult and engage about Ngā Whanaketanga Rumaki Māori before the initiative is implemented in 2011.

The following section of this report details the analysis of key themes to come through in the oral feedback in relation to the design, detail and implementation of Ngā Whanaketanga Rumaki Māori.

ANALYSIS OF KEY THEMES

Perceptions of Ngā Whanaketanga Rumaki Māori

Unique and diverse nature of Māori-medium settings

Māori-medium education schools and settings include kura kaupapa Māori, kura motuhake, bilingual schools, wharekura, and bilingual and immersion units in English-medium schools. They include schools and settings that provide Level 1 immersion environments (where 81–100% of teaching and learning is conducted in Māori) and Level 2 immersion environments (where 51–80% of teaching and learning is conducted in Māori). The diversity of these Māori-medium education settings is evident in their philosophies, the teaching and learning programmes they offer, their geographical settings and environments, and in the students, whānau, hapū, iwi and communities that they service.

The diversity of Māori-medium education schools and settings that participated in the consultation process resulted in a broad range of themes emerging from the oral data collected. Some key themes were found to be common across most regions, while others were specific to particular regions or settings within the sector.

At four of the regional hui it was stressed that there is a need to recognise the unique nature of Māori-medium education environments and to consider the diversity of the schools and settings that operate in this sector. Participants at the hui in Whakatāne noted that Māori-medium settings are very complex by nature, and this was reflective of the philosophies subscribed to by particular settings and the way in which they designed their curricula. Echoing this sentiment, participants at the Wellington hui noted that these complexities needed to be considered in the implementation of Ngā Whanaketanga Rumaki Māori, as Māori-medium schools and settings would want to look at how Ngā Whanaketanga Rumaki Māori could be incorporated into marau ā-iwi (iwi-based curricula) and marau ā-kura (localised curricula). Participants at this hui also indicated that there was a need to provide flexible support around Ngā Whanaketanga Rumaki Māori for Māori-medium schools and settings, rather than implementing one single model of support to work across the whole sector.

Participants at the hui in Kaitia urged the Ministry to recognise and take into consideration the unique nature of immersion kura within the Māori-medium education sector in the implementation of Ngā Whanaketanga Rumaki Māori. In contrast, feedback from the hui in Waikato requested that focus be put on the unique context of rumaki (immersion) environments within English-medium schools.

This feedback indicates that the sector is keen for Ngā Whanaketanga Rumaki Māori to be reflective of the unique nature of the Māori-medium education sector, but also responsive to the diversity of settings within the sector.

At the hui in Gisborne, participants indicated that kura and whānau felt nervous and ill informed about Ngā Whanaketanga Rumaki Māori, but were keen to find out more information so that they could share it with their kura communities. However, feedback from the other regions about the general perception of audiences of Ngā Whanaketanga Rumaki Māori was generally very positive, with participants from 10 out of 14 hui providing encouraging feedback about the initiative.

The general vibe that has come through in the oral data is that the implementation of Ngā Whanaketanga Rumaki Māori will be a positive step for students, whānau and schools in Māori-medium education. The following quotes from teachers and principals about their perceptions of Ngā Whanaketanga Rumaki Māori indicate that, while some kaiako and tumuaki are still undecided, many are in the main open and receptive to the initiative.

*"It will take a bit of getting used to, but eventually it will be a good thing. We as teachers need to get past the fear that this is trying to catch us out."
(Participant from the hui in Rotorua)*

*"I am sold. I can see the links and alignment to what we are already doing in my school."
(Participant from the hui in Henderson, Auckland)*

*"I'm in two minds about Ngā Whanaketanga, even though we are one of the information-gathering schools."
(Participant from the hui in Christchurch)*

Feedback also shows that the perception of parents and whānau towards Ngā Whanaketanga Rumaki Māori is generally very positive. Feedback from four of the hui indicated that parents and whānau want to be informed about their children's progress at school. Feedback from the hui in Whangarei also indicated that parents like the concept of sitting down with their children and their teacher.

In Gisborne, the feedback indicated that parents are hungry for information about Ngā Whanaketanga Rumaki Māori but are concerned about the changes it will involve.

The following quotes from parents and whānau about their perceptions of Ngā Whanaketanga Rumaki Māori indicate that parents want to know where their children are at in terms of achievement and progress, and want to be involved in their children's education to help them learn.

*"I want to help my tamariki in their schooling. I am sick of being told about their behaviour – tell me how I can help them!"
(Participant from hui in Whangarei)*

*"We want to be involved, we want to know if our children are struggling. We want to help."
(Participant from hui in Napier)*

*"I want to know how my kids are learning."
(Participant from the hui in Rotorua)*

Localisation

One theme that was common in the feedback from five of the regional hui was that kura are keen to explore how they can localise Ngā Whanaketanga Rumaki Māori so that they reflect their own local dialects, contexts and settings.

At the hui in Whangarei, it was noted that there is a need for some of the vocabulary in Ngā Whanaketanga Rumaki Māori to be located in the dialect of the local whānau, hapū and iwi. For example, participants from Te Taitokerau were resistant to the use of the word 'eke' in Ngā Whanaketanga Rumaki Māori as, in the local dialect, this word usually has connotations that skew the meaning of the word in the context of Ngā Whanaketanga Rumaki Māori. Similarly in Taranaki, participants wanted to know how their Taranaki dialect would affect assessment undertaken as part of Ngā Whanaketanga Rumaki Māori.

*“Me aromatawai ngā tamariki e pā ana ki tō rātou kaha
ki te mita o te reo o Taranaki?”
(Participant from hui in Taranaki)*

At the hui in Christchurch, participants were keen to find out whether the examples provided in the documentation about Ngā Whanaketanga Rumaki Māori were developed with the intention that kura would take them and adapt them to suit their own local contexts.

Alignment

One theme that was common in the feedback from five of the regional hui was the alignment of Ngā Whanaketanga Rumaki Māori to existing initiatives and guiding documents in the sector. In particular, discussion at these hui related to alignment of the initiative to *Te Marautanga o Aotearoa*; *Poutama Tau*, a Māori language professional development project focused on numeracy; and *Te Aho Matua*, the guiding document that sets out the philosophy and principles upon which all kura kaupapa Māori base their teaching and learning programmes.

Feedback from the hui in Invercargill was very positive about the alignment of Ngā Whanaketanga Rumaki Māori to *Te Marautanga o Aotearoa*. One query raised about this alignment was what the implications would be for *Te Marautanga o Aotearoa* if the leveling of the whanaketanga changed as a result of the consultation process.

At the hui in Whakatāne, concern was raised about the alignment of Ngā Whanaketanga Rumaki Māori with the breadth of *Te Marautanga o Aotearoa*. The concern was that if the proposed reporting system is used to inform whānau about student achievement for pāngarau and te reo matatini, then parents would expect to see the same kind of reporting for all other curriculum areas. This could potentially create issues for teacher workload.

At the hui in Whangarei, participants responded very positively to the alignment of Ngā Whanaketanga Rumaki Māori to *Poutama Tau*. Comments recorded at this hui also indicated that some participating teachers and kura felt confident that they were already engaging in practices similar to those described in Ngā Whanaketanga Rumaki Māori for te reo matatini.

One query that emerged from the hui in Nelson related to how Ngā Whanaketanga Rumaki Māori would align to *Te Aho Matua*. Careful consideration will need to be given to this issue.

Design and detail

There was significant feedback recorded during the consultation process about the design and detail of Ngā Whanaketanga Rumaki Māori.

One particular theme to come through at a number of the hui related to the leveling of the whanaketanga for pānui (reading) in te reo matatini. One comment that came back from the hui in Invercargill indicated that the whanaketanga for pānui aligned well to *Pūkete Pānui* and that the whanaketanga for tuhituhi also aligned well to Ngā Kete Kōrero leveling.

However, in contrast, feedback from multiple participants who attended the hui in Rotorua, Taranaki, Napier and Wellington all indicated that some of the taumata (levels) for pānui had been set too low and that the alignment with Ngā Kete Kōrero levels was inaccurate. Feedback from the Rotorua hui in particular indicated that expectations needed to be set higher, otherwise there was a danger that parents and whānau would be misinformed about their children's actual achievement and progress.

Feedback from teachers at this hui indicated that there needs to be more discussion around the leveling of the whanaketanga and the alignment with Ngā Kete Kōrero levels to ensure that they are accurate before the whanaketanga are finalised for implementation in 2011.

Another theme to come through in the feedback about the detail of Ngā Whanaketanga Rumaki Māori related to the importance of ensuring kaiako have access to all the materials that are referenced in Ngā Whanaketanga Rumaki Māori. Participants at the hui in Taranaki noted that one of the examples in the documentation included a reference to a specific teacher's guide. This meant that if the kaiako did not have access to the particular resource, they would not be able to apply that particular whanaketanga. The suggestion was made that careful consideration be given to this issue and that special checks be conducted of the content of Ngā Whanaketanga Rumaki Māori before they are finalised.

Other feedback from the regional hui has included a number of other comments and queries from the sector about the detail of Ngā Whanaketanga Rumaki Māori. These particular comments and queries did not sit naturally under any of the headings that form the framework of this report. This data has therefore been presented as

appendix 1 to this report with the intention that the Ministry will be encouraged to give due consideration to this feedback from the sector in relation to the final design and implementation of Ngā Whanaketanga Rumaki Māori.

Professional development and implementation

Professional development and the implementation of Ngā Whanaketanga Rumaki Māori in the Māori-medium education sector emerged as the dominant theme to come through in the oral feedback from the regional hui consultation process.

Teacher workload

One of the dominant themes to come through from the consultation process was concern about the effect that implementing Ngā Whanaketanga Rumaki Māori will have on teacher workload. This feedback came through from six of the 14 regional hui. Participants at these hui voiced their apprehension about the exponential growth of work they saw being generated for teachers by the implementation of this initiative. Comments included that, even though there was an expectation from the Ministry that teachers and schools should already be doing a lot of this work anyway, the introduction of Ngā Whanaketanga Rumaki Māori will still have a significant impact on the workload of teachers.

At the hui in Manurewa, Auckland, it was noted that there is significant concern about teacher workload – in particular for kaiako working in immersion and bilingual settings within English-medium schools.

The expectation from the sector is that the amount of writing teachers will be expected to produce will increase significantly with the implementation of Ngā Whanaketanga Rumaki Māori.

*“It’s a lot more writing, plus in two languages, plus plot graphs, moderation, then get it signed off by a senior teacher, then a principal. It’s a lot of work.”
(Participant from the hui in Rotorua)*

*“If schools aren’t already doing it, then that’s when the big workload will be coming in.”
(Participant from the hui in Rotorua)*

*“It’s a lot of work. Unless generated by computer where you punch in the data.”
(Participant from the hui in Rotorua)*

This feedback indicates that the effect of implementing Ngā Whanaketanga Rumaki Māori on teacher workload is a major concern for the Māori-medium education sector.

Professional development models

Professional development was another common and dominant theme to come through from the oral data collected during the regional hui consultation process. Analysis of the data recorded at 11 of the 14 regional hui identified a number of emergent key themes in relation to professional development.

The clear message to come through from all of these hui was that there is a

significant need for professional development to be provided to support the sector with the implementation of Ngā Whanaketanga Rumaki Māori. This includes professional development and support around Ngā Whanaketanga Rumaki Māori for kaiako, tumuaki, boards of trustees, pre-service teacher trainees, and in-service teacher educators (ISTEs).

Feedback indicated that kaiako need to be supported with professional development around quality planning and quality delivery, assessment and moderation, curriculum theory, reporting in plain language, and the alignment of Ngā Whanaketanga Rumaki Māori to *Te Marautanga o Aotearoa*, *Ngā Kete Kōrero*, *Poutama Tau* and *He Manu Tuhituhi* resource.

Participants at the Auckland (Henderson) hui commented that boards of trustees and tumuaki need professional development to ensure they have a good understanding of Ngā Whanaketanga Rumaki Māori and *Te Marautanga o Aotearoa*, so they can make informed decisions and provide curriculum leadership for their schools and settings. Participants at the Christchurch hui suggested that boards of trustees need professional development support to lift their knowledge of achievement data, especially given the latest turnover of boards with the recent trustee elections.

In Rotorua, feedback indicated that the need to support tumuaki was key because they in turn support their teachers. In Gisborne, it was indicated that professional development around Ngā Whanaketanga Rumaki Māori for ISTEs was required so that they can support Māori-medium education schools and settings with implementation. Further feedback at this hui was that consideration needs to be afforded to pre-service teacher trainees to ensure support and professional development is provided at this level of the sector.

The call for professional development and support came through strongly in the oral feedback collated from the hui in Rotorua – especially with regard to those schools and settings that are either not yet implementing *Te Marautanga o Aotearoa*, have not participated in the *Poutama Tau* project, or do not have a good grounding in Ngā Kete Kōrero. Participants at this hui voiced their concerns for these schools and settings, there was general consent that additional support would be needed to assist them.

The oral data recorded at 11 of the 14 hui included significant discussion around what professional development models for Ngā Whanaketanga Rumaki Māori might look like to support the sector – how and when professional development would be delivered, how it might be accessed, at what cost, who would deliver it, and to whom.

One message that came through strongly from the hui held in Kaitaia, Waikato and Whakatāne was that kura and other Māori-medium education settings want professional development models to be more localised so that they are relevant, appropriate and logistically achievable in their local contexts.

In Kaitaia and Waikato, the oral data indicated that there is a strong push for Māori-medium education schools and settings to manage their own professional development contracts. Feedback indicated that the current professional development models are very limited. Kura do not want to be managed remotely by people based in Auckland or Wellington – they want to work with people who are based in their own kura or settings. It was argued that providing schools and settings with opportunities to manage their own professional development contracts would enable them to have some control over the quality of professional development programmes or models implemented. The feedback indicated that principals want to be trained up to deliver professional development to their staff, rather than go through middle people.

*"Let us work with our staff and train them – we know our staff."
(Participant from the hui in Waikato)*

Similarly in Whakatāne, participants called for more opportunities to be created for tumuaki to have more input into professional development for their staff. This included identifying gaps in professional development to ensure that the models that are developed are logistically sound for their local contexts and settings.

At the hui held in Kaitaia, Invercargill and Whakatāne, participants voiced their concerns that the current practice of delivering professional development through resource teachers of Māori (RTMs) was not a strong enough model to meet the sector's needs in relation to Ngā Whanaketanga Rumaki Māori.

*"There is so little available in the way of PD.
We get 'one off' PD for Māori-medium education."
(Participant from hui in Whakatāne)*

Participants at the Kaitaia hui further commented that there needs to be a professional development model developed specifically for kura. Further oral data indicated that kura want professional development models tailor-made for kura to support quality planning and delivery.

The concept of clustering to support professional development and the implementation of Ngā Whanaketanga Rumaki Māori in the sector was discussed at the hui held in Auckland (Manurewa), Kaitaia, Christchurch and Invercargill. The indication from the oral feedback recorded at these hui was that kura are keen to look at working in clusters for professional development to support the implementation of Ngā Whanaketanga Rumaki Māori. It was also suggested that clustering could be utilised to strengthen moderation processes across the sector.

Feedback around the actual logistics of how professional development models to support the implementation of Ngā Whanaketanga Rumaki Māori might be delivered to the sector was mixed – and in some cases, conflicting. This was particularly the case in relation to the feedback about the timing of delivery.

This highlights the challenges the Ministry and the sector face in developing professional development models that adequately meet the needs of the diverse range of schools and settings in the Māori-medium education sector.

The following comments highlight the diverse range of feedback received in relation to the possible logistics of delivering professional development models to support the implementation of Ngā Whanaketanga Rumaki Māori in the Māori-medium education sector.

*“The Ministry needs to organise five-day PD programmes for Levels 1–2 immersion.”
(Participant from the hui in Whangarei)*

*“PD needs to be ongoing, not just three times a year.”
(Participant from the hui in Kaitaia)*

*“We want the gurus to come and deliver the training to us,
not after school but in the holidays.”
(Participant from the hui in Whangarei)*

*“There needs to be additional release time for kaiako to support
schools and clusters to hui during school hours regarding
the implementation of Ngā Whanaketanga, outside of TODs.”
(Participant from the hui in Christchurch)*

Resourcing and support

Resourcing and support around Ngā Whanaketanga Rumaki Māori was another dominant and common theme to come through in the oral data from across all of the consultation hui. The feedback indicates a clear call from the sector for schools and settings to have access to appropriate support and resources to ensure a smooth and painless transition to Ngā Whanaketanga Rumaki Māori.

In Gisborne, the feedback highlighted the need to provide support right across the sector: for students, teachers, principals, whānau, and boards of trustees.

In Nelson and Rotorua, participants called for the Ministry to consider the practicalities of supporting teachers. It was suggested that kaiako would need tools and support to: implement moderation processes; enable effective reporting to parents and whānau; and assist with the overall implementation of Ngā Whanaketanga Rumaki Māori.

*“I think kaiako are the key stakeholders at this time.
We must take great care to ensure that their immediate needs are met.”
(Participant from the hui in Nelson)*

In Kaitaia, Wellington and Taranaki, focus was put on the support that would be available to kura to make the transition to Ngā Whanaketanga Rumaki Māori as smooth as possible for parents and whānau. At these hui, it was acknowledged that there is a need for resourcing to support whānau in their understanding of the concepts and language of *Te Marautanga o Aotearoa*. This also highlights the need for Māori-medium education schools and settings to have systems and tools in place that will enable and support reporting to parents.

Participants at the hui in Whakatāne also highlighted the need for financial support to be provided for Māori-medium education schools and settings to assist them to engage with whānau to clarify their understanding of Ngā Whanaketanga Rumaki Māori and ready themselves for the implementation in 2011.

In Waikato, participants stressed the importance of having people who are engaged in the Māori-medium education sector and who have established networks within the sector to oversee and support the rollout of Ngā Whanaketanga Rumaki Māori. This was regarded as vital to secure buy-in from the sector.

Feedback from the hui held in Invercargill, Waikato and Christchurch indicated that the sector has queries about the type of support that will be provided to boards of trustees, and who will be responsible for providing this support. In the same vein, participants at the Christchurch and Invercargill hui indicated that there is a need for appropriate governance information around Ngā Whanaketanga Rumaki Māori to be supplied to boards of trustees. Participants at these hui queried where this information would come from.

Significant feedback came through from five of the regional hui in relation to the support that will be offered to kura at the conclusion of the consultation process. Participants were keen to know what kind of support would be made available to kura in the future. There was apprehension that initiatives for the Māori-medium education sector were often rushed, with timeframes for implementation that were too short.

*"As a teacher, once I have this information about where my kids are at, where can I get help, or where can I go to next?"
(Participant from the hui in Rotorua)*

One issue that has been highlighted in the oral feedback from the hui in Kaitaia and Christchurch is the need for support to be provided for those schools and settings in geographically isolated regions. Schools and settings in these areas face a unique set of issues and challenges. It is important that appropriate support is put in place to assist these schools and settings with the implementation of Ngā Whanaketanga Rumaki Māori.

Questions about the types of assessment tools to be developed to support Ngā Whanaketanga Rumaki Māori were raised at four of the regional hui. Participants wanted to know whether more assessment templates would be developed and whether these tools would be standardised.

In terms of resources, it was advocated at the hui in Auckland (Manurewa) and Wellington that Māori-medium education schools and settings be granted full access to the range of available Māori teaching and learning resources to support them with the implementation of Ngā Whanaketanga Rumaki Māori. Questions were raised as to whether or not the necessary resources to support kura with the implementation are currently available.

In Wellington, it was suggested that there is a need to publish an extensive resource catalogue for the Māori-medium education sector. It was argued that there is nothing comprehensive enough at this stage to support the sector, as none of the existing catalogues operate at the required level to assist Māori-medium education teachers.

Also in Wellington, a request was made for the final version of Ngā Whanaketanga Rumaki Māori to be published in Adobe and Word formats. This would enable teachers to cut information from the internet and paste it into kura templates to support their teaching and learning programmes.

In Rotorua, requests were made for more textbooks to be developed to support the teaching and learning of pāngarau at the higher levels. There was also a request for a CD-Rom to be developed with a programme that provided 'comment bank' functionality (like ETAP). It was envisaged that this programme would enable teachers to click on sample comments and drop them into a report, thereby saving teachers the effort of having to write reports from scratch.

Alignment to existing systems, tools and resources

Feedback from the hui indicated that there is interest across the sector to see how Ngā Whanaketanga Rumaki Māori will align to existing support systems, tools and resources. This was a key theme to come through from the oral data, with alignment being discussed at four of the regional hui.

Oral data indicated that there are questions being asked in the sector about what the implementation of Ngā Whanaketanga Rumaki Māori will mean for existing assessment tools, systems and resources including: AKA, asTTle, *Kawea te Rongo*, *Tatari Tautoko Tauawhi*, *Kia Puāwai te Reo*, *Pūkete Haere*, *He Mātai Matatupu*, *Uiui* and *He Manu Tuhituhi*.

Participants at the hui in Wellington and Taranaki indicated that there was a need to ensure resources are aligned to *Te Marautanga o Aotearoa* and Ngā Whanaketanga Rumaki Māori. It was noted that there are lots of good resources currently being produced and also existing resources sitting in kura, but that these resources did not necessarily align to *Te Marautanga o Aotearoa* and Ngā Whanaketanga Rumaki Māori. It was suggested that some resourcing be put into a project to align these existing resources to *Te Marautanga o Aotearoa* and Ngā Whanaketanga Rumaki Māori.

Echoing this sentiment, participants at the hui in Napier suggested that a review of existing assessment tools be conducted to determine how these tools could be aligned to Ngā Whanaketanga Rumaki Māori.

Questions about the alignment of Ngā Whanaketanga Rumaki Māori to existing student management systems (SMS) were raised at five of the regional hui. The sector is keen to know what impact Ngā Whanaketanga Rumaki Māori will have on

existing SMS systems such as KAMAR and SchoolMaster. In particular, kura and other Māori-medium settings want to know:

- how Ngā Whanaketanga Rumaki Māori will affect SMS systems
- how SMS systems will be updated to align to Ngā Whanaketanga Rumaki Māori and
- what training and support will be provided to the sector to bring schooling staff up to date with any system updates implemented.

Kura have indicated that they require SMS systems to be responsive to the implementation of Ngā Whanaketanga Rumaki Māori. At the hui in Wellington, it was noted that SMS systems need to be able to:

- support reporting to parents in the format included in the consultation document
- hold and provide the breakdown of student scores across literacy and numeracy components, as well as provide cumulative placements, as presented on the example graphs
- create platforms within the software to enable student data to be shared between schools – this was noted as a really important feature to support students and their learning as they transition between schools, and progress from primary school level through to intermediate and secondary school.

Transitioning

There was significant feedback about the impact Ngā Whanaketanga Rumaki Māori will have on students transitioning from: early childhood education to primary level; primary level to secondary; English-medium immersion to Māori-medium immersion and vice versa; and from both of these immersion settings to bilingual settings. The feedback from six of the regional hui indicated that these appear to be “grey areas” in relation to the implementation of Ngā Whanaketanga Rumaki Māori, and the sector is keen to learn how the initiative will be applied for students in these transitional phases.

In Wellington it was noted that kaiako need to be prepared to work with Ngā Whanaketanga Rumaki Māori and to support beginning or new students entering into Māori-medium education settings.

The transition from kōhanga reo to kura in particular emerged as a topic warranting keen discussion at three of the regional hui. Questions were raised as to why there was no explanation in Ngā Whanaketanga Rumaki Māori about the multiple entry points included in the reo Māori marau of *Te Marautanga o Aotearoa* for children entering kura or other Māori-medium settings at this level. Feedback from these hui was that consideration needs to be given to the fact that children enter kura with varying levels of Māori language proficiency. The whanaketanga do not reflect the fact that there are four different entry levels for the reo Māori learning area. There was concern expressed that this may create issues further down the track.

Also focusing on this particular transition phase, participants at the hui in Rotorua noted that there is a clear link between Ngā Whanaketanga Rumaki Māori and early childhood education and kōhanga reo. It was suggested that kōhanga reo need to have a clear understanding about the basic literacy skills that children should have to support their transitions into kura. Each child should start kura knowing how to correctly hold a pencil, know about books and which way up they go, and have some basic letter and number recognition skills.

Another transition phase that incited significant discussion was the transitioning of students between Māori-medium and English-medium education. Questions were raised at five of the regional hui in relation to how Ngā Whanaketanga Rumaki Māori will be applied to children in this transitional phase. The following queries captured through the oral feedback highlight some of the key questions that the sector has raised about this particular transition point.

*"If my son went to mainstream from kura at Year 10, what will mainstream schools have to cater for him?"
(Participant at the hui in Whangarei)*

*"Are kids that transition into English-medium at intermediate level and have only had one year in English-medium expected to meet standards in both languages?
What do they get assessed against?"
(Participant at the hui in Rotorua)*

*"What assessment tools will be used for students in rumaki Māori settings for engaging in 'English transition programmes'?"
(Participant at the hui in Waikato)*

*"How will reporting on Ngā Whanaketanga work for students transitioning to and from immersion environments to English-medium settings?"
(Participant at the hui in Invercargill)*

Leveling and moderation

Moderation came through as a key theme in the oral feedback from five of the regional hui. Discussions at these hui indicated that there are questions coming from the sector about how moderation will work and what support will be available to kura to assist with moderation processes. Some of the questions about moderation relate to whether it will be implemented at an internal, regional or national level.

At the hui in Christchurch, participants indicated that the focus should be on internal moderation first so that teachers and tumuaki have the opportunity to get it right in their own kura before going wider. But at the Invercargill hui, it was acknowledged that external moderation would be necessary to support the professional judgments that teachers will be required to make when implementing Ngā Whanaketanga Rumaki Māori.

In Whakatāne, it was suggested that inter-school moderation be implemented to break down the current situation of kura teaching and operating in isolation. This sentiment was supported by the feedback from the hui in Christchurch that

acknowledged that moderation could be challenging for teachers working in isolation (i.e. single teacher schools or settings) and for schools with only one class or multi-level classes. Oral data from this hui indicated that inter-school moderation would be crucial because capacity and capability to develop good moderation processes would be limited in small schools or settings.

Discussions at the hui in Whangarei and Taranaki indicated that teachers are anxious about how they will know what the measure is and how they will be able to tell whether or not the measures have been set at the right levels.

*"Me pēhea te whakataumata?"
(Participant from the hui in Taranaki)*

*"How do I know when the student has attained the level?
How do we measure their progress?"
(Participant from the hui in Whangarei)*

This feedback highlights that teachers need time and support to experiment with moderation to enable them to develop their skills and build their confidence to make professional judgments.

One of the key themes to come through from the feedback from five of the regional hui was concern around the onus that the implementation of Ngā Whanaketanga Rumaki Māori will place on teachers to make a professional judgment call about the leveling of their students against the whanaketanga. Kaiako are going to have to be able to validate and qualify their judgments about how they assess a student's achievement and progression in relation to Ngā Whanaketanga Rumaki Māori.

There have been mixed responses to this issue in the oral feedback from the hui. Some of the feedback indicated concern that teachers don't have the experience or support to do the moderation that will be required and that there is a need for professional development to support teachers to make professional judgments.

In contrast, other feedback indicated that there is also a strong feeling in the sector that parents and teachers should know their children and that reporting against Ngā Whanaketanga Rumaki Māori should not be new, as schools should already have this level of detailed understanding about their students.

In Rotorua it was highlighted that teachers need to be really sure of the info that gets dropped into the graphs. They need to be certain of the data they are plotting and need to be able to point to the evidence to support their professional judgments. It was suggested that teachers should not just use the details of tests to inform their decisions, but should use student work and data from a range of sources including tapes, videos, and photos to do the assessments.

Issues specific to bilingual settings

A number of issues have come through in the oral data that relate specifically to bilingual schools and settings. The first of these is that there is confusion among

some stakeholders around whether bilingual and immersion units in English-medium settings should follow the National Standards or Ngā Whanaketanga Rumaki Māori.

“There is an automatic expectation that if you teach through the medium of te reo, you use the marau. But for reorua (bilingual) settings there is an expectation to use both.

Does that become an extra load for reorua settings?”

(Participant from hui in Henderson, Auckland)

“Are kids in bilingual units expected to meet standards in both languages?

What do they get assessed against?”

(Participant from the hui in Rotorua)

This feedback indicates that there is a need for communications with the sector to be implemented to ensure bilingual settings have a clear understanding as to how they should implement Ngā Whanaketanga Rumaki Māori.

A further issue highlighted as being specific to bilingual settings relates to professional development support for these types of Māori-medium environments. Participants at the hui in Christchurch noted that bilingual settings need professional development support specific to their settings to be implemented around moderation and teacher judgment. It was also noted that accessing professional development could be difficult for bilingual and immersion settings in mainstream schools. This highlighted the need for information about professional development to be forwarded directly to the kaiako in the bilingual or immersion setting.

Implementation alongside Te Marautanga o Aotearoa

Participants at the hui in Rotorua and Whangarei engaged in discussion about the implementation of Ngā Whanaketanga Rumaki Māori alongside *Te Marautanga o Aotearoa*. Concern was expressed at these hui for those kura not already implementing *Te Marautanga o Aotearoa*, as it was agreed that these kura would struggle with the introduction of Ngā Whanaketanga Rumaki Māori.

Another issue that arose at the hui in Rotorua was a concern that kura may fall into the trap of developing their curriculum around Ngā Whanaketanga Rumaki Māori in the same way that some schools have developed their teaching and learning programmes around the National Certificate of Educational Achievement (NCEA). Feedback indicated that there is a need to encourage schools and settings to avoid developing their programmes with the key focus on assessment.

In Napier and Rotorua, participants queried the teaching of English up to Year 8 and asked for clarification around how Ngā Whanaketanga Rumaki Māori will affect the requirement to teach te reo Pākehā in Māori-medium immersion settings.

What will Ngā Whanaketanga mean for kids in Māori-medium that are learning English as a subject?

(Participant from hui in Rotorua)

At the hui in Taranaki queries were also raised about the support that will be available for children with special education needs. Participants were keen to learn

what kind of support would be available for these children with the implementation of Ngā Whanaketanga Rumaki Māori.

*“He aha ngā tautoko mō ngā tamariki haua?”
(Participant from the hui in Taranaki)*

Sharing and using information

The sharing of information and learning in relation to Ngā Whanaketanga Rumaki Māori was a key theme discussed at 10 of the 14 regional consultation hui.

In terms of information sharing about the implementation of Ngā Whanaketanga Rumaki Māori, the oral data from the hui in Wellington indicated that on-going conversations between the Ministry and the Māori-medium education sector would be very important as development of this initiative continues. Participants at the hui in Rotorua noted that the approach taken to introduce and unpack Ngā Whanaketanga Rumaki Māori to the sector would make the difference for teachers.

In the same vein, participants at the hui in Waikato stressed that notification of information dissemination needs to be consistent and done with adequate time for tumuaki, kaiako, boards of trustees, parents, whānau and community members.

Feedback from the hui in Auckland (Manurewa) highlighted a concern that there is gate keeping of information happening in schools, and that Māori kaiako in English-medium schools may not be accessing the information they need about Ngā Whanaketanga Rumaki Māori. There is also concern that, for various reasons, information may not be being filtered down from kaiako to whānau.

Significant feedback has also come through in the oral data from four of the regional hui about facilities and initiatives to enable the sector to share examples of work and support resources relating to Ngā Whanaketanga Rumaki Māori. In Rotorua, participants discussed the fact that teachers need to be very familiar with Ngā Kete Kōrero Framework and considered the possibility of gathering and sharing information and resources about Ngā Kete Kōrero leveling.

Feedback also indicated that there is interest from the sector to explore opportunities for Māori-medium education schools and settings to share stories, reporting templates, sample graphs, assessment banks and other assessment tools, and resources to support the implementation of Ngā Whanaketanga Rumaki Māori. It was suggested that the Ministry consider establishing a centralised online system through which kura could access these resources. Suggestions were made that the Ministry consider existing facilities such as Te Kete Ipurangi and ETAP to provide this service.

At the hui in Kaitaia, there was a call for information about Ngā Whanaketanga Rumaki Māori to be made available in digital format to whānau. Participants highlighted that whānau are now quite IT savvy and prefer to have the option to access information digitally.

Queries about the reporting and use of information relating to Ngā Whanaketanga Rumaki Māori were raised at four of the regional consultation hui. In Whakatāne, participants wanted to know how they would be expected to report on Ngā Whanaketanga Rumaki Māori to the Ministry, i.e. what kind of achievement data they would be required to provide and how often. Participants were also curious to find out if there would be a set format for reporting information back to the Ministry, or whether it will be up to Māori-medium education schools and settings to decide how they want to report the information.

Feedback from the hui in Henderson, Auckland also indicated that there is awareness in the sector that the information that comes out of the implementation of Ngā Whanaketanga Rumaki Māori would become baseline data. Questions came through as to where the information collected by schools will go once Ngā Whanaketanga Rumaki Māori is implemented, i.e. who will have access to the data, and where will the information be stored?

There is also concern about the potential for schools to 'label' students based on their achievement against Ngā Whanaketanga Rumaki Māori, and that schools and settings may not want to take in students who are deemed to be 'under-achieving' against Ngā Whanaketanga Rumaki Māori.

Leadership

Feedback around leadership came through in the oral data recorded at a significant number of the hui. Most of this feedback was framed as queries about leadership in relation to Ngā Whanaketanga Rumaki Māori. As these questions were quite specific, this feedback has been presented in a table in appendix 2 of this report, with the intention that the Ministry will consider these questions from the sector in the final design and implementation of Ngā Whanaketanga Rumaki Māori.

Ngā Whanaketanga Rumaki Māori and whānau

Reporting to whānau

One of the dominant themes to come through from the oral feedback about reporting to whānau relates to the level of understanding that whānau will need to have about the information they are presented with in relation to their children's achievement against Ngā Whanaketanga Rumaki Māori.

There was strong feedback from five of the hui to suggest that careful consideration will need to be given to how information about Ngā Whanaketanga Rumaki Māori will be unpacked for whānau. Reporting will need to be explained in detail to parents and whānau so that they have a clear understanding of the information they are presented with about their children. Not only will parents have to understand the language and concepts of *Te Marautanga o Aotearoa* such as the alignment of Taumata against Tau; but whānau will also need to understand the technical language specific to pāngarau and te reo matatini so that they can support their children at home with their learning. The onus would be on teachers and schools to communicate effectively with parents and whānau to ensure they understand the information presented in the reports.

*"Kāore e mārama ngā mātua ki ngā kupu o te marautanga."
(Participant from the hui at Wellington)*

*"Ka uaua mā ngā mātua – teachers will need to explain, kaupae, taumata."
(Participant from the hui at Rotorua)*

Another theme to come through in the feedback was that there is a need for schools to make it clear to parents and whānau that the information reported to them in the proposed new format is just a snapshot to initiate discussion between whānau, teachers and students. There is a need for oral reporting to support the written reports to parents, as whānau will not ring up schools to ask questions about the information presented in the written report.

The oral data also indicates that kura are keen to explore how they can localise the reporting systems so that they reflect their own local dialects, settings and contexts. This is important to engaging with whānau effectively about Ngā Whanaketanga Rumaki Māori.

Feedback on graphs

The feedback about the graphs from the regional consultation hui has been mixed. There has been some very positive feedback about the visual impact of the graphs featured in the documentation and comments include that the proposed format for reporting makes information easily accessible.

*"I can see clearly what is happening at school and what I can do at home."
(Participant from the hui at Rotorua)*

*"This report will provide a good snapshot of my child's learning. I see that I will be able to track my child's learning now."
(Participant from the hui at Invercargill)*

*"I like the section that says "At home."
(Participant from the hui at Napier)*

However, while much of the feedback about the graphs has been positive, concerns were raised at seven of the 14 hui that there would still be some parents and whānau who would not understand the new reporting system.

*"I really don't understand what this means."
(Participant from the hui at Manurewa, Auckland)*

*"How do I discuss these graphs with my moko?"
(Participant from the hui at Taranaki)*

*"Information in the tables and the descriptions are a bit 'fuzzy' for me to understand."
(Participant from the hui at Henderson, Auckland)*

In Kaitaia, some participants felt that the information on the sample graphs was not specific enough. It was suggested that there needs to be a graph that shows the level 'at' and 'progress made over time' all in one.

Questions were raised in relation to the goal-setting feature included in the proposed new reporting system. Some whānau wanted to know when their children would be expected to set their goals; and how they, as parents and whānau, would know when this had been completed. Some participants also wanted to know what the link was between what is happening in the classroom and what the student has identified as his/her learning needs.

Some of the feedback to come through from the regional hui related to specific changes or queries about the graphs. This feedback has been presented in a table and attached as appendix 3 to this report, with the intention that the Ministry will consider these questions from the sector in the final design and implementation of Ngā Whanaketanga Rumaki Māori.

Language for reporting

A number of queries were raised in relation to the language for reporting to whānau. This was a significant theme to emerge in the oral feedback from eight of the 14 regional hui.

The most common question to come through was "What is plain language reporting?" It was noted that reporting in plain language would likely be a challenge for schools and settings. It was suggested that there needs to be some common understandings established about what plain language reporting looks like. In Whakatāne, participants suggested that teachers and tumuaki need time to explore what plain language is and what their whānau and communities understand it to be.

In Wellington, it was acknowledged that a further challenge relating to the language for reporting would be created because of the technical language and concepts from *Te Marautanga o Aotearoa*. The gap between everyday spoken language within families and communities, and the language of the kura and *Te Marautanga o Aotearoa* required whānau to make a fairly significant 'leap'. It was acknowledged that this could create challenges for schools, settings and whānau around the language for reporting.

Another issue that came through in the feedback was whether the reports should be written in English or Māori. Some participants noted that it was hard to get the information across to parents and whānau if they only have limited Māori language proficiency.

*"If information is presented only in Māori, I would need help with translating my child's report."
(Participant from the hui at Henderson, Auckland)*

This section has highlighted a number of significant issues and challenges facing the Ministry and the Māori-medium education sector in relation to effective engagement with parents and whānau about Ngā Whanaketanga Rumaki Māori. These issues will need to be given careful consideration before the whanaketanga are finalised for implementation in 2011.

CONCLUSION

This report has provided a summary of the analysis of the oral feedback recorded during the regional hui consultation process implemented in March and April 2010, for the Ministry to engage with the Māori-medium education sector about Ngā Whanaketanga Rumaki Māori. It has provided a description of the regional hui consultation process, and a commentary on the processes implemented to record and analyse the oral feedback from the hui.

Through this regional hui consultation process, the Ministry sought to engage with the Māori-medium education sector to ensure that: the whanaketanga are clearly described and easily understood; the alignment to *Te Marautanga o Aotearoa* is clear; and the whanaketanga are set at the right levels.

Significant concern was expressed that the timeframe for consultation was too short and that schools and settings had not had enough time to familiarise themselves with the initiative. The implication was that the quality and depth of feedback about the specific details of the whanaketanga was limited. However, the oral data indicates that the Māori-medium education sector is generally positive about the introduction of Ngā Whanaketanga Rumaki Māori. Schools and settings are in the main open and receptive to the initiative, and pleased with the alignment to *Te Marautanga o Aotearoa*.

The data suggests that there needs to be more discussion around the leveling of the whanaketanga to ensure that they are accurate. This issue will need to be given careful consideration by the writers and developers before the whanaketanga are finalised for implementation in 2011.

Through this consultation process, the Ministry also sought to engage with parents and whānau to find out: how they would like to be informed of their children's progress and achievement; and how they could be supported to assist their children's learning.

Feedback from the sector indicates that parents and whānau are also generally positive about Ngā Whanaketanga Rumaki Māori as an initiative to help them keep in touch with their children's achievement and progress at school.

The Ministry will need to consider carefully how information about Ngā Whanaketanga Rumaki Māori will be unpacked for whānau. The initiative gives rise to a need for resourcing to support parents and whānau in their understanding of the concepts and language of *Te Marautanga o Aotearoa*. Support will also need to be put in place around the new reporting system to ensure parents and whānau have a clear understanding of the information they will be presented with about their children.

Careful consideration must also be given to the support that schools and settings will

need to help them engage effectively with whānau about Ngā Whanaketanga Rumaki Māori. This includes developing a clear and common understanding across the sector about what plain language reporting looks like, and supporting schools and settings to explore how they can localise the proposed reporting systems so that they reflect their own local dialects and contexts. This is important for effective engagement with whānau about Ngā Whanaketanga Rumaki Māori.

Overall, the general consensus was that the implementation of Ngā Whanaketanga Rumaki Māori will be a positive step for students, whānau and schools in the Māori-medium education sector.

This report has highlighted the key themes to emerge from the oral data in relation to perceptions of Ngā Whanaketanga Rumaki Māori, professional development and implementation of Ngā Whanaketanga Rumaki Māori in the Māori-medium education sector, and the potential effects of this initiative on whānau. It is intended that this analysis will assist the Ministry to finalise the design and implementation of Ngā Whanaketanga Rumaki Māori for 2011.

Appendix 1: Specific comments and queries relating to design and detail

FEEDBACK ABOUT DESIGN AND DETAIL	HUI LOCATION
<ul style="list-style-type: none"> Level 2 exemplars (te reo) have been made available along with descriptions specific to that exemplar, but there are no exemplars for other genres. It would be helpful to have exemplars and descriptions for these other genres. 	Invercargill
<ul style="list-style-type: none"> The distinction between a standard and a progression needs to be made explicit. "I am struggling with the concept of 'progression' vs. the concept of 'standard'. How can we measure progressions and then compare these progressions against students in other Māori-medium education settings?" 	Invercargill
<ul style="list-style-type: none"> Will other areas be developed outside of numeracy and literacy? 	Christchurch
<ul style="list-style-type: none"> "Have Ngā Whanaketanga been developed with second language learners in mind?" 	Rotorua
<ul style="list-style-type: none"> P.10 of the documentation for te reo matatini – in the section for rautaki reo, the text says 'Tirohia te pikitia' (Look at the picture) but no picture is supplied. 	Taranaki
<ul style="list-style-type: none"> P.3 of documentation for te reo matatini – in the section for āheinga reo the text says 'ka kitea e ia ētahi pārongo ...', but the text should say 'rangona' instead of 'kitea' as the text relates to a listening exercise rather than a reading exercise. 	Taranaki
<ul style="list-style-type: none"> It would be very helpful for kaiako for a full glossary to be included in the documentation handbook – only some of the kupu are currently in the glossary. 	Rotorua
<ul style="list-style-type: none"> It would be very helpful to include contents pages in both of the handbooks for pāngarau and te reo matatini so that readers can negotiate their way through the publications. 	Rotorua
<ul style="list-style-type: none"> "Years at school (Pāngarau) - is this based on year level or after a year?" 	Whakatāne
<ul style="list-style-type: none"> There is concern that there are no benchmarks (oral sampling) to form any concrete data yet. 	Whakatāne
<ul style="list-style-type: none"> "What else can be done to make Ngā Whanaketanga more user-friendly?" 	Rotorua
<ul style="list-style-type: none"> "In reference to the whanaketanga for pāngarau, where it says 'independently', does this mean that it can still be 'ā-rōpū'?" 	Henderson, Auckland
<ul style="list-style-type: none"> In the draft whanaketanga, the outcomes vary between pāngarau and te reo matatini. In pāngarau the text says "achieve the outcomes independently in the early stages and at the end of each level of TMOA". But in te reo matatini it says "students will be able to do this independently at the end of each level of TMOA." 	Henderson, Auckland
<ul style="list-style-type: none"> "Ngā Whanaketanga have been developed for Years 1–8 and NCEA is for Years 11–13. But is there anything for Years 9-10?" 	Napier

Appendix 2: Specific comments and queries relating to leadership

FEEDBACK ABOUT LEADERSHIP	HUI LOCATION
<ul style="list-style-type: none"> • “How will Ngā Whanaketanga help us?” Tumuaki want to know how Ngā Whanaketanga will help them be curriculum leaders in their schools. 	Whangarei
<ul style="list-style-type: none"> • “With the current changes to NAGs, what new expectations are there for boards of trustees?” 	Invercargill
<ul style="list-style-type: none"> • “Have the guidelines for boards of trustees been drafted to assist them in reporting back to Ministry?” 	Waikato
<ul style="list-style-type: none"> • “What sort of report about progress can we (boards of trustees) expect to see?” 	Invercargill
<ul style="list-style-type: none"> • “What sort of role will resource teachers of Māori (RTMs) and resource teachers of learning behaviour (RTLBs) have in the implementation of Ngā Whanaketanga; and what can be expected in terms of the support that will be available from the various support services?” 	Auckland (Manurewa)
<ul style="list-style-type: none"> • “What role will kaiāwhina have in the implementation of Ngā Whanaketanga?” 	Whakatāne
<ul style="list-style-type: none"> • “Will in-service teacher educators (ISTEs) work in specific (regional) areas? What will happen with the other work they do? Will their work to support Ngā Whanaketanga hinder their ‘business as usual’?” 	Auckland (Manurewa)
<ul style="list-style-type: none"> • “What will ERO's role be in relation to Ngā Whanaketanga?” 	Rotorua, Christchurch
<ul style="list-style-type: none"> • “Who will be the first point of contact for schools wanting support around Ngā Whanaketanga?” 	Auckland (Manurewa)
<ul style="list-style-type: none"> • “How will Ngā Whanaketanga be monitored once it's implemented?” 	Whangarei

Appendix 3: Specific comments and queries relating to the proposed graphs

FEEDBACK ABOUT THE PROPOSED GRAPHS	HUI LOCATION
<ul style="list-style-type: none"> The last sample graph needs to have a key inserted to explain the use. It doesn't give you much information about what tuhituhi, pānui and kōrero are. 	Henderson, Auckland
<ul style="list-style-type: none"> “How do you go from the detail in the first graph (re: student progress against Ngā Whanaketanga) to the progress over time graph?” 	Rotorua
<ul style="list-style-type: none"> How can anecdotal data be reflected in this reporting format? ‘I heard ...’, ‘I saw ...’ A Principal should be able to ask a teacher, “Where’s the evidence for why you have plotted this child here?” 	Rotorua
<ul style="list-style-type: none"> The expected achievement feature in the key is difficult to read and understand. 	Rotorua