



MINISTRY OF EDUCATION

Te Tāhuhu o te Mātauranga

Analysis of written consultation feedback:

Draft Ngā Whanaketanga Rūmaki Māori
and reporting to parents and whānau in
plain language

Ministry of Education Research Division Wellington

EXTERNAL RESEARCH CONTRACT WITH:

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July 2010

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Glossary

Māori	English
Hui	Meeting(s)
Kaiako	Teacher
Kaiawhina	Social support workers
Kaupapa Māori	Expressing Māori values and principles
Kōrero	Conversation, speak
Kura	School
Marau	Curriculum (abbreviation of marautanga)
Marautanga	Curriculum
Mokopuna	Grandchildren
Ngā Whanaketanga	National Standards
Pāngarau	Numeracy
Pāngarau Te Ine me te Hanga	Measurement and Shape (numeracy standard)
Pāngarau Te Tau	Number Knowledge and Number Strategy (numeracy standard)
Pāngarau Te Tauira me te Pānga	Patterns and Relationships (numeracy standard)
Pāngarau Te Tauanga	Statistics (numeracy standard)
Pāngarau Te Tūponotanga	Probability (numeracy standard)
Pāngarau Te Wāhi, te Ahunga, me te Panoni	Position, Direction and Transformations (numeracy standard)
Pānui	Reading
Parongo	Specific information
Pouako	Teacher
Poutama Tau	Māori numeracy programme
Rumaki Māori	Māori immersion education
Taha Kōrero	Oral language
Taha Tuhituhi	Writing
Taumata	Level
Taumata pānui	Reading level
Te Reo Matatini	Literacy
Taha Pānui	Reading
Tamariki	Children
Taonga	Treasure
Tau Kura	Years at school
Te Marautanga o Aotearoa	New Zealand Curriculum
Tikanga	Customs, culture
TKKM	Te Kura Kaupapa Māori (school)
Tumuaki	Principal
Wāhanga	Chapter/Secretary
Wānanga	Higher-level teaching/learning meetings
Whainga	Objectives
Whakaaro	Thoughts, ideas
Whānau	Family
Whenu	Strands

Caveats

The consultation results in this report are based on a relatively small sample. Hence, it cannot be inferred that these results necessarily reflect the ideas and opinions of all education sector stakeholders, parents, families and whānau.

Due to the self-return nature of the feedback process, there may be self-selection bias. That is, the results could be skewed because only certain types of people chose to take up the opportunity to provide feedback. Accordingly, inferences based on the feedback results should be considered indicative only.

For many of the feedback results presented in this report, a relatively high proportion of respondents did not provide an answer for some items. In certain situations these 'not specified' responses have been omitted from the denominator before calculating percentages. This assumes that non-respondents had a similar preference set to those who did respond. Where this treatment has been made for a particular item, it is noted at the bottom of the table and in the interpretive text.

Executive Summary

Over the period March to May 2010, the Ministry of Education consulted on the development of the draft Ngā Whanaketanga Rūmaki Māori (Māori-medium National Standards) and reporting to parents and whānau in plain language. Opportunities to provide feedback were provided through written feedback forms available from schools and online, as well as through general written submissions and a series of workshops held nationally. Forms and submissions continued to be received until 30 June 2010. In addition to feedback received through the workshops, 79 groups and individuals participated in the consultation process by providing written feedback, including 48 feedback forms received from education sector stakeholders and 31 from parents, families and whānau.

The results presented below should be treated with caution due to a relatively small sample and the likelihood of self-return bias.

Stakeholders' understanding of the intent of Ngā Whanaketanga

Overall, there appears to be a relatively high level of understanding of the intent of Ngā Whanaketanga, in terms of providing information about children's learning progress. The example reporting for parents, families and whānau appears to have been relatively easy to understand. However, there were significant questions from both the education sector and parents in relation to implementation aspects, including:

- What communication methods will be used to inform and support BOT members?
- What methods will be used to report to and engage with parents?
- What support and professional development measures are in place for teachers to implement Ngā Whanaketanga?
- Will new assessment methods be needed, and how will teachers be supported to use these?

Areas of concern and areas for improvement

- (a) For the education sector, a frequently cited concern was that Ngā Whanaketanga does not align well with the literacy and numeracy levels in Te Marautanga (the national curriculum). Almost 40% of education sector respondents felt that there was not a good alignment, and around 12% said that the Te Reo Matatini (literacy) Teacher Guidelines were not easy to understand. The issue appears to be around differing use of terminologies between the two systems, and a disparity between the timing of assessments for literacy and numeracy (ie, entry level vs exit level). Comments around these issues included the following:
- *Ka hono nga reo mai i te mararutanga ki te pukapuka whanaketanga. Kua rereke nga reo, e ahua uaua te rapu. Ara te a-waha ki te korero, taha panui ki te a-ta. Me orite ai nga korero kia mama te hono. [Bring the language of the curriculum to that of the 'national standards'. The differences make it very difficult to group].*

- *The connections between the Whanaketanga and the new marautanga [curriculum] are very confusing and difficult to comprehend, as the reo [language] differs in both documents.*
 - *Te Reo Matatini Whanaketanga may have been made more user friendly if they were somehow both aligned with learner linguistic characteristics in TMOA at entry or exit level, but not one at entry level and the other at exit level as it appears to read.*
 - *Why are the Whanaketanga Pangarau and Te Reo Matatini described (in terms of student independent achievement) in one as early stages and end of level and only end of level in the other? (ie, Pangarau vs. Te Reo).*
- (b) By and large, teachers gave feedback that they were generally ‘not very confident’ that the assessment practices they currently use would be sufficient to make judgements against various aspects of Ngā Whanaketanga. The areas of greatest concern included (in approximate declining order) writing, oral language, statistics, probability, patterns and relationships, measurement and shape, and position, directions and transformations.
- (c) While there was generally positive feedback about the example reporting for parents, families and whānau, the trend graphs were more difficult to interpret than the snapshot graphs. Around 13% of respondents commented that they felt the sample graphs were too complex and that parents would require support to interpret these.
- (d) When asked how they would prefer to receive information from school about their child’s learning and achievement, most families indicated parent-teacher meetings and reports that the child brings home. The least popular options were text messaging, online reporting and reports received through the post.

Barriers to the implementation of Ngā Whanaketanga

From the above issues and concerns, a number of potential barriers can be identified:

- (a) Perceived misalignment between the Te Reo Māori and Pāngarau levels in Ngā Whanaketanga compared with Te Marautanga (national curriculum). This has potential to cause considerable confusion amongst the education sector.
- (b) A need to ensure that teachers are supported through adequate professional development to be confident in using assessment practices for various aspects of Ngā Whanaketanga, particularly in relation to written and oral language assessment and various aspects of numeracy (eg, statistics and probability).
- (c) Parents need clear supporting information to ensure they can correctly interpret their children’s achievement graphs, particularly in relation to progress over time.
- (d) Most parents prefer to receive information from their schools through traditional methods such as parent-teacher meetings and reports that the child brings home. When asked how they would prefer to receive information, 100% of respondents said they preferred meetings that involve the parent, child and teacher. The option of text messaging and online reporting may be suitable to some parents, but others would not be equipped or interested in taking up this option.

Information that parents need to engage with their children's education

Feedback from parents, families and whānau suggests that regular progress reports and school communications (including an open-door policy) are some of the most important aspects of helping their child to learn. An indicative sample of comments is as follows (in no particular order):

- *Mahi kainga [homework]. Open door policy. Kei te korero te kaiako ia ra [the teacher checks each day]. School reports progress ia wa [regularly]. If my child has issues they contact me immediately. Panui ia wiki [weekly newsletter].*
- *Open door policy, Karahipi [scholarships], Aroha and Holiday courses eg. Taiaha, raranga. Mahi toi.*
- *Open door policy. Reports. Hui. IEP Hui, gifted and talented. Classroom panui and homework notebook (koura, home).*
- *Parent sharing nights but they're usually run by teachers in teacher language. We need to give teachers lessons in talking in plain language, we are not all academics!*
- *School participates in community projects relevant to learning needs. Open door policy. Whanau hui [family meetings]. Notice board. Panui [newsletter]. Kanohi Ki Kanohi Hui [face to face interview].*
- *Takes heed to Whanau Whakaaro [family thoughts]. Treats my child as their own. Has an open door policy at the Kura [school] where my child can access resources. Is mindful of financial assistance for resources and curriculum outings. Allows for Kaiako/tumuaki korero [teacher/principal conversation] on child's needs and achievements. Supports and follows up on child's goals and desires.*
- *The teacher keeps us informed by phone, reports and teacher parent interviews.*
- *Bring support mechanisms for the teacher & tamariki [children] if child is below stanine level. This shown through regular tests.*
- *It has regular uiui korero [question and answer] sessions between parents and Kaiako [teacher]. The Kaiako [teacher] and Tumuaiki [principal] are available and approachable to ask for resources and advice. The children are assessed at the beginning of each year to determine where effort needs to be placed for each child.*

Further information

Appendices Three, Four and Five of this report present verbatim comments. The reader is encouraged to review these in their entirety in order to gain a fuller understanding of the feedback received.

1. Introduction

1.1 Background

Over the period March to May 2010, the Ministry of Education consulted on the development of the draft Ngā Whanaketanga Rūmaki Māori (Māori-medium National Standards) and reporting to parents and whānau in plain language. The Draft Ngā Whanaketanga were developed by Māori-medium leaders in te reo matatini (literacy) and pāngarau (numeracy). They describe the oral language, reading, writing and mathematics skills that students need to learn in all other areas across Te Marautanga o Aotearoa (the Māori-medium curriculum), at different points of their Year 1 to 8 schooling.

Ngā Whanaketanga are part of a wider work programme designed to strengthen Māori-medium education. This includes the implementation of Te Marautanga o Aotearoa; plain language reporting to parents, families and whānau; and further developing literacy and numeracy assessment tools for Māori-medium and professional development for teachers, principals and boards of trustees. Plain language reports to parents in Te Reo Māori and English is intended to provide information about children's achievement in relation to Ngā Whanaketanga and what needs to happen next, both at school and at home, to support continued learning and to address any learning difficulties.

1.2 Opportunities to provide feedback

During March to May 2010, the Ministry consulted with:

- (a) The Māori-medium education sector, comprising teachers, principals, boards of trustees, education sector groups and iwi; and
- (b) Parents, families and whānau.

Opportunities to provide feedback were provided through:

- Written feedback forms available from schools and www.minedu.govt.nz during early-mid 2010.
- Other general written submissions.
- A series of workshops held nationally over the period 30 March to 29 April 2010. (Note: Workshop organisers were asked in mid May 2010 to send a reminder to all workshop participants, and through their other networks, in order to boost the feedback response rate).

The consultation deadline was 31 May 2010, although forms and submissions continued to be received until 30 June 2010.

Copies of the two feedback forms are included in Appendix One and Appendix Two of this report.

1.3 Consultation feedback report

This report presents the quantitative results from each of the feedback forms, along with an analysis of key themes from qualitative (open-ended) responses. The full text of submissions for each open-ended question is presented in Appendices Three and Four, sorted by common theme or issue.

The qualitative feedback includes a mix of feedback in English and Te Reo Māori. Interpretation is assisted through a Glossary of key Māori words and phrases near the beginning of the report. Where a feedback response is predominantly in Te Reo, a full English translation is provided to assist with theming and analysis.

The information is then further interpreted to help identify:

- Whether or not the key stakeholder groups understand the intent of the draft Ngā Whanaketanga.
- Areas of concern and areas for improvement.
- Any barriers to the implementation of Ngā Whanaketanga.
- What information parents need to engage with their children's education.

Findings from the consultation feedback will be used to inform the final design and implementation of Ngā Whanaketanga to be published in October 2010. The findings from the consultation feedback will also be published and made available to the public.

1.4 Consultation and reporting timeline

Activity	Date
Consultation period	March to May 2010
Initial indicative results presented to Ministry staff	9-18 June 2010
Extension for any late responses	30 June 2010
Draft report summarising key findings	19 July 2010
Feedback from the Ministry on draft report	Late July 2010
Final report for acceptance by the Ministry	30 July 2010

2. Consultation results

2.1 Summary of submitters

A total of 79 groups and individuals participated in the consultation process by providing written feedback. Table 1 summarises the methods by which people chose to respond. All feedback was received anonymously (ie, names and contact details were not recorded). Note that the self-return nature of the feedback process means there may be biases in the results compared to a randomised sample or Census-type process.

Table 1: Feedback received by type

Type of feedback	Hardcopy	Online/E-mail	Total
Education sector forms	31	17	60.8%
Parent forms	24	7	39.2%
Total	55	24	100.0%

2.2 Education sector feedback

2.2.1 Statistical information

Question 9: Submitter type

Are you completing this form as an individual? If so please circle one number that best describes your role?

Results for this item showed that:

- Most respondents (60.4% of those that responded) identified their role as Kaiako/pouako/teacher.
- Other respondents included tumuaki/principals (10.4%), BOT members (10.4%) and teacher educators (14.6%).
- Seven respondents did not specify their role.

Table 2: Submitter type – education sector

	Number	Percent
Tumuaki/principal	5	10.4%
Kaiako/pouako/teacher	29	60.4%
Board of trustees member	5	10.4%
Teacher educator (pre-service)	2	4.2%
Teacher educator (in-service)	5	10.4%
Other	3	6.3%
Not specified	7	14.6%
Sample	48	

Note: Not additive as some respondents identified multiple roles

Are you completing this feedback form on behalf of a group? If so, how many people have had input into this feedback?

Results for this item showed that:

- Most respondents (89.6% of the total sample) did not identify themselves as belonging to a group.
- Of those who were responding on behalf of a group, the most common group size was 4-10 people (6.3%).

Table 3: Responses on behalf of a group – education sector

Submitter type	No.	Percent
Not on behalf of a group/not specified	43	89.6%
Group size 2-3 people	1	2.1%
Group size 4-10 people	3	6.3%
Group size 11 or more people	1	2.1%
Total	48	100.0%

For those feedback forms that were completed on behalf of a group, the number of people and descriptions of those groups are as follows:

Table 4: Description of groups

Number of people in the group	Describe the group
Two.	Not specified.
Six.	Tkkm O Pukemiro.
Six.	Kaiako/Pouako.
Six.	5 Pouako, 1 Tumuaki.
83	Kura.
Not specified.	Teachers.

Question 10: Immersion levels

Please circle which immersion levels you have in your school?

Results for this item showed that:

- Most respondents (60.4% of the total sample) had an immersion level of Level 1 at their schools.
- The remainder were level 2 (18.8% of the total sample), level 3 (10.4%), level 4 (14.6%) or not specified (18.8%).

Table 5: Immersion levels

	Number	Percent
Level 1	29	60.4%
Level 2	9	18.8%
Level 3	5	10.4%
Level 4	7	14.6%
Not specified	9	18.8%
Sample	48	

Note: Not additive as some respondents identified multiple levels

Question 11: Geographic regions

Which region are you or your group located in?

Results for this item showed that:

- Most respondents (42.9% of effective respondents to this question) were from Tamaki Makaurau/Auckland. This was followed by Te Tai Tokerau/Northland (21.4% of respondents), Hawke's Bay (11.9%) and other regions.
- Six respondents (12.5% of the total sample) did not specify an answer. These have been deleted from the denominator before calculating the percentages above.

Table 6: Geographic regions

	Number	Percent	% ex non spec.
Te Tai Tokerau/Northland	9	18.8%	21.4%
Tāmaki Makaurau/Auckland	18	37.5%	42.9%
Waikato	3	6.3%	7.1%
Bay of Plenty	3	6.3%	7.1%
Te Tai Rāwhiti/East Coast/Poverty Bay	0	0.0%	0.0%
Hawke's Bay	5	10.4%	11.9%
Taranaki	1	2.1%	2.4%
Manawatū/Whanganui	1	2.1%	2.4%
Wellington/Wairarapa	1	2.1%	2.4%
Te Taihū o te Waka a Māui	1	2.1%	2.4%
West Coast/Canterbury	0	0.0%	0.0%
Otago/Southland	0	0.0%	0.0%
National	0	0.0%	0.0%
Other	0	0.0%	0.0%
Not specified	6	12.5%	
Total	48	100.0%	100.0%

Note: % ex non spec. is the percentage with non specified responses removed

Question 12: Type of kura/school or educational institution

What type of kura/school or educational institution is this?

Results for this item showed that:

- Most respondents identified their kura/school as Kuru Kaupapa Māori Yr 1-13 (22.9% of the total sample). This was followed by Kura Māori Yr 1-8 (18.8%) and Kuru Kaupapa Māori Yr 1-8 (12.5%).
- Ten respondents (20.8% of the total sample) did not specify an answer to this question.

Table 7: Type of kura/school or educational institution

	Number	Percent	Rank
Kura ā-lwi Yr 1-8	1	2.1%	8
Kura ā-lwi Yr 1-13	1	2.1%	8
Kura Kaupapa Māori Yr 1-8	6	12.5%	3
Kura Kaupapa Māori Yr 1-13	11	22.9%	1
Kura Kaupapa Māori (Teina)	1	2.1%	8
Kura Māori Yr 1-8	9	18.8%	2
Kura Māori Yr 1-13	1	2.1%	8
Kura Auraki Yr 1-6	2	4.2%	5
Kura Auraki Yr 1-8	5	10.4%	4
Intermediate school Yr 7-8	2	4.2%	5
Wharekura Yr 9-13	2	4.2%	5
Wānanga	0	0.0%	13
Secondary school Yr 9-13	1	2.1%	8
Iwi Rūnanga/Organisation	0	0.0%	13
Other	1	2.1%	
Not specified	10	20.8%	
Sample	48	100.0%	

Note: Not additive as respondents comments could identify multiple institution types

Is your school involved in the information gathering initiative for Ngā Whanaketanga Rūmaki Māori?

Results for this item showed that:

- An even mix of respondents stated yes (48.6% of effective respondents) and no (51.4% of effective respondents). 13 respondents (27.1% of the total sample) did not specify an answer to this question. These have been deleted from the denominator before calculating the percentages above.
- 17 respondents had been involved in the information gathering initiative for Ngā Whanaketanga Rūmaki Māori.

Table 8: Schools involved in information gathering initiative

	Number	Percent	% ex non spec.
Yes	17	35.4%	48.6%
No	18	37.5%	51.4%
Not specified	13	27.1%	
Total	48	100.0%	100.0%

Note: % ex non spec. is the percentage with non specified responses removed

2.2.2 Question 1: The consultation material

Was the consultation material provided on Ngā Whanaketanga Rumaki Māori easy to understand?

Results for this item showed that:

- The most easy to understand part of the consultation material was the example reporting for parents, families and whānau, with 80.0% of respondents identifying this as either very easy (26.7%) or quite easy (53.3%).
- The least easy to understand part of the consultation material was the Te Reo Matatini Teacher Guidelines. 60.5% of respondents identified these as either very easy (11.6%) or quite easy (48.8%) but 39.5% identified them as quite difficult (30.2%) or very difficult (9.3% of respondents).

Table 9: The consultation material

Consultation material	Very easy	Quite easy	Quite difficult	Very difficult	Total
Ngā Whanaketanga: Te Reo Matatini	11.6%	58.1%	16.3%	14.0%	100.0%
Ngā Whanaketanga: Pāngarau	26.1%	47.8%	17.4%	8.7%	100.0%
Te Reo Matatini Teacher Guidelines	11.6%	48.8%	30.2%	9.3%	100.0%
Pāngarau Teacher Guidelines	25.6%	51.2%	14.0%	9.3%	100.0%
Example reporting for parents, families and whānau	26.7%	53.3%	13.3%	6.7%	100.0%

Note: Non specified responses have been removed.

2.2.3 Question 2: Ngā Whanaketanga Rūmaki Māori

The purpose of Ngā Whanaketanga Rūmaki Māori is to describe what a child needs to be able to do in Te Reo Matatini and Pāngarau in order to fully access the knowledge at the corresponding level of Te Marautanga o Aotearoa. After reading the consultation material please rate the following statements....

Results for this item showed that:

- The most agreed statement was that ‘Ngā Whanaketanga: Pāngarau show the expected progress a Māori-medium student should make from years 1 to 8’. 71.8% of respondents to this question either agreed (59.0%) or strongly agreed (12.8%).
- Similarly, 70.3% of respondents either agreed (56.8%) or strongly agreed (13.5%) that ‘Ngā Whanaketanga: Te Reo Matatini show the expected progress a Māori-medium student should make from years 1 to 8’.
- The least agreed statement was that ‘Ngā Whanaketanga: Te Reo Matatini align with Te Reo Māori levels in Te Marautanga o Aotearoa’. 61.0% of respondents to this question either agreed (43.9%) or strongly agreed (17.1%) but 39.0% disagreed (14.6%) or strongly disagreed (24.4%). The results were similar in relation to alignment with pāngarau levels in Marautanga o Aotearoa.

Table 10: Ngā Whanaketanga Rūmaki Māori

Ngā Whanaketanga	Strongly disagree	Disagree	Agree	Strongly agree	Total
Ngā Whanaketanga: Te Reo Matatini align with Te Reo Māori levels in Te Marautanga o Aotearoa.	24.4%	14.6%	43.9%	17.1%	100.0%
Ngā Whanaketanga: Te Reo Matatini show the expected progress a Māori-medium student should make from years 1 to 8.	16.2%	13.5%	56.8%	13.5%	100.0%
Ngā Whanaketanga: Pāngarau align with the pāngarau levels in Marautanga o Aotearoa.	16.2%	21.6%	43.2%	18.9%	100.0%
Ngā Whanaketanga: Pāngarau show the expected progress a Maori-medium student should make from years 1 to 8.	12.8%	15.4%	59.0%	12.8%	100.0%

Note: Non specified responses have been removed.

2.2.4 Question 3: Teacher guidelines

Is the information in the teacher guidelines easy to understand?

Results for this item showed that:

- Most respondents (93.0%) felt that the Pāngarau teacher guidelines were easy to understand, with 23.3% identifying that they were ‘definitely’ easy to understand, 30.2% identifying that they were easy to understand ‘in most cases’ and 39.5% identifying that they were easy to understand ‘in some cases’.
- The Te Reo Matatini teacher guidelines received a slightly lower rating, although most teachers agreed that they were still easy to understand. They were identified as easy to understand by 87.8% of respondents, including 9.8% who said ‘definitely’, 36.6% who said ‘most cases’ and 41.5% who said ‘in some cases’.
- Looking at just the ‘definitely’ and ‘in most cases’ categories, Pāngarau was identified as easy to understand by 23 respondents (53.5%) and Te Reo Matatini was identified as easy to understand by 19 respondents (46.3%).

Table 11: Teacher guidelines

Teacher guidelines	Not at all	In some cases	In most cases	Yes definitely	Total
Te Reo Matatini	12.2%	41.5%	36.6%	9.8%	100.0%
Pāngarau	7.0%	39.5%	30.2%	23.3%	100.0%

Note: Non specified responses have been removed.

What improvements could be made?

Verbatim themed responses are as follows:

	Number	Percent
Improvements specified	14	29.2%
Too early to make comment/need more time	5	10.4%
More professional development required	2	4.2%
Other	3	6.3%
Not specified	24	50.0%
Sample	48	

Note: Not additive as respondents’ comments could be coded to multiple areas.

A full list of themed comments is available in Appendix Three. The most frequent comment was that the draft Nga Whanaketanga uses different language from the marautanga [curriculum] and the links between them are not clear. For example:

- *Ka hono nga reo mai i te mararutanga ki te pukapuka whanaketanga. Kua rereke nga reo, e ahua uaua te rapu. Ara te a-waha ki te korero, taha panui ki te a-ta. Me orite ai nga korero kia mama te hono. [Bring the language of the curriculum to that of the ‘national standards’. The differences make it very difficult to group].*
- *The connections between the Whanaketanga and the new marautanga [curriculum] are very confusing and difficult to comprehend, as the reo [language] differs in both documents.*

2.2.5 Question 4: Strengths

Which of the following will be your school's or Māori-medium unit's or classes' strengths when implementing Ngā Whanaketanga Rūmaki Māori?

Results for this item showed that:

- The biggest strengths identified were reporting to parents, families, and whānau (64.6% of the total sample), followed by making teacher judgements against the whanaketanga (56.3%), using a range of assessment practices to assess against the whanaketanga (also 56.3%) and reporting to the school community (also 56.3%).

Table 12: Strengths

	Number	Percent	Rank
Making teacher judgements against the whanaketanga	27	56.3%	2
Using a range of assessment practices to assess against the whanaketanga	27	56.3%	2
Using Ngā Whanaketanga Rūmaki Māori to improve teaching and learning	25	52.1%	6
Reporting to parents, families, and whānau	31	64.6%	1
Reporting to the school community	27	56.3%	2
Reporting to the Board of Trustees	26	54.2%	5
Strong Te Reo Māori	25	52.1%	6
Teachers with strengths in Te Reo Matatini and Pāngarau	20	41.7%	8
Other	4	8.3%	
Not specified	9	18.8%	
Sample	48		

Note: Not additive as respondents could identify multiple strengths

2.2.6 Question 5: Assessment

What assessment practices are you using now?

Verbatim themed responses are tabulated as follows (indicative only). The most frequently cited assessment practices were:

- Panui Haere/Pukete Panui Haere (50.0% of respondents).
- Poutama Tau (35.4%).
- Asttle (20.8%).
- Gloss/ IKAN (14.6%).
- He Matai Matatupu (12.5%).
- Hopukina (12.5%).

A full list of themes comments is available in Appendix Three.

	Number	Percent
Panui Haere/Pukete Panui Haere	24	50.0%
Poutama Tau	17	35.4%
Asttle	10	20.8%
Gloss/ IKAN	7	14.6%
He Matai Matatupu	6	12.5%
Hopukina	6	12.5%
Iti Rearea	3	6.3%
Kopaki Aromatawai/ Uiui Aromatawai Pangarau/ Uiui	3	6.3%
Manu Tuhituhi	3	6.3%
Te Ao Tuhituhi	3	6.3%
Ngā Kete Kōrero	2	4.2%
Numpa	2	4.2%
Running records	2	4.2%
ARBS	1	2.1%
Exemplars	1	2.1%
Haurapa	1	2.1%
He Ara Rerere	1	2.1%
Josh	1	2.1%
Korero-a-waha	1	2.1%
Nga Tauaromani	1	2.1%
Rarangī Kupu	1	2.1%
Y6 nets	1	2.1%
Other	14	29.2%
Not specified	14	29.2%
Sample	48	

Note: Not additive as respondents' comments could be coded to multiple areas.

How confident are you that the assessment practices that you are currently using would be sufficient to make judgements against Ngā Whanaketanga Rumaki Māori?

Results for this item showed that:

- The assessment practice that respondents felt most confident with was Pāngarau – Te Tau (Number Knowledge and Number Strategy) (87.1% of respondents) with 48.4% being confident and 38.7% being very confident.
- The assessment practice that respondents were second most confident with was Te Reo Matatini – Taha Pānui (Reading) (65.5% of respondents) with 27.6% being confident and 37.9% being very confident.
- There were three assessment practices with which respondents felt least confident. These were:
 - Te Reo Matatini – Taha Tuhituhi (Writing) (46.4% not very confident and 10.7% not at all confident).
 - Pāngarau – Te Tauanga (Statistics) (39.3% not very confident and 17.9% not at all confident).
 - Pāngarau – Te Tūponotanga (Probability) (39.3% not very confident and 17.9% not at all confident).
- There were also other assessment practices in which a relatively high proportion of respondents felt ‘not at all confident’, including:
 - Te Reo Matatini – Taha Kōrero (Oral Language) (17.2% ‘not at all confident’).
 - Pāngarau – Te Taura me te Pānga (Patterns and Relationships) (17.2% ‘not at all confident’).
 - Pāngarau – Te Ine me te Hanga (Measurement and Shape) (15.6% ‘not at all confident’).
 - Pāngarau – Te Wāhi, te Ahunga, me te Panoni (Position, Directions and Transformations) (14.3% ‘not at all confident’).

Table 13: Assessment

Assessment practices	Not at all confident	Not very confident	Confident	Very confident	Total
Te Reo Matatini – Taha Kōrero	17.2%	37.9%	13.8%	31.0%	100.0%
Te Reo Matatini – Taha Pānui	10.3%	24.1%	27.6%	37.9%	100.0%
Te Reo Matatini – Taha Tuhituhi	10.7%	46.4%	17.9%	25.0%	100.0%
Pāngarau – Te Tau	6.5%	6.5%	48.4%	38.7%	100.0%
Pāngarau – Te Taura me te Pānga	17.2%	27.6%	31.0%	24.1%	100.0%
Pāngarau – Te Ine me te Hanga	15.6%	28.1%	34.4%	21.9%	100.0%
Pāngarau – Te Wāhi, te Ahunga, me te Panoni	14.3%	39.3%	25.0%	21.4%	100.0%
Pāngarau – Te Tauanga	17.9%	39.3%	25.0%	17.9%	100.0%
Pāngarau – Te Tūponotanga	17.9%	39.3%	25.0%	17.9%	100.0%

Note: Non specified responses have been removed.

2.2.7 Question 6: Reporting to parents, families, and whānau

How does your school report to parents, families, and whānau on their students' progress and achievement?

Results for this item showed that:

- Most respondents identified parent teacher interviews (85.4% of the total sample), followed by written reports (83.3%) and regular informal discussions with parents and whānau (54.2%) as the main ways of reporting to parents, families and whānau.
- The least frequent methods of reporting were e-portfolios (16.7% of the total sample) and email or text up-dates (also 16.7%).
- Six respondents did not specify an answer to this question.

Table 14: Reporting to parents, families, and whānau

	Number	Percent	Rank
Written reports	40	83.3%	2
E-portfolios	8	16.7%	5
Regular informal discussions with parents and whānau	26	54.2%	3
Parent teacher interviews	41	85.4%	1
Student led conferences	9	18.8%	4
Email or text up-dates	8	16.7%	5
Other	11	22.9%	
Not specified	6	12.5%	
Sample	48	100.0%	

Note: Not additive as respondents comments could identify multiple reporting methods

2.2.8 Question 7: Reporting to parents, families, and whānau

Do you have any comments on plain language reporting for parents, families, and whānau as outlined in the consultation materials?

Results for this item showed that:

- 24 respondents did not specify an answer to this question.
- Most comments were about correspondence with the community (18.8% of the total sample) followed by improvements required (12.5%).

Verbatim themed responses are as follows:

	Number	Percent
Correspondence with community	9	18.8%
Improvements required	6	12.5%
Explanation required	5	10.4%
Need explanation of what plain language is	5	10.4%
Very informative	1	2.1%
Other	1	2.1%
Not specified	24	50.0%
Sample	48	

Note: Not additive as respondents comments could be coded to multiple areas

A full set of themed responses is included in Appendix Three. A sample selection of comments includes the following:

- *Ensure appropriate language for own community is used so that whanau have the opportunity to discuss any concerns. Oral consultation with whanau seems to be a successful approach. Reports can be difficult for some parents to understand.*
- *Kai tena kura kei tena hapori tonu tana reo tuhi/reo korero. [Each school and community will have their own communication process].*
- *Reporting to parents should be written in simple language as not to get confused to what is being reported. Parents should not require interpreters to translate reports.*

2.2.9 Question 8: Other comments

Are there further comments you would like to make in relation to Ngā Whanaketanga Rumaki Māori?

Verbatim themed responses are as follows:

	Number	Percent
Development issues/problems	15	31.3%
Reporting	5	10.4%
Lead in time/professional development and assistance	4	8.3%
Positive comments	1	2.1%
Other	7	14.6%
Not specified	22	45.8%
Sample	48	

Note: Not additive as respondents' comments could be coded to multiple areas.

A full list of themed comments is available in Appendix Three. The most frequent comment was that the draft Nga Whanaketanga uses different language from the marautanga [curriculum] and the links between them are not clear. For example:

- *In this document there is a clear dissonance between the Whanaketanga and the new Marautanga, for example, the links are not clear when the wording in one document differs from that of the other. In the Marautanga the headings are represented as a-Waha, a-Tinana, a-Ta, in the Whanake document the headings are represented as Taha Korero, Taha Panui, and Taha Tuhituhi. Therefore, the challenge for kaiako [teacher] is to try and match, or make a connection between the two documents that obviously contrast from one another.*
- *Te Reo Matatini Whanaketanga may have been made more user friendly if they were somehow both aligned with learner linguistic characteristics in TMOA at entry or exit level, but not one at entry level and the other at exit level as it appears to read.*

There were also queries and comments about assessment tools and professional development, for example:

- *What about assessments? Will there be assessments created other than the ones we are using? How will we know how to use them properly? Will there be professional development and release time to be shown how to use assessments and the whanaketanga? What happens if we are unable to get released due to difficulty in finding relievers? Or will there be days and courses that teachers can go to and if the school has to close do we have to make this day up?*
- *We need a trial period before implementation!*

A full list of themed comments is available in Appendix Three.

2.3 Parents, families and whānau feedback

2.3.1 Statistical information

Forms completed as part of a consultation meeting

If you are filling this booklet out as part of a consultation meeting, please complete the questions below.... I am attending this meeting on (date) at (place).

In total, 20 forms were received from consultation meetings, with around half of these coming from Auckland and Christchurch meetings.

Table 15: Forms completed as part of a consultation meeting

Date and place	No.	Percent
30 March – Turanganui ā Kiwa (Gisborne)	0	0.0%
31 March – Rotorua	1	5.0%
1 April – Rotorua	1	5.0%
6 April – Tamaki Makaurau (Auckland)	5	25.0%
7 April – Tamaki Makaurau (Auckland)	0	0.0%
8 April – Tamaki Makaurau (Auckland)	1	5.0%
9 April – Tamaki Makaurau (Auckland)	0	0.0%
19 April – Kaitaia	0	0.0%
20 April – Kaitaia	0	0.0%
21 April – Whāngarei	0	0.0%
22 April – Whāngarei	0	0.0%
20 April – Murihiku (Invercargill)	0	0.0%
21 April – Murihiku (Invercargill)	0	0.0%
21 April – Ōtautahi (Christchurch)	5	25.0%
22 April – Ōtautahi (Christchurch)	0	0.0%
22 April – Whakatū (Nelson)	2	10.0%
23 April – Whakatū (Nelson)	0	0.0%
22 April – Ahuriri (Napier)	0	0.0%
23 April – Ahuriri (Napier)	0	0.0%
26 April – Taranaki (New Plymouth)	1	5.0%
27 April – Taranaki (New Plymouth)	1	5.0%
26 April – Waikato	0	0.0%
27 April – Waikato	0	0.0%
27 April – Te Whanganui ā Tara (Wellington)	0	0.0%
28 April – Whakatane	0	0.0%
29 April – Whakatane	0	0.0%
Unsure/no response/invalid response	3	15.0%
Total	20	100.0%

*Note: The denominator for calculations is the total number of forms received **as part of a consultation meeting**.*

Gender

Results for this item showed that:

- Most respondents were female (82.1% of respondents who specified their gender).
- Three respondents did not specify their gender.

Table 16: Respondents' gender

	Number	Percent	% ex non spec.
Male	5	16.1%	17.9%
Female	23	74.2%	82.1%
Not specified	3	9.7%	
Total	31	100.0%	100.0%

Note: % ex non spec. is the percentage with non specified responses removed

Ethnicity

Results for this item showed that:

- Most respondents (87.1% of the total sample) identified with the Māori ethnic group.
- Other ethnicities to respond included Pākehā/NZ European (6.5%) and Pasifika (3.2%)
- Three respondents did not specify their ethnicity.

Table 17: Respondents' ethnicity

	Number	Percent
Māori	27	87.1%
Pākehā/NZ European	2	6.5%
Pasifika	1	3.2%
Other	0	0.0%
Not specified	3	9.7%
Sample	31	100.0%

Note: Not additive as respondents could specify multiple ethnicities

Iwi affiliation

Results for this item showed that:

- Most respondents (96.4% of those that specified their ethnicity) identified their Iwi affiliation. Only three respondents did not specify their Iwi affiliation.
- A full list of iwi affiliations specified can be found in Appendix Four.

Table 18: Respondents' iwi affiliation

	Number	Percent	% ex non spec.
Yes	27	87.1%	96.4%
No	1	3.2%	3.6%
Not specified	3	9.7%	
Total	31	100.0%	100.0%

Note: % ex non spec. is the percentage with non specified responses removed

Type of Te Reo Māori setting

What type of Te Reo Māori setting is/are your child/ren, grandchild/ren, other family or whānau members in?

Results for this item showed that:

- Most respondents identified Kura Māori – whole school (61.3% of respondents).
- Lesser proportions of respondents specified a bilingual unit or class (9.7%) or a rūmaki or immersion unit or class (also 9.7%).
- Six respondents did not specify an answer to this question.

Table 19: Type of Te Reo Māori setting

	Number	Percent
Kura Māori - whole school	19	61.3%
Bilingual unit or class	3	9.7%
Rumaki or immersion unit or class	3	9.7%
Other	2	6.5%
Not specified	6	19.4%
Sample	31	

Note: Not additive as respondents could identify multiple settings

Responses received under the ‘other’ category were as follows:

- Mainstream.
- My tamariki is taught in Te Reo Māori through all areas of primary education.

Year levels

I have children, grandchildren, other family or whānau members at primary or intermediate school in the following years.

Results for this item showed that:

- Eleven respondents did not specify an answer to this question.
- Respondents identified a wide range of years, with the most frequent being Year 4 (29.0% of the total sample) and the least frequent being Year 2 (9.7%).

Table 20: Year levels

	Number	Percent
Year 1	7	22.6%
Year 2	3	9.7%
Year 3	5	16.1%
Year 4	9	29.0%
Year 5	7	22.6%
Year 6	6	19.4%
Year 7	5	16.1%
Year 8	8	25.8%
Not specified	11	35.5%
Sample	31	

Note: Not additive as respondents could identify multiple years

2.3.2 Question 1: Information on learning and achievement

How do you receive information from school on your child's learning and achievement now and how would you like to receive that information?

Results for this item showed that:

- The most common method of currently receiving information about children's learning and achievement was meetings involving the parent, child and teacher (identified by 92.9% of respondents).
- When asked how they would prefer to receive information, 100% of respondents said they preferred meetings that involve the parent, child and teacher.
- The second and third most common ways of passing on information were written reports that the child brings home (86.2% of respondents) and parent/teacher meetings without the child being present (77.8%).
- The least frequently reported current methods of receiving information were text messaging (8.7%) and online reports (13.6%). While a relatively large proportion of respondents stated that they would like to receive information using these methods (despite not being used currently), the text message and online options were less popular than other reporting options such as parent-teacher meetings and written reports brought home by the child. Another less popular option was written reports sent through the post.

Table 21: How do you receive information from school now?

Information method	Yes	No	Total
Written reports that my child brings home	86.2%	13.8%	100.0%
Written reports the school sends to me in the post	55.6%	44.4%	100.0%
Parent/teacher meetings without my child	77.8%	22.2%	100.0%
Meetings that involve me, my child, and the teacher	92.9%	7.1%	100.0%
Text messages	8.7%	91.3%	100.0%
Emails	44.4%	55.6%	100.0%
Reports and assessments that I can download from the school website	13.6%	86.4%	100.0%

Note: Non specified responses have been removed.

Table 22: Is this the way you like to receive information?

Information method	Yes	No	Total
Written reports that my child brings home	92.3%	7.7%	100.0%
Written reports the school sends to me in the post	54.5%	45.5%	100.0%
Parent/teacher meetings without my child	65.2%	34.8%	100.0%
Meetings that involve me, my child, and the teacher	100.0%	0.0%	100.0%
Text messages	30.0%	70.0%	100.0%
Emails	71.4%	28.6%	100.0%
Reports and assessments that I can download from the school website	55.0%	45.0%	100.0%

Note: Non specified responses have been removed.

2.3.3 Question 2: How well informed?

How well informed do you feel about your child's progress and achievement?

Results for this item showed that:

- Most respondents (73.1% of respondents) identified themselves as being informed (50.0%) or well informed (23.1%). The remaining 26.9% identified themselves as not being well informed (23.1%) or not informed at all (3.8%).
- Five respondents did not specify an answer to this question.

Table 23: How well informed?

	Number	Percent	% ex non spec.
Not informed	1	3.2%	3.8%
Not well informed	6	19.4%	23.1%
Informed	13	41.9%	50.0%
Well informed	6	19.4%	23.1%
Not specified	5	16.1%	
Total	31	100.0%	100.0%

Note: % ex non spec. is the percentage with non specified responses removed

2.3.4 Question 3: Sample graphs – Snapshot

Hoani is a Year 4 child at a kura. The sample graphs below show how he is achieving now. These graphs are examples of how a school could show you how Hoani is achieving in relation to Ngā Whanaketanga Rūmaki Māori. Do you find these graphs useful?

Results for this item showed that:

- Respondents gave similar responses for both samples, with 86.2% finding the graphs useful for both samples.

Sample 1 - snapshot

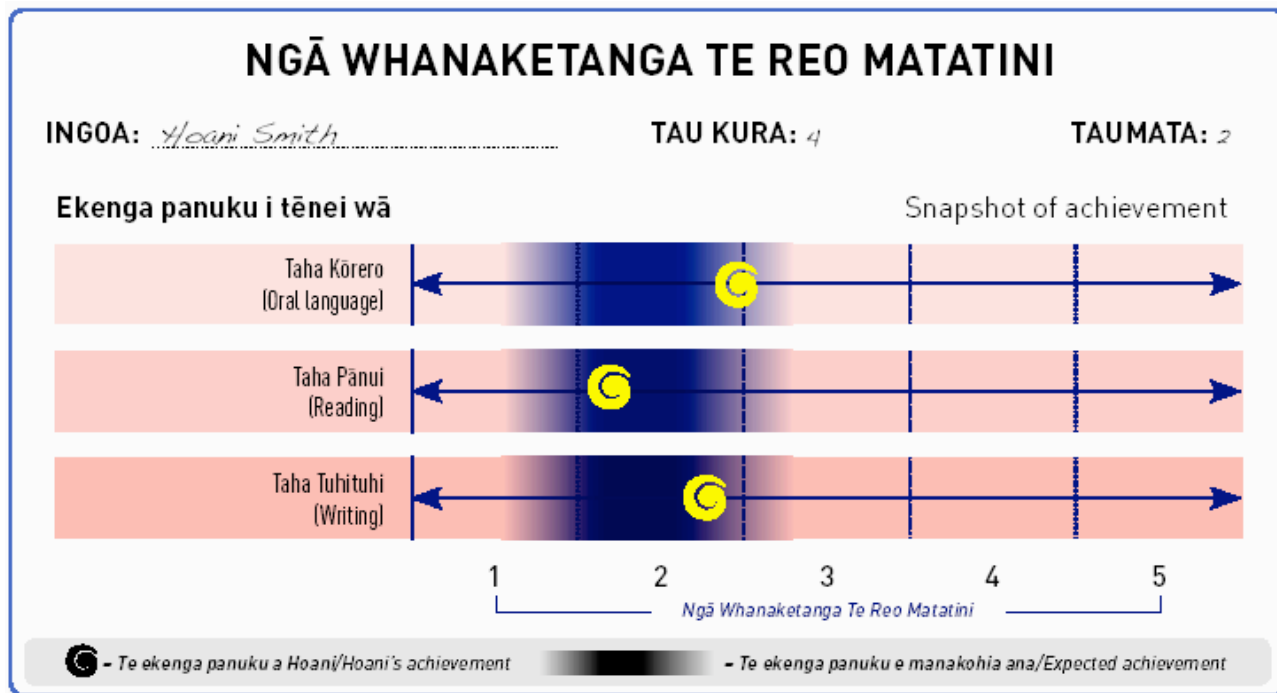


Table 24: Sample graph 1 – Snapshot

	Number	Percent	% ex non spec.
Yes	25	80.6%	86.2%
No	4	12.9%	13.8%
Not specified	2	6.5%	
Total	31	100.0%	100.0%

Note: % ex non spec. is the percentage with non specified responses removed

Comments specified for an answer of **yes**:

- Circled the dark purple area on the graph as stated 'how are we made aware of gaps'.
- Why is there no 1a, 1e? 2a, 2e?

Comments specified for an answer of **no**:

- Means nothing to me. Presumes that I understand the many different parts of 'Korero' for instance. I quite like the graphs but they don't tell me enough about what my mokopuna can do or know.

Sample 2 - snapshot

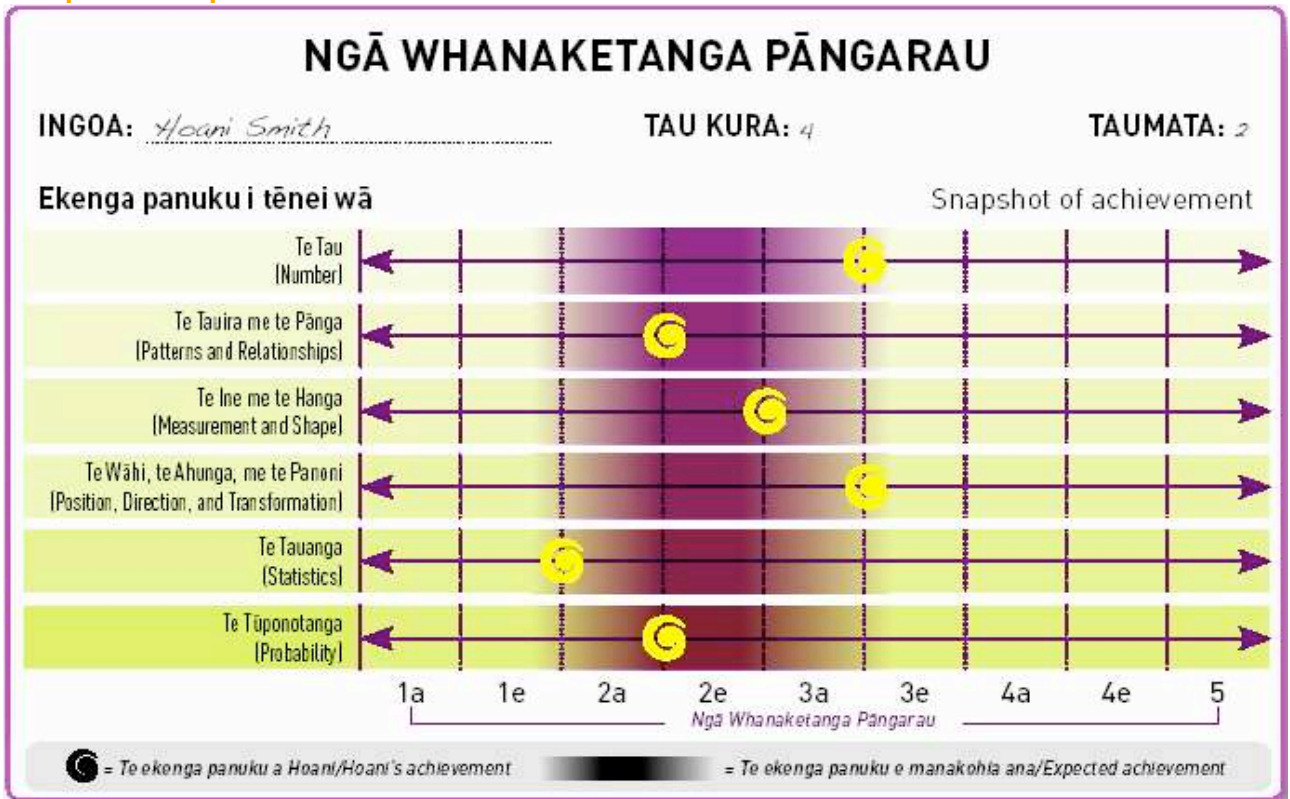


Table 25: Sample graph 2 – Snapshot

	Number	Percent	% ex non spec.
Yes	25	80.6%	86.2%
No	4	12.9%	13.8%
Not specified	2	6.5%	
Total	31	100.0%	100.0%

Note: % ex non spec. is the percentage with non specified responses removed

Comments specified for an answer of **yes**:

- Circled the numbers along the bottom and stated 'informative description required'.
- What does this mean (pointing to 1a and 1e).

Comments specified for an answer of **no**:

- Means nothing to me. Presumes that I understand the many different parts of 'Korero' for instance. I quite like the graphs, but they don't tell me enough about what my mokopuna can do or know.
- This looks DIZZY to me. TauKura (how old is my child is what I think that is). I need to see clearly where my child should be at their age and where they actually are. What is 1a, 1e, 2a, 2e.

2.3.5 Question 4: Sample graphs – Over time

These graphs are examples of how Hoani has progressed over time. Do you find these useful?

Results for this item showed that:

- Respondents found it relatively less easy to interpret the trend graphs than the previous snapshot graphs. Sample 4 was found to be useful by 80.8% of respondents. Sample 3 was found to be useful by only 67.9% of respondents.

Sample 3 – over time

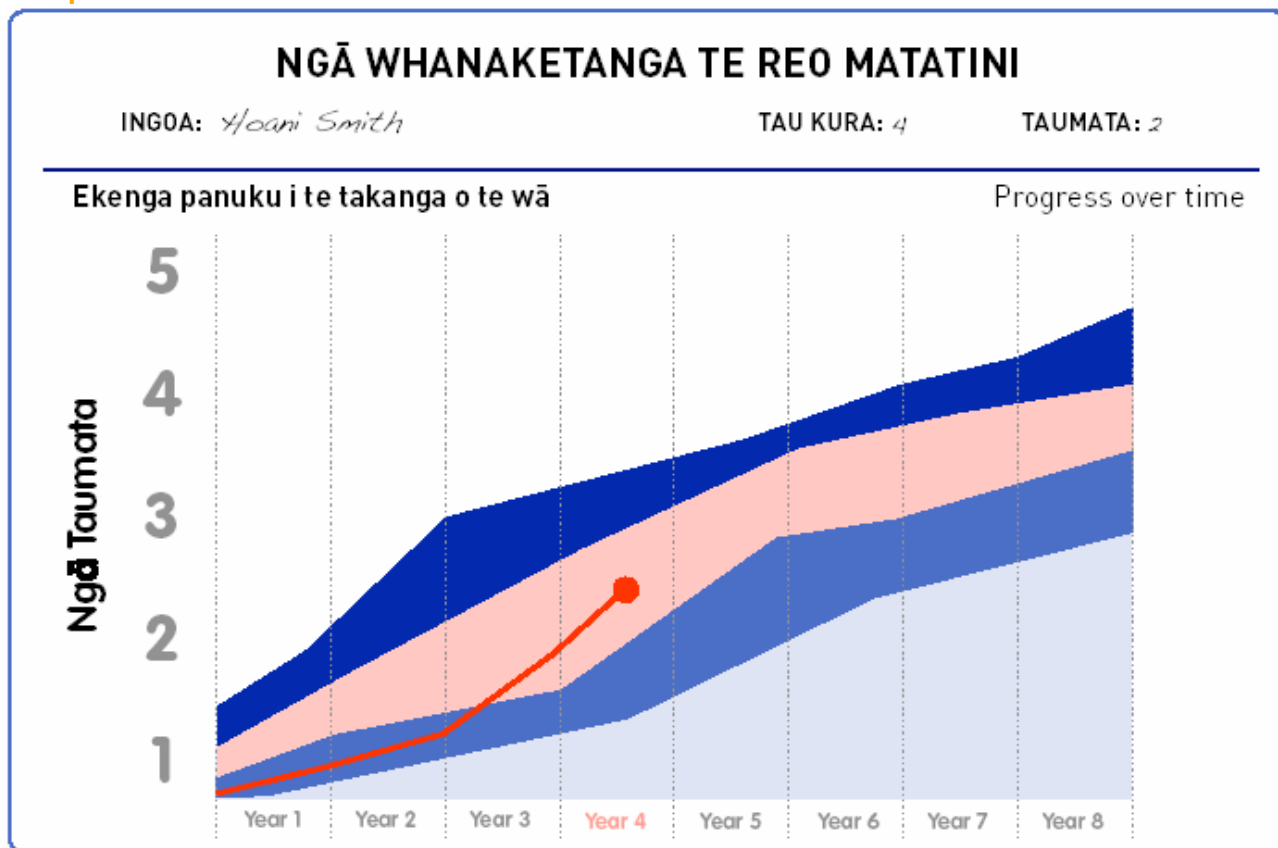


Table 26: Sample graph 3 – Over time

	Number	Percent	% ex non spec.
Yes	19	61.3%	67.9%
No	9	29.0%	32.1%
Not specified	3	9.7%	
Total	31	100.0%	100.0%

Note: % ex non spec. is the percentage with non specified responses removed

Comments specified for an answer of **yes**:

- I would think that this is expected because they are older, so they should have progressed.

Comments specified for an answer of **no**:

- Not at all.
- Pointing to the red line stated 'what does this mean? Are they on track? Below?

Sample 4 – over time

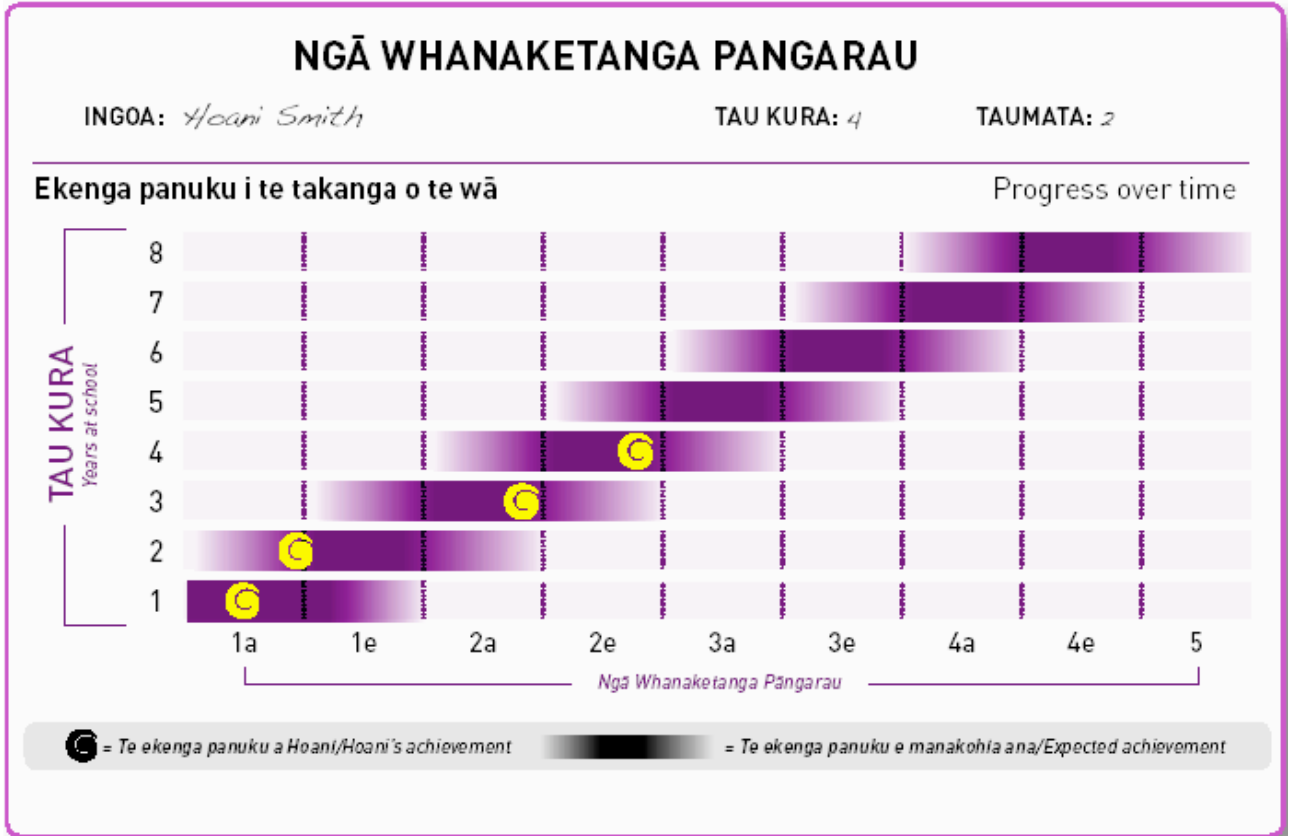


Table 27: Sample graph 4 – Over time

	Number	Percent	% ex non spec.
Yes	21	67.7%	80.8%
No	5	16.1%	19.2%
Not specified	5	16.1%	
Total	31	100.0%	100.0%

Note: % ex non spec. is the percentage with non specified responses removed

Comments specified for an answer of **yes**:

- Circled Taukura and numbers along the Y axis and stated 'not explicit that yrs 9 & 10 are included'.

Comments specified for an answer of **no**:

- Ideally, y but they need to be narrated so that parents understand. Easy to read, but tells me nothing.

2.3.6 Question 5: Understanding from graphs

What do you understand from the graphs provided about Hoani's learning achievement?

Results for this item showed that:

- Just under half of respondents (48.4%) thought the graphs showed a clear indication of progress with a further 12.9% indicating that they were okay, but some improvements were required.
- 12.9% of respondents indicated that the graphs were too complex and a further 6.5% indicated that the graphs showed nothing useful.

Verbatim themed responses are as follows:

	Number	Percent
Clear indication of progress	15	48.4%
Okay - some improvements required	4	12.9%
Too complex	4	12.9%
Nothing	2	6.5%
Other	1	3.2%
Not specified	6	19.4%
Sample	31	

Note: Not additive as respondents comments could be coded to multiple areas

A full list of themed comments is available in Appendix Four.

2.3.7 Question 6: Descriptions of Hoani's progress at school and how his whānau can support his progress at home

How easy or hard is it to understand the sample written section?

Results for this item showed that:

- The easiest to read and understand sample written section was 'Te Reo Matatini – At home' with 100.0% of respondents indicating very easy (64.0%), quite easy (24.0%) or some easy/some hard (12.0%).
- The next-easiest to read and understand sample written section was 'Te Reo Matatini – Goals' with 100.0% of respondents indicating very easy (56.5%), quite easy (21.7%) or some easy/some hard (21.7%).
- The least easy to read and understand sample written section was 'Pāngarau – At home' with 84.0% of respondents indicating very easy (44.0%), quite easy (20.0%) or some easy/some hard (20.0%) but a further 16.0% indicating quite hard (12.0% of respondents) or very hard (4.0% of respondents). There were similar results for 'Pāngarau – At school'.

Table 28: Description of progress

Consultation material	Very easy	Quite easy	Some easy bits/ some hard bits	Quite hard	Very hard	Total
Te Reo Matatini – Goals	56.5%	21.7%	21.7%	0.0%	0.0%	100.0%
Te Reo Matatini – At school	44.0%	24.0%	28.0%	4.0%	0.0%	100.0%
Te Reo Matatini – At home	64.0%	24.0%	12.0%	0.0%	0.0%	100.0%
Pāngarau – Goals	50.0%	16.7%	33.3%	0.0%	0.0%	100.0%
Pāngarau – At school	41.7%	20.8%	25.0%	12.5%	0.0%	100.0%
Pāngarau – At home	44.0%	20.0%	20.0%	12.0%	4.0%	100.0%

Note: Non specified responses have been removed

2.3.8 Question 7: Helping your child to learn – School or community support

What does your child's school or community do to help you support your child's learning?

Results for this item showed that:

- The most mentioned support that respondents' children received from their school or community was communication with the school (38.7% of the total sample), followed by support mechanisms (19.4%) and parental participation/support (16.1% of the total sample).
- Seven respondents did not specify an answer to this question.

A full list of themed comments split into codes is available in Appendix Four.

Verbatim themed responses are as follows:

	Number	Percent
Communication with school	12	38.7%
Support mechanisms	6	19.4%
Parental participation/support	5	16.1%
Give guidance to parents	3	9.7%
Community projects/marae stays	2	6.5%
Cultural heritage aspect	2	6.5%
Nothing/not enough	2	6.5%
Other	1	3.2%
Not specified	7	22.6%
Sample	31	

Note: Not additive as respondents' comments could be coded to multiple areas.

2.3.9 Question 8: Helping your child to learn – Additional support

What else could your child's school or community do to help you support your child's learning?

Results for this item showed that:

- The most frequently mentioned support that respondents' children could receive from their school or community was progress reports/communication with parents (45.2% of the total sample), followed by a focus on the education requirements of each individual (16.1%) and provision of support (16.1% of the total sample).
- Seven respondents did not specify an answer to this question.

Verbatim themed responses are as follows:

	Number	Percent
Progress reports/communication with parents	14	45.2%
Focus on education requirements of each individual	5	16.1%
Support available	5	16.1%
Give guidance to parents	4	12.9%
Ensure teachers have appropriate skills/professional development	3	9.7%
Extend range of education available	2	6.5%
Increased focus on basics (literacy, numeracy)	2	6.5%
Other	5	16.1%
Not specified	7	22.6%
Sample	31	

Note: Not additive as respondents comments could be coded to multiple areas

A full list of themed comments is available in Appendix Four.

2.3.10 Question 9: Helping your child to learn – Further comments

Do you have any other thoughts, suggestions or feedback?

Results for this item showed that:

- Most comments were coded into education (22.6% of the sample), followed by reporting (16.1%) and the process (12.9%). A full list of themed comments is available in Appendix Four.
- Sixteen respondents did not specify any additional comments (51.6% of the total sample).

Verbatim themed responses are as follows:

	Number	Percent
Education	7	22.6%
Reporting	5	16.1%
Process	4	12.9%
Other	2	6.5%
Not specified	16	51.6%
Sample	31	

Note: Not additive as respondents comments could be coded to multiple areas

2.3.11 Question 10: Whānau of children with special needs/disabilities only

Is there a child with special needs or disabilities in your whānau?

Results for this item showed that:

- Most respondents (73.9% of respondents) did not have children with special needs or disabilities, although 26.1% of respondents (six respondents) did have children with special needs.

Table 29: Child(ren) with special needs or disabilities

	Number	Percent	% ex non spec.
Yes	6	19.4%	26.1%
No	17	54.8%	73.9%
Not specified	8	25.8%	
Total	31	100.0%	100.0%

Note: % ex non spec. is the percentage with non specified responses removed

If yes, how would you like to follow your child's progress?

Results for this item showed that:

- Most of the six respondents who had special needs children (83.3% of respondents) identified IEP (Individual Education Programme).

Table 30: Information method – Child(ren) with special needs or disabilities

	Number	Percent
IEP (Individual Education Programme)	5	83.3%
National Standards report	2	33.3%
Other	2	33.3%
Not specified	0	0.0%
Sample	6	100.0%

Note: Not additive as respondents could identify multiple methods

Responses received under the 'other' category were as follows:

- *How I can help learning.*
- *Would like a picture of both of the above.*

2.4 Other feedback information

In addition to results from the education sector feedback forms and parents, families and whānau feedback form, a small amount of additional written feedback was received on post-it notes from community and sector roadshow meetings. These are recorded in Appendix Five.

The majority of these additional feedback notes from Principals and BOT members were in relation to practical aspects of implementation of the draft Ngā Whanaketanga. For example:

- *Are the indicators all to be achieved before moving on to the next whanaketanga? Years at school versus years in Māori medium.*
- *How does this Kaupapa embrace our Kaiako if levels of achievement are not successful?*
- *Is whanaketanga about standardised tool?*
- *Making sure that the focus of the documents are relevant and transferable to all areas of the learner.*
- *Pangarau, early stages and at the end of each level. Te Reo Matatini, end of each level. Why is there a difference?*
- *What communication vehicles are used to inform and up skill Maori B.O.T representatives regarding consultation of the implementation of Marautanga versus national standards within Rumaki, Reo Rua units in mainstream.*
- *What plans are in place to develop our Kaiako in using our documents? Marau, National Standards and Whanaketanga if need be?*
- *Why are the Whanaketanga Pangarau and Te Reo Matatini described (in terms of student independent achievement) in one as early stages and end of level and only end of level in the other? (ie, Pangarau vs. Te Reo).*
- *Will REO measuring stick be dependant on how marau and NZ standards are implemented at different school levels?? If so, how??*
- *Will there be a Maori parallel to the NEMPS using the Marautanga in the context of the assessment guide from the Marautanga.*

Additional feedback notes from parents, families and whānau primarily discussed preferred communication methods. Overall, these findings were consistent with results from the feedback forms received. The additional feedback from parents, families and whānau also highlighted questions about implementation of the draft Ngā Whanaketanga (including communication to BOTs), for example:

- *Have the guidelines for BOT been drafted to assist in how they report back in their annual report to MOE?*
- *Notification of information dispersement needs to be consistent and with time for schools/boards/community to make arrangements to attend.*
- *Rumaki environment in mainstream schools is different to T.K.K.M. Does the Whanaketanga take this into consideration.*
- *What assessment tools will be used for students in Rumaki Maori for re-engaging "English transition programme".*
- *What support for new boards is in place?*

3 Consultation results summary

The feedback information above has been further analysed and interpreted to help identify:

- Whether or not the key stakeholder groups understand the intent of the draft Ngā Whanaketanga.
- Areas of concern and areas for improvement.
- Any barriers to the implementation of Ngā Whanaketanga.
- What information parents need to engage with their children's education.

Note that there is a degree of subjectivity and interpretation by the consultants in relation to the following summary conclusions.

3.1 Stakeholders' understanding of the intent of Ngā Whanaketanga

Overall, there appears to be a relatively high level of understanding of the intent of Ngā Whanaketanga, in terms of providing information about children's learning progress. The example reporting for parents, families and whānau appears to have been relatively easy to understand.

Approximately 70% of education sector respondents agreed that Ngā Whanaketanga 'show the expected progress a Māori-medium student should make from years 1 to 8'.

However, there were significant questions from both the education sector and parents in relation to implementation aspects of Ngā Whanaketanga, including:

- What communication methods will be used to inform and support BOT members?
- What methods will be used to report to and engage with parents?
- What support and professional development measures are in place for teachers to implement Ngā Whanaketanga?
- Will new assessment methods be needed, and how will teachers be supported to use these?

3.2 Areas of concern and areas for improvement

3.2.1 Education sector concerns

A frequently cited concern was that Ngā Whanaketanga does not align well with Te Reo Māori and Pāngarau levels in Te Marautanga (national curriculum). Almost 40% of education sector respondents felt that there was not a good alignment. Around 12% of education sector stakeholders said that the Te Reo Matatini Teacher Guidelines were not easy to understand. From comments, it appears that this was at least partly due to misalignment with the Marautanga, in terms of differing terminologies between the two systems, and also a disparity between the timing of assessments for literacy and numeracy (ie, entry level vs exit level). Comments around these issues included the following:

- *Ka hono nga reo mai i te mararutanga ki te pukapuka whanaketanga. Kua rereke nga reo, e ahua uaua te rapu. Ara te a-waha ki te korero, taha panui ki te a ta. Me orite ai nga korero kia mama te hono. [Bring the language of the curriculum to that of the 'national standards'. The differences make it very difficult to group].*
- *The connections between the Whanaketanga and the new marautanga [curriculum] are very confusing and difficult to comprehend, as the reo [language] differs in both documents.*
- *In this document there is a clear dissonance between the Whanaketanga and the new Marautanga, for example, the links are not clear when the wording in one document differs from that of the other. In the Marautanga the headings are represented as a-Waha, a-Tinana, a-Ta, in the Whanake document the headings are represented as Taha Korero, Taha Panui, and Taha Tuhituhi. Therefore, the challenge for kaiako [teacher] is to try and match, or make a connection between the two documents that obviously contrast from one another.*
- *Te Reo Matatini Whanaketanga may have been made more user friendly if they were somehow both aligned with learner linguistic characteristics in TMOA at entry or exit level, but not one at entry level and the other at exit level as it appears to read.*
- *Why are the Whanaketanga Pangarau and Te Reo Matatini described (in terms of student independent achievement) in one as early stages and end of level and only end of level in the other? (ie, Pangarau vs. Te Reo).*

By and large, teachers gave feedback that they were generally 'not very confident' that the assessment practices they currently use would be sufficient to make judgements against various aspects of Ngā Whanaketanga. The areas of greatest concern included (in approximate declining order):

- (a) Te Reo Matatini – Taha Tuhituhi (Writing).
- (b) Te Reo Matatini – Taha Kōrero (Oral Language).
- (c) Pāngarau – Te Tauanga (Statistics).
- (d) Pāngarau – Te Tūponotanga (Probability).
- (e) Pāngarau – Te Taura me te Pānga (Patterns and Relationships).
- (f) Pāngarau – Te Ine me te Hanga (Measurement and Shape).
- (g) Pāngarau – Te Wāhi, te Ahunga, me te Panoni (Position, Directions and Transformations).

3.2.2 Parents, families and whānau concerns

While there was generally positive feedback about the example reporting for parents, families and whānau, the trend graphs were more difficult for parents and whānau to interpret than the snapshot graphs. Around 13% of respondents commented that they felt the sample graphs were too complex and that parents would require support to interpret these.

When asked how they would prefer to receive information from school about their child's learning and achievement, most indicated parent-teacher meetings and reports that the child brings home. The least popular options were text messaging, online reporting and reports received through the post.

3.3 Barriers to the implementation of Ngā Whanaketanga

From the above issues and concerns, a number of potential barriers can be identified:

- (a) Perceived misalignment between the Te Reo Māori and Pāngarau levels in Ngā Whanaketanga compared with Te Marautanga (national curriculum). This has potential to cause considerable confusion amongst the education sector.
- (b) A need to ensure that teachers are supported through adequate professional development to be confident in using assessment practices for various aspects of Ngā Whanaketanga, particularly in relation to written and oral language assessment and various aspects of numeracy (eg, statistics and probability).
- (c) Parents need clear supporting information to ensure they can correctly interpret their children's achievement graphs, particularly in relation to progress over time.
- (d) Most parents prefer to receive information from their schools through traditional methods such as parent-teacher meetings and reports that the child brings home. The option of text messaging and online reporting may be suitable to some parents, but others would not be equipped or interested in taking up this option.

3.4 Information that parents need to engage with their children's education

The parents, families and whānau feedback form included two questions specifically asking about how their child could be helped to learn, including what their child's school or community could do to help. The most frequently mentioned support was progress reports and communication (including an open-door policy), followed by a focus on the education requirements of each individual child and provision of other types of support. An indicative sample of comments is as follows (in no particular order):


- *Mahi kainga [homework]. Open door policy. Kei te korero te kaiako ia ra [the teacher checks each day]. School reports progress ia wa [regularly]. If my child has issues they contact me immediately. Panui ia wiki [weekly newsletter].*
- *Open door policy, Karahipi [scholarships], Aroha and Holiday courses eg. Taiaha, raranga. Mahi toi.*
- *Open door policy. Reports. Hui. IEP Hui, gifted and talented. Classroom panui and homework notebook (koura, home).*
- *Parent sharing nights, but they're usually run by teachers in teacher language. We need to give teachers lessons in talking in plain language, we are not all academics!*
- *School participates in community projects relevant to learning needs. Open door policy. Whanau hui [family meetings]. Notice board. Panui [newsletter]. Kanohi Ki Kanohi Hui [face to face interview].*
- *Takes heed to Whanau Whakaaro [family thoughts]. Treats my child as their own. Has an open door policy at the Kura [school] where my child can access resources. Is mindful of financial assistance for resources and curriculum outings. Allows for Kaiako/tumuaki korero [teacher principal conversation] on child's needs and achievements. Supports and follows up on child's goals and desires.*
- *The teacher keeps us informed by phone, reports and teacher parent interviews.*
- *Bring support mechanisms for the teacher and tamariki [children] if child is below stanine level. This shown through regular tests.*
- *It has regular uiui korero [question and answer] sessions between parents and Kaiako [teacher]. The Kaiako [teacher] and Tumuaiki [principal] are available and approachable to ask for resources and advice. The children are assessed at the beginning of each year to determine where effort needs to be placed for each child.*

For further comments, refer to Appendix Four.

Appendix One: Education sector feedback form

NGĀ WHANAKETANGA RUMAKI MĀORI

EDUCATION SECTOR FEEDBACK FORM



This form is also available at www.minedu.govt.nz. This could be easier for you to fill in as the electronic form allows for more extensive comments.

Once you have completed this form please send it to Freepost 203 656, National Standards, Ministry of Education, PO Box 1666, Wellington by 31 May 2010.

The Ministry of Education is collecting the following information in order to gain understanding of the views of a range of individuals and education sector organisations on *Ngā Whanaketanga Rumaki Māori*. The information you provide is strictly confidential and no individuals will be identified when the results from this consultation are reported.

Separate feedback is being sought from parents, families, and whānau.

SECTION A: HAVING YOUR SAY

QUESTION 1: The consultation material

Was the consultation material provided on *Ngā Whanaketanga Rumaki Māori* easy to understand?
(Please circle one number in each line.)

	Very easy	Quite easy	Quite difficult	Very difficult
Ngā Whanaketanga: Te Reo Matatini	1	2	3	4
Ngā Whanaketanga: Pāngarau	1	2	3	4
Te Reo Matatini Teacher Guidelines	1	2	3	4
Pāngarau Teacher Guidelines	1	2	3	4
Example reporting for parents, families, and whānau	1	2	3	4

QUESTION 2: Ngā Whanaketanga Rūmaki Māori

The purpose of Ngā Whanaketanga Rūmaki Māori is to describe what a child needs to be able to do in Te Reo Matatini and Pāngarau in order to fully access the knowledge at the corresponding level of Te Marautanga o Aotearoa.

After reading the consultation material please rate the following statements:

	Strongly disagree	Disagree	Agree	Strongly agree
Ngā Whanaketanga: Te Reo Matatini align with Te Reo Māori levels in Te Marautanga o Aotearoa.	1	2	3	4
Ngā Whanaketanga: Te Reo Matatini show the expected progress a Māori-medium student should make from years 1 to 8.	1	2	3	4
Ngā Whanaketanga: Pāngarau align with the pāngarau levels in Te Marautanga o Aotearoa.	1	2	3	4
Ngā Whanaketanga: Pāngarau show the expected progress a Māori-medium student should make from years 1 to 8.	1	2	3	4

QUESTION 3: Teacher guidelines

Is the information in the teacher guidelines easy to understand? (Please circle a number in each line.)

	Not at all	In some cases	In most cases	Yes Definitely
Te Reo Matatini	1	2	3	4
Pāngarau	1	2	3	4

What improvements could be made?

.....

.....

.....

.....

.....

.....

G QUESTION 4: Strengths

Which of the following will be your school's or Māori-medium unit's or classes' strengths when implementing Ngā Whanaketanga Rūmaki Māori?

	Tick all boxes that apply
Making teacher judgements against the whanaketanga	
Using a range of assessment practices to assess against the whanaketanga	
Using Ngā Whanaketanga Rūmaki Māori to improve teaching and learning	
Reporting to parents, families, and whānau	
Reporting to the school community	
Reporting to the Board of Trustees	
Strong te reo Māori	
Teachers with strengths in Te Reo Matatini and Pāngarau	
Other (please specify)	

G QUESTION 5: Assessment

What assessment practices are you using now?

.....

.....

.....

.....

How confident are you that the assessment practices that you are currently using would be sufficient to make judgements against Ngā Whanaketanga Rūmaki Māori?

(Please circle a number in each line.)

	Not at all confident	Not very confident	Confident	Very confident
Te Reo Matatini – Taha Kōrero	1	2	3	4
Te Reo Matatini – Taha Pānui	1	2	3	4
Te Reo Matatini – Taha Tuhihi	1	2	3	4
Pāngarau – Te Tau	1	2	3	4
Pāngarau – Te Taura me te Pānga	1	2	3	4
Pāngarau – Te Ine me te Hanga	1	2	3	4
Pāngarau – Te Wāhi, te Ahunga, me te Panoni	1	2	3	4
Pāngarau – Te Tauanga	1	2	3	4
Pāngarau – Te Tūponotanga	1	2	3	4

QUESTION 6: Reporting to parents, families, and whānau

How does your school report to parents, families, and whānau on their students progress and achievement?
(Tick all boxes that apply.)

- | | |
|---|--|
| <input type="checkbox"/> Written reports | <input type="checkbox"/> Parent teacher interviews |
| <input type="checkbox"/> E-portfolios | <input type="checkbox"/> Student led conferences |
| <input type="checkbox"/> Regular informal discussions with parents and whānau | <input type="checkbox"/> Email or text up-dates |
| <input type="checkbox"/> Other (please list) _____ | |

QUESTION 7: Reporting to parents, families, and whānau

Do you have any comments on plain language reporting for parents, families, and whānau as outlined in the consultation materials?

Please comment here

QUESTION 8: Other comments

Are there further comments you would like to make in relation to Ngā Whanaketanga Rumaki Māori?

Please comment here

SECTION B: STATISTICAL INFORMATION

QUESTION 9

Are you completing this form as an individual? If so please circle one number that best describes your role?

- | | |
|--------------------------------|---|
| Tumuaki/principal | 1 |
| Kaiako/pouako/teacher | 2 |
| Board of trustees member | 3 |
| Teacher educator (pre-service) | 4 |
| Teacher educator (in-service) | 5 |

Other (please state role or describe interest) _____

Are you completing this feedback form on behalf of a group? If so, how many people have had input into this feedback?

Number of people in the group Describe the group _____

G QUESTION 10

Please circle which immersion levels you have in your school.

Level 1 Level 2 Level 3 Level 4

G QUESTION 11

Which region are you or your group located in? *(Tick the box that applies.)*

- | | |
|---------------------------------------|--------------------------|
| Te Tai Tokerau/ Northland | <input type="checkbox"/> |
| Tāmaki Makaurau/ Auckland | <input type="checkbox"/> |
| Waikato | <input type="checkbox"/> |
| Bay of Plenty | <input type="checkbox"/> |
| Te Tai Rāwhiti/East Coast/Poverty Bay | <input type="checkbox"/> |
| Hawke's Bay | <input type="checkbox"/> |
| Taranaki | <input type="checkbox"/> |
| Manawatū/ Whanganui | <input type="checkbox"/> |
| Wellington/ Wairarapa | <input type="checkbox"/> |
| Te Taihū o te Waka a Māui | <input type="checkbox"/> |
| West Coast/Canterbury | <input type="checkbox"/> |
| Otago/ Southland | <input type="checkbox"/> |
| National | <input type="checkbox"/> |

Other (please specify) _____

G QUESTION 12

What type of kura/school or educational institution is this?

- | | | | |
|----------------------------|--------------------------|----------------------------|--------------------------|
| Kura ā-lwi Yr 1-8 | <input type="checkbox"/> | Kura Auraki Yr 1-6 | <input type="checkbox"/> |
| Kura ā-lwi Yr 1-13 | <input type="checkbox"/> | Kura Auraki Yr 1-8 | <input type="checkbox"/> |
| Kura Kaupapa Māori Yr 1-8 | <input type="checkbox"/> | Intermediate school Yr 7-8 | <input type="checkbox"/> |
| Kura Kaupapa Māori Yr 1-13 | <input type="checkbox"/> | Wharekura Yr 9-13 | <input type="checkbox"/> |
| Kura Kaupapa Māori (Teina) | <input type="checkbox"/> | Wānanga | <input type="checkbox"/> |
| Kura Māori Yr 1-8 | <input type="checkbox"/> | Secondary school Yr 9-13 | <input type="checkbox"/> |
| Kura Māori Yr 1-13 | <input type="checkbox"/> | Iwi Rūnanga/Organisation | <input type="checkbox"/> |

Other (please specify) _____

Is your school involved in the information gathering initiative for Ngā Whanaketanga Rūmaki Māori?

Yes No

SENDING US YOUR FEEDBACK

This Ministry of Education are hosting regional hui throughout the country to provide opportunities for Māori-medium education sector to discuss *Ngā Whanaketanga Rūmaki Māori*.

The hui will held in the following regions.

Kaitiāia
Whāngārei
Tāmaki Makaurau (Auckland)
Kirikiriroa (Hamilton)
Rotorua
Tāneatua
Turanga (Gisborne)
Ahuriri (Napier)
Taranaki (New Plymouth)
Te Whanganui-a-Tara (Wellington)
Whakatū (Nelson)
Ōtautahi (Christchurch)
Murihiku (Invercargill)

This form is also available on www.minedu.govt.nz – we encourage you to complete the online version if this is easier for you.

Once you have completed this form please send it to Freepost 203 656, National Standards, Ministry of Education, PO Box 1666, Wellington by 31 May 2010.




Te Kāwanatanga o Aotearoa

Appendix Two: Parents, families and whānau feedback form

NGĀ WHANAKETANGA RUMAKI MĀORI

PARENTS, FAMILIES, AND WHĀNAU FEEDBACK FORM



E ngā pitau whakarei o ngā waka kua rarau nei tēnei te reo waioha ki a koutou. Tau mārire te puna whakawhenua ki runga i te kaupapa nei kua hōkai atu ki ia pito o te whenua. Mā te tauwhiawhi o te hapori me ngā kura i te tamaiti, ka whakamana tātou i ā tātou tamariki e tere mai ana i raro i bna ara akoranga. Ka haumi te waka, ka haumiri a Tawhirimātea i ngā rā kaupaparu kia taea ai te tamaiti te pae tawhiti, kia whakamaui kia tina.

The Government wants all Māori students to enjoy education success as Māori. Strengthening and supporting Māori-medium education is central to this.

The introduction of the draft *Ngā Whanaketanga Rūmaki Māori*, National Standards in literacy and numeracy in Māori-medium, reflects our commitment to ensuring Māori students are supported to reach their potential.

The draft *Ngā Whanaketanga Rūmaki Māori* will support the implementation of *Te Marautanga o Aotearoa* by assisting teachers to equip students with the oral, reading, writing, and mathematics skills they need to access the curriculum.

The whanaketanga reflect the importance of oral language as a foundation skill for students in Māori-medium schools and settings. They will be used to assess progress for students in Years 1 to 8.

Consultation and information gathering of the draft *Ngā Whanaketanga Rūmaki Māori* will take place during 2010 to ensure the whanaketanga are aligned with the curriculum, to gather evidence that the whanaketanga are set at the right levels, and to ensure teachers, principals, and whānau are well prepared to work with the whanaketanga.

We need to work together to ensure your tamariki succeed. I encourage your whānau to attend hui being organised as part of this consultation. Your ideas and experiences are important and we need to hear your views. You can use the enclosed questionnaire, go to www.minedu.govt.nz and fill in the online survey, or join hui discussions.

I look forward to hearing your views as we work together to make sure Māori enjoy education success as Māori.

Nāku noa, nā

Hon Anne Tolley
Minister of Education

Parents, Families, and Whānau Feedback Form

SECTION A: HAVING YOUR SAY

Question 1 – Information on learning and achievement

How do you receive information from school on your child's learning and achievement now and how would you like to receive that information?
(Tick as many boxes as you wish.)

	How do you receive information from school now?		Is this the way you like to receive information?	
	Yes	No	Yes	No
Written reports that my child brings home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written reports the school sends to me in the post	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent/teacher meetings without my child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meetings that involve me, my child, and the teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Text messages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emails	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reports and assessments that I can download from the school website	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Question 2

How well informed do you feel about your child's progress and achievement? (Circle one number.)

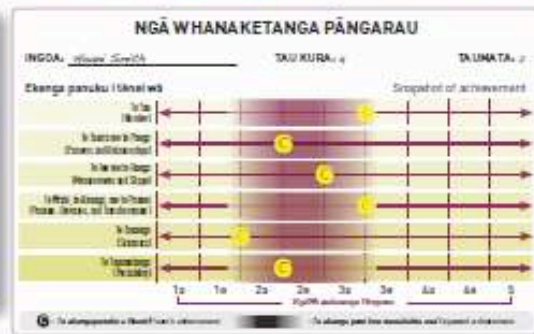
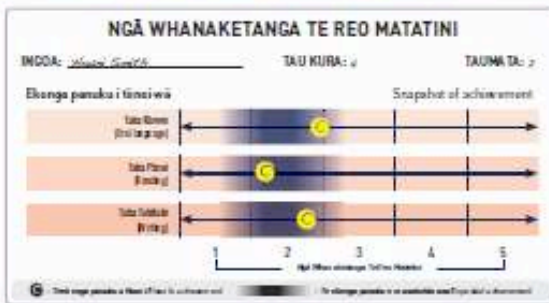
Not informed	Not well informed	Informed	Well informed
1	2	3	4

Question 3 – Sample graphs

Hoani is a Year 4 child at a kura. The sample graphs below show how he is achieving now. These graphs are examples of how a school could show you how Hoani is achieving in relation to the Ngā Whanaketanga Rūmaki Māori. Do you find these graphs useful? (Tick one box.)

Sample 1 – snapshot Yes No

Sample 2 – snapshot Yes No



Question 4

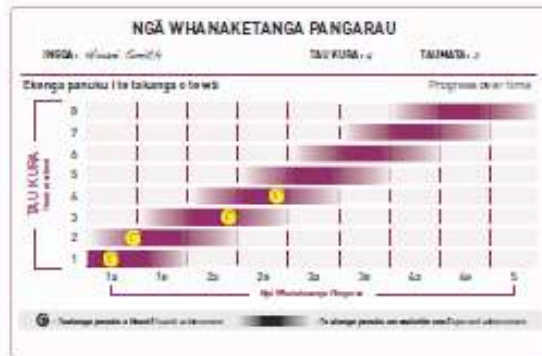
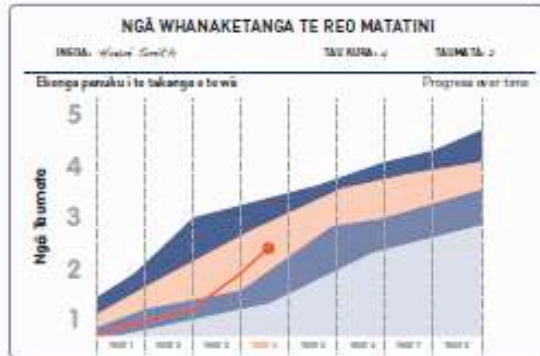
These graphs are examples of how Hoani has progressed over time. Do you find these useful? (Tick one box.)

Sample 3 – over time

Yes No

Sample 4 – over time

Yes No



Question 5

What do you understand from the graphs provided about Hoani's learning and achievement?

Question 6 – Descriptions of Hoani's progress at school and how his whānau can support his progress at home

How easy or hard is it to understand the sample written section? (Tick one box on each line.)

	Very easy	Quite easy	Some easy bits /some hard bits	Quite hard	Very hard
Te Reo Matatini – Goals	1	2	3	4	5
Te Reo Matatini – At school	1	2	3	4	5
Te Reo Matatini – At home	1	2	3	4	5
Pāngarau – Goals	1	2	3	4	5
Pāngarau – At school	1	2	3	4	5
Pāngarau – At home	1	2	3	4	5

NGĀ WHANAKETANGA: TE REO MATATINI

Te ahu whakamua

Kua whakaritea e Hoani ēnei whāinga ake māna:

- Kia kaha ake ki te whakamārama rauataki pānui
- Kia tika ake te whakamahi i ngā tohutuhi
- Kia ake ki te kimi awhina mai i te papakupu.

Tā te kura:

Kei te pakeke te reo kōrero me ngā pūke nga tuhituhi o Hoani. He awhina nui ēnei pūkenga i roto i āna mahi pānui. I ngā wiki e 10 mai nei ka timata a Hoani ki te pānui i ngā pukapuka kei te taumata Pūngao, 2, ko te aranga o ngā mahi ko te:

- whakarāpopoto i ngā whakaaro matua
- pānui wawe i ngā kupu
- āra atu ki ngā awhiri o roto i ngā tānga whakaahua.

He whakaaro mō te whānau:

- Tonoa a Hoani kia kōrero mō ngā pukapuka i pānuihia e ia i te kura
- Kōrero tahi mō ētahi whakaahua o kōwhiri āna i ngā toa, i ngā niupepa, i hea rānei
- Ākina a Hoani kia pānui pukapuka i te kāinga.

Looking ahead

Hoani has set these goals for himself:

- To get better at explaining reading strategies
- To get better at using punctuation
- To learn how to use a dictionary.

At school:

Hoani has very strong oral and writing skills. These skills are really helpful to Hoani in reading. In the coming weeks, Hoani will be reading books at Pūngao level and will focus on:

- summarising the main ideas
- skimming and scanning text
- recognising clues in images.

At home:

- Ask Hoani to talk about the books he has read at kura
- Talk together about any posters or images that you see in shops, in the newspapers, or in other places
- Encourage Hoani to read at home.

NGĀ WHANAKETANGA: PĀNGARAU

Te ahu whakamua

Kua whakaritea e Hoani ēnei whāinga ako māna:

- Kia kaha ake ki te whakamārama rautaki whakaoti rapanga
- Kia māia ki ngā meka whakarātanga matua katoa
- Kia ake ki te hanga kauwhata ki te ripanga rotohiho.

Tā te kura:

Hāunga te tauanga, e pakari ana te eke panuku a Hoani i ngā whanaketanga pāngarau. Ko te tauanga te tino aranga i ngā wiki kei te tū mai, ara:

- te tuhi me te whakamāori kauwhata pou
- te aratake tūhurātanga rāraunga.

Ko te mōhio a Hoani ki te tau ka tino tawhina i a ia i ēnei akoranga.

He whakaaro mō te whānau:

- Whakawhitwhiti kōrero mō ngā momo kauwhata e kitea mai ana i ngā niupepa me ētahi atu wāhi
- Tonoa a Hoani kia whakamārama i ana tūhurātanga tauanga.

Looking ahead

Hoani has set these goals for himself:

- To get better at explaining problem solving strategies
- To be confident with all times tables
- To learn to produce graphs using a computer spreadsheet.

At school:

Apart from Statistics, Hoani is making good progress against ngā whanaketanga pāngarau. Statistics will be the main focus over the next few weeks, namely:

- drawing and interpreting bar graphs-
- evaluating data investigations-

Hoani's knowledge of number will be of great benefit in this work.

At home:

- Discuss graphs when they appear in the media
- Ask Hoani to explain the statistical investigations he is undertaking at school.

Helping your child to learn

Question 7

What does your child's school or community do to help you support your child's learning? *(Write your comments below.)*

Question 8

What else could your child's school or community do to help you support your child's learning? *(Write your comments below.)*

Question 9 – Further comments

Do you have any other thoughts, suggestions or feedback? *(Write any comments below.)*

Question 10 – Whānau of children with special needs/disabilities only

Is there a child with special needs or disabilities in your whānau? *(Tick one box.)*

Yes

No

If yes, how would you like to follow your child's progress? *(Tick one box.)*

IEP *(Individual Education Programme)*

National Standards report – as shown in samples

Other *(please specify)*

SECTION B: STATISTICAL INFORMATION

If you are filling this booklet out as part of a consultation meeting, please complete the two questions below.

I am attending this meeting on *(date)*

At *(place)*

Lastly, we would like you to complete the following details about yourself so that we can understand the views held by different whānau members.

Gender

Male

Female

Ethnicity *(Tick as many options as you wish.)*

Māori

Pākehā/NZ European

Pasifika

Other

Are you affiliated to any iwi?

Yes

No

Don't know

Iwi 1

Region

Iwi 2

Region

Iwi 3

Region

Iwi 4

Region

Iwi 5

Region

Iwi 6

Region

What type of te reo Māori setting is/are your child/ren, grandchild/ren, other family or whānau members in?

Kura Māori – whole school

Bilingual unit or class

Rūmaki or immersion unit or class

Other (please specify)

I have children, grandchildren, other family or whānau members at primary or intermediate school in the following years.
(Tick as many boxes as you wish.)

Year 1

Year 5

Year 2

Year 6

Year 3

Year 7

Year 4

Year 8

Let us know what you think

The Ministry of Education would like to hear the views of whānau of students who learn in Māori-medium settings. Consultation will run from March to May 2010.

You can attend a hui in your area, use the feedback form in this brochure or go online at www.minedu.govt.nz and fill in an online form.

The consultation hui will be held in the following regions:

Kaitiāia

Tūranga (Gisborne)

Whāngārei

Taranaki (New Plymouth)

Tāmaki Makaurau (Auckland)

Te Whanganui-a-Tara (Wellington)

Kirikiriroa (Hamilton)

Whakatō (Nelson)

Rotorua

Ōtautahi (Christchurch)

Tāneatua

Murihiku (Invercargill)

More details will be available on www.minedu.govt.nz and through your school.

Please complete this form and send it to Freepost 203 656, National Standards, Ministry of Education, PO Box 1666, Wellington by 31 May 2010.



Te Kāwanatanga o Aotearoa

Appendix Three: Education sector feedback – Full set of tables and comments

SECTION A: HAVING YOUR SAY

Q1 The consultation material

Was the consultation material provided on Ngā Whanaketanga Rumaki Māori easy to understand?

Ngā Whanaketanga: Te Reo Matatini

	Number	Percent	% ex non spec.
Very easy	5	10.4%	11.6%
Quite easy	25	52.1%	58.1%
Quite difficult	7	14.6%	16.3%
Very difficult	6	12.5%	14.0%
Not specified	5	10.4%	
Total	48	100.0%	100.0%

Note: % ex non spec. is the percentage with non specified responses removed

Ngā Whanaketanga: Pāngarau

	Number	Percent	% ex non spec.
Very easy	12	25.0%	26.1%
Quite easy	22	45.8%	47.8%
Quite difficult	8	16.7%	17.4%
Very difficult	4	8.3%	8.7%
Not specified	2	4.2%	
Total	48	100.0%	100.0%

Note: % ex non spec. is the percentage with non specified responses removed

Te Reo Matatini Teacher Guidelines:

	Number	Percent	% ex non spec.
Very easy	5	10.4%	11.6%
Quite easy	21	43.8%	48.8%
Quite difficult	13	27.1%	30.2%
Very difficult	4	8.3%	9.3%
Not specified	5	10.4%	
Total	48	100.0%	100.0%

Note: % ex non spec. is the percentage with non specified responses removed

Pāngarau Teacher Guidelines:

	Number	Percent	% ex non spec.
Very easy	11	22.9%	25.6%
Quite easy	22	45.8%	51.2%
Quite difficult	6	12.5%	14.0%
Very difficult	4	8.3%	9.3%
Not specified	5	10.4%	
Total	48	100.0%	100.0%

Note: % ex non spec. is the percentage with non specified responses removed

Example reporting for parents, families, and whānau:

	Number	Percent	% ex non spec.
Very easy	12	25.0%	26.7%
Quite easy	24	50.0%	53.3%
Quite difficult	6	12.5%	13.3%
Very difficult	3	6.3%	6.7%
Not specified	3	6.3%	
Total	48	100.0%	100.0%

Note: % ex non spec. is the percentage with non specified responses removed

Q2 Ngā Whanaketanga Rumaki Māori

The purpose of Ngā Whanaketanga Rumaki Māori is to describe what a child needs to be able to do in Te Reo Matatini and Pāngarau in order to fully access the knowledge at the corresponding level of *Te Marautanga o Aotearoa*.

After reading the consultation material please rate the following statements:

Ngā Whanaketanga: Te Reo Matatini align with Te Reo Māori levels in Te Marautanga o Aotearoa:

	Number	Percent	% ex non spec.
Strongly disagree	10	20.8%	24.4%
Disagree	6	12.5%	14.6%
Agree	18	37.5%	43.9%
Strongly agree	7	14.6%	17.1%
Not specified	7	14.6%	
Total	48	100.0%	100.0%

Note: % ex non spec. is the percentage with non specified responses removed

Ngā Whanaketanga: Te Reo Matatini show the expected progress a Māori-medium student should make from years 1 to 8:

	Number	Percent	% ex non spec.
Strongly disagree	6	12.5%	16.2%
Disagree	5	10.4%	13.5%
Agree	21	43.8%	56.8%
Strongly agree	5	10.4%	13.5%
Not specified	11	22.9%	
Total	48	100.0%	100.0%

Note: % ex non spec. is the percentage with non specified responses removed

Ngā Whanaketanga: Pāngarau align with the pāngarau levels in Te Marautanga o Aotearoa:

	Number	Percent	% ex non spec.
Strongly disagree	6	12.5%	16.2%
Disagree	8	16.7%	21.6%
Agree	16	33.3%	43.2%
Strongly agree	7	14.6%	18.9%
Not specified	11	22.9%	
Total	48	100.0%	100.0%

Note: % ex non spec. is the percentage with non specified responses removed

Ngā Whanaketanga: Pāngarau show the expected progress a Māori-medium student should make from years 1 to 8:

	Number	Percent	% ex non spec.
Strongly disagree	5	10.4%	12.8%
Disagree	6	12.5%	15.4%
Agree	23	47.9%	59.0%
Strongly agree	5	10.4%	12.8%
Not specified	9	18.8%	
Total	48	100.0%	100.0%

Note: % ex non spec. is the percentage with non specified responses removed

Q3 Teacher guidelines

Is the information in the teacher guidelines easy to understand?

Te Reo Matatini:

	Number	Percent	% ex non spec.
Not at all	5	10.4%	12.2%
In some cases	17	35.4%	41.5%
In most cases	15	31.3%	36.6%
Yes definitely	4	8.3%	9.8%
Not specified	7	14.6%	
Total	48	100.0%	100.0%

Note: % ex non spec. is the percentage with non specified responses removed

Pāngarau:

	Number	Percent	% ex non spec.
Not at all	3	6.3%	7.0%
In some cases	17	35.4%	39.5%
In most cases	13	27.1%	30.2%
Yes definitely	10	20.8%	23.3%
Not specified	5	10.4%	
Total	48	100.0%	100.0%

Note: % ex non spec. is the percentage with non specified responses removed

What improvements could be made?

Comments coded:

	Number	Percent
Improvements specified	14	29.2%
Too early to make comment/need more time	5	10.4%
More professional development required	2	4.2%
Other	3	6.3%
Not specified	24	50.0%
Sample	48	

Note: Not additive as respondents' comments could be coded to multiple areas.

Comments coded to '**improvements specified**':

- Align reading levels that match with Marau [curriculum]. Ie, a-Ta [writing], a-Waha [oral language] are not the same as Whanaketanga [development].
- Ensure teachers get paid to ensure competency with delivery and practices, how to incorporate info planning, develop other tasks as appropriate to need. Found some tasks were levelled in wrong place as they were too difficult for some tamariki [children] to complete at the level they were placed in according to the "Whanaketanga" [development].
- For Te Reo Matatini: 1. Links are not clear from the marautanga [curriculum] to whanaketanga [development]. Taha panui [reading], taha tuhituhi [writing], taha korero [oral language] should align with Te Marautanga and should read a-ta, a-tinana, a-waha. 2. Trying to link the indicators to the Marautanga [curriculum] was difficult as the wording are different. They should be kept as the same. 3. In He Kupu Whakamarama, there is no mention of Harakeke in which by the end of Year 2 students should be at Khi not te timatanga o Kiekie. Miro needs to be levelled properly. The expectations are raised too high and should allow for individual needs. eg: By the end of Year 2 children will be between Khe-Khi, year 4 children will be reading between Kka-Kki and so on. Pangarau: 1. The graph would be used as a benchmark / standard for students to be at, which are too high. The levels are different to poutama tau. 2. The levelling relates to poutama tau for tau, but what of the other whenu, ahuahanga etc. How can Kaupae relate to the levels for the other whenu [strands].
- It is difficult in marrying the whaingā [objectives] with the whanaketanga [standards] in both books. The marau [curriculum] has symbols and organised as a-ta, a-tinana, a-waha. The whanaketanga [standards] book has them headed under taha tuhituhi, taha panui and taha korero. Difficult to find where they are in the levels. They both should have the same headings or organised in a similar way under the levels... Poutama Tau is visible in both, but not the other strands. How do we assess the other strands?
- It uses a different language than what is used in the new marautanga [curriculum]. A level of taumata panui [reading level] is missing. Do we teach to the indicators or achievement only.
- Ka hono nga reo mai i te mararutanga ki te pukapuka whanaketanga. Kua rereke nga reo, e ahua uaua te rapu. Ara te a-waha ki te korero, taha panui ki te a ta. Me orite ai nga korero kia mama te hono. [Bring the language of the curriculum to that of the 'national standards'. The differences make it very difficult to group].
- kia kotahi kia orite nga whanake o te Pangarau me Te Reo Matatini e.g., la le mo te Pangarau akenepea me penei ano me te Reo Matatini - Tetahi key, colour code - mo te aha? Hei aha? [Can we make the language of numeracy and literacy similar or the same? By using a code, key etc].
- Make some referral to the bigger Whanaketanga [development] sheets.
- Me pehea e mama ai te reo! [How do we simplify 'the language']?

- *Te Reo Matatini. What other assessment tools are there or will there be made available to assist judgements made other than Pukete Panui & Iti Rearea? Connections between Nga Whanaketanga and the Marautanga are not clear eg, Nga Whanaketanga Headers - Taha Korero, Taha Panui, Taha Tuhituhi are totally different to the Marautanga Headers – A-Waha, A-Tinana, A-Ta. The document is not user friendly nor is it easy to make links. (With 20+ years of experience trying to marry up the two documents, links could still not be made). Links are also not clear between the two documents because the reo is different which causes confusion. The documents would work better together if the reo in the two documents were the same. Taumata Panui; - There is no mention of the Harakeke Level; - Kiekie level to be reached at year 2 is unachievable especially if students begin kura later in the year and they are still classed as a Year 1; - Timatanga, waenga and mutunga for Panui Achievement Levels are not clear expectations. This leaves room for different (or own) interpretations. We have clearer expectations that we have set at our school. Indicators – Not clear as to whether or not all of these need to be achieved. Are these the only indicators? Do we not see that teachers are only going to end up by teaching to these indicators? Pangarau. What other assessment tools are there or will there be to assist judgements made other than Poutama Tau? In saying this Poutama Tau appears to be the only form of levelling, BUT this assessment tool does not assess students' knowledge for the other whenu of Pangarau SO why are we solely using this as the way to judge the students level of achievement for all whenu? For the graph on page 1 there are differences in levelling compared to Poutama Tau levels in Poutama Tau Documents. Some Kaupae move between levels of the Marautanga. Nga Whanaketanga states one Taumata for each year level. This is too much of a difference, especially when you are reporting back to parents and they see one thing in the document but you are saying something else. Does this really show that we are catering for the needs of the students? Once again teachers will teach to the Whanaketanga document not to the guidelines set out in the Marautanga. As per the Te Reo Matatini, there needs clearer links between the two documents so that they are easier to work. The reo needs to marry. What is the point of new reo or re-arranging text when there is no clear link? Use the same terms and the same language. Just cut and paste it all so that it marries. The indicators are very limited and once again teachers will only teach to these in the Whanaketanga after all this is what teachers will be using to report back on.*
- *The connections between the Whanaketanga [development] and the new marautanga [curriculum] are very confusing and difficult to comprehend, as the reo [language] differs in both documents. If you use the same reo from the marautanga you will make the links clear which will make the documents user friendly. For Taumata panui, there is no mention of the Harakeke level, so where do the new entrant Year ones fit into the marautanga [curruculum]? Are they not being assessed in this area, and if not how do we assess or choose their taumata panui [reading level]?. The expectations are not clear enough which leaves too much room for different interpretations. For Pangarau, the levelling is based solely on Poutama Tau [Maori numeracy programme], what about the other whenu [strands]?. These are not tested in Poutama Tau, yet there are supposedly clearly set out indicators that align with the Poutama Tau levels. How does that work?*
- *To ensure that both documents have same headings, as a result, making the links between both documents easier and clearer to understand when matching the two together. The end result a more user friendly document.*
- *Whatever the activity is being assessed to be recorded. So parents know how their child achieved.*

Comments coded to **'too early to make comment/need more time'**:

- *At this time, I don't have the reading knowledge to say confidently this is or will happen.*
- *It is too early to make an informed comment on these materials. Need time to digest and engage in dialogue with others from within the sector.*
- *Longer time frame to read and understand material. Not really able to answer these questions in an informed way.*
- *Maybe give more time to decipher what's inside these resources. I've looked at the Pangarau side of things only.*
- *Need more professional development for this for more clarification.*

Comments coded to **'more professional development required'**:

- *Professional development for report writing.*
- *Professional development required to improve teacher competency in reo specific in Pangarau and literacy.*

Comments coded to **'other'**:

- *As a teaching principal the biggest barrier is time. With only a month and a half with the Te Reo Matatini, I have barely gone past the first two pages. Fortunately as a pilot school for the pangarau we have had intensive wananga [higher level teaching] on this and found it very teacher friendly.*
- *Pangarau - Ko te whakatakotoranga o nga rapanga, kia hangai ki nga kaupae.*
- *Tabbing sections.*

Q4 Strengths

Which of the following will be your school's or Māori-medium unit's or classes' strengths when implementing *Ngā Whanaketanga Rumaki Māori*?

	Number	Percent	Rank
Making teacher judgements against the whanaketanga	27	56.3%	2
Using a range of assessment practices to assess against the whanaketanga	27	56.3%	2
Using Ngā Whanaketanga Rumaki Māori to improve teaching and learning	25	52.1%	6
Reporting to parents, families, and whānau	31	64.6%	1
Reporting to the school community	27	56.3%	2
Reporting to the Board of Trustees	26	54.2%	5
Strong te reo Māori	25	52.1%	6
Teachers with strengths in Te Reo Matatini and Pāngarau	20	41.7%	8
Other	4	8.3%	
Not specified	9	18.8%	
Sample	48		

Note: Not additive as respondents could identify multiple strengths

Q5 Assessment

What assessment practices are you using now?

Assessments coded:

	Number	Percent
Panui Haere/Pukete Panui Haere	24	50.0%
Poutama Tau	17	35.4%
Asttle	10	20.8%
Gloss/ IKAN	7	14.6%
He Matai Matatupu	6	12.5%
Hopukina	6	12.5%
Iti Rearea	3	6.3%
Kopaki Aromatawai/ Uiui Aromatawai Pangarau/ Uiui	3	6.3%
Manu Tuhituhi	3	6.3%
Te Ao Tuhituhi	3	6.3%
Ngā Kete Kōrero	2	4.2%
Numpa	2	4.2%
Running Records	2	4.2%
ARBS	1	2.1%
Exemplars	1	2.1%
Haurapa	1	2.1%
He Ara Rerere	1	2.1%
Josh	1	2.1%
Korero-a-waha	1	2.1%
Nga Tauaromani	1	2.1%
Rarangi Kupu	1	2.1%
Y6 nets	1	2.1%
Other	14	29.2%
Not specified	14	29.2%
Sample	48	

Note: Not additive as respondents comments could be coded to multiple areas

Comments coded to '**Panui Haere/Pukete Panui Haere**':

- AKA. Panui Haere. He Matai Matatupu. He Ara Rerere.
- ASTLE - Haurapa - Pukete Panui Haere. ASTLE re: Pangarau/Paanui.
- Asttle, Nga Tauaromani, Pukete Panui Haere, Poutama Tau and Matai Matatipu.
- Developing 'Hopukina' reo assessment in Pangarau. Task based specific assessments - formative. Poutawia Tau dignostic/summative. Panui Haere. / Haurapa - kei te whakamatau tonu.
- He Matai Matatupu, Pukete Panui & Iti rearea, Poutama Tau, Kopaki Aromatawai.
- Nga kete korero - Pukete Panui & Iti Rearea, Poutama Tau, Portfolio samples, Pre and post testing, Self and teacher evaluations, Observations and teachers judgements from thes, Conferencing.....
- Numpa, Asttle, Pukete Ponui Haere, Manu Tuhituhi, Korero-a-waha and Y6 nets.
- Numpa, Asttle, Rarangi Kupu and Panui Pukete Haere.
- Panui Haere and Te Ao Tuhituhi.
- Panui Haere, He Matai Matatupu, Uiui Aromatawai Pangarau, Gloss Pangarau, IKAN Pautama Tau, Paper and word tests, Writing samples, Teacher judgement and Assess against school wide benchmarks.
- Panui Haere, Uiui and Gloss.
- Panui Haere. Te Poutama Tau. Manu Tuhi Tuhi. Exemplars. ARBS.
- Panui Puketehaere, Asttle, Hopukina and Uiui gloss.
- Portfolio pre and post tests; Poutama Tau; Pukete Panui; Self and teacher evaluations; Observations.
- Potamatau. Nga kete panui.
- Pouako [teacher] (tiro haere ia rangi). Uiui Poutaina Tau. Aka. Matai Matatipu. Hopukina. Pukete Panui Haere.
- Poutama Tau. IKAN Gloss. Hopukina. Panui Haere. Tuhituhi.
- Poutama Tau. IKAN. Gloss. Hopukina. Panui Haere.
- Poutama Tau. Pukete Panui Haere.
- Pukete Panui and Asttle.
- Pukete panui and Poutama tau.
- Pukete panui, iti rearea, poutama tau
- Reo-a-waha = Hopukina. Panui = Panui Haere. Tuhituhi = NKK Tuhituhi. Poutama Tau = Gloss, IKAN.
- The assessment practices that we are using at present are in the form of a Kopaki Aromatawai which basically shows parents what progress their tamaiti has made within the term. We use Poutama Tau, Pukete Panui, tuhituhi indicators, pre and post tests for each marau.

Comments coded to '**Poutama Tau**':

- Asttle, Nga Tauaromani, Pukete Panui Haere, Poutama Tau and Matai Matatipu.
- Developing 'Hopukina' reo assessment in Pangarau. Task based specific assessments - formative. Poutawia Tau dignostic/summative. Panui Haere. / Haurapa - kei te whakamatau tonu.
- He Matai Matatupu, Pukete Panui & Iti rearea, Poutama Tau, Kopaki Aromatawai.
- Nga kete korero - Pukete Panui & Iti Rearea, Poutama Tau, Portfolio samples, Pre and post testing, Self and teacher evaluations, Observations and teachers judgements from thes, Conferencing.....
- Panui Haere, He Matai Matatupu, Uiui Aromatawai Pangarau, Gloss Pangarau, IKAN Pautama Tau, Paper and word tests, Writing samples, Teacher judgement and Assess against school wide benchmarks.
- Panui Haere. Te Poutama Tau. Manu Tuhi Tuhi. Exemplars. ARBS.
- Portfolio pre and post tests; Poutama Tau; Pukete Panui; Self and teacher evaluations; Observations.

- *Potamatau. Nga kete panui.*
- *Pouako [teacher] (tiro haere ia rangi). Uiui Poutaina Tau. Aka. Matai Matatipu. Hopukina. Pukete Panui Haere.*
- *Poutama Tau. IKAN Gloss. Hopukina. Panui Haere. Tuhituhi.*
- *Poutama Tau. IKAN. Gloss. Hopukina. Panui Haere.*
- *Poutama Tau. Pukete Panui Haere.*
- *Pukete panui and Poutama tau.*
- *Pukete panui, iti rearea, poutama tau*
- *Reo assessment using kopukina, Pautama Tau Uiui, diagnostic and formative/summative. Task based assessment.*
- *Te Poutama Tau, Student profiles and Questioning.*
- *The assessment practices that we are using at present are in the form of a Kopaki Aromatawai which basically shows parents what progress their tamaiti has made within the term. We use Poutama Tau, Pukete Panui, tuhituhi indicators, pre and post tests for each marau.*

Comments coded to '**Asttle**':

- *AST.*
- *ASTLE - Haurapa - Pukete Panui Haere. ASTLE re: Pangarau/Paanui.*
- *Asttle, Nga Tauaromani, Pukete Panui Haere, Poutama Tau and Matai Matatipu.*
- *Asttle, running records and josh.*
- *Asttle, running records, NCM and made up ones.*
- *e-asTTle. Te Mātai Matatipu. Ngā Kete Kōrero. Haurapa.*
- *Numpa, Asttle, Pukete Ponui Haere, Manu Tuhituhi, Korero-a-waha and Y6 nets.*
- *Numpa, Asttle, Rarangi Kupu and Panui Pukete Haere.*
- *Panui Puketehaere, Asttle, Hopukina and Uiui gloss.*
- *Pukete Panui and Asttle.*

Comments coded to '**Gloss/ IKAN**':

- *Gloss. IKAN. Basic Facts.*
- *Panui Haere, He Matai Matatupu, Uiui Aromatawai Pangarau, Gloss Pangarau, IKAN Pautama Tau, Paper and word tests, Writing samples, Teacher judgement and Assess against school wide benchmarks.*
- *Panui Haere, Uiui and Gloss.*
- *Panui Puketehaere, Asttle, Hopukina and Uiui gloss.*
- *Poutama Tau. IKAN Gloss. Hopukina. Panui Haere. Tuhituhi.*
- *Poutama Tau. IKAN. Gloss. Hopukina. Panui Haere.*
- *Reo-a-waha = Hopukina. Panui = Panui Haere. Tuhituhi = NKK Tuhituhi. Poutama Tau = Gloss, IKAN.*

Comments coded to '**He Matai Matatupu**':

- *AKA. Panui Haere. He Matai Matatupu. He Ara Rerere.*
- *Asttle, Nga Tauaromani, Pukete Panui Haere, Poutama Tau and Matai Matatipu.*
- *e-asTTle. Te Mātai Matatipu. Ngā Kete Kōrero. Haurapa.*
- *He Matai Matatupu, Pukete Panui & Iti rearea, Poutama Tau, Kopaki Aromatawai.*
- *Panui Haere, He Matai Matatupu, Uiui Aromatawai Pangarau, Gloss Pangarau, IKAN Pautama Tau, Paper and word tests, Writing samples, Teacher judgement and Assess against school wide benchmarks.*
- *Pouako [teacher] (tiro haere ia rangi). Uiui Poutaina Tau. Aka. Matai Matatipu. Hopukina. Pukete Panui Haere.*

Comments coded to **‘Hopukina’**:

- Panui Puketehaere, Asttle, Hopukina and Uiui gloss.
- Pouako [teacher] (tiro haere ia rangi). Uiui Poutaina Tau. Aka. Matai Matatipu. Hopukina. Pukete Panui Haere.
- Poutama Tau. IKAN Gloss. Hopukina. Panui Haere. Tuhituhi.
- Poutama Tau. IKAN. Gloss. Hopukina. Panui Haere.
- Reo assessment using kopukina, Pautama Tau Uiui, diagnostic and formative/summative. Task based assessment.
- Reo-a-waha = Hopukina. Panui = Panui Haere. Tuhituhi = NKK Tuhituhi. Poutama Tau = Gloss, IKAN.

Comments coded to **‘Iti Rearea’**:

- He Matai Matatupu, Pukete Panui & Iti rearea, Poutama Tau, Kopaki Aromatawai.
- Nga kete korero - Pukete Panui & Iti Rearea, Poutama Tau, Portfolio samples, Pre and post testing, Self and teacher evaluations, Observations and teachers judgements from thes, Conferencing.....
- Pukete panui, iti rearea, poutama tau

Comments coded to **‘Kopaki Aromatawai/ Uiui Aromatawai Pangarau/ Uiui’**:

- He Matai Matatupu, Pukete Panui & Iti rearea, Poutama Tau, Kopaki Aromatawai.
- Panui Haere, He Matai Matatupu, Uiui Aromatawai Pangarau, Gloss Pangarau, IKAN Pautama Tau, Paper and word tests, Writing samples, Teacher judgement and Assess against school wide benchmarks.
- Panui Haere, Uiui and Gloss.

Comments coded to **‘Manu Tuhituhi’**:

- Numpa, Asttle, Pukete Ponui Haere, Manu Tuhituhi, Korero-a-waha and Y6 nets.
- Panui Haere. Te Poutama Tau. Manu Tuhi Tuhi. Exemplars. ARBS.
- Poutama Tau. IKAN Gloss. Hopukina. Panui Haere. Tuhituhi.

Comments coded to **‘Te Ao Tuhituhi’**:

- Panui Haere and Te Ao Tuhituhi.
- Reo-a-waha = Hopukina. Panui = Panui Haere. Tuhituhi = NKK Tuhituhi. Poutama Tau = Gloss, IKAN.
- The assessment practices that we are using at present are in the form of a Kopaki Aromatawai which basically shows parents what progress their tamaiti has made within the term. We use Poutama Tau, Pukete Panui, tuhituhi indicators, pre and post tests for each marau.

Comments coded to **‘Ngā Kete Kōrero’**:

- e-asTTle. Te Mātai Matatipu. Ngā Kete Kōrero. Haurapa.
- Nga kete korero - Pukete Panui & Iti Rearea, Poutama Tau, Portfolio samples, Pre and post testing, Self and teacher evaluations, Observations and teachers judgements from thes, Conferencing.....

Comments coded to **‘Numpa’**:

- Numpa, Asttle, Pukete Ponui Haere, Manu Tuhituhi, Korero-a-waha and Y6 nets.
- Numpa, Asttle, Rarangi Kupu and Panui Pukete Haere.

Comments coded to '**Running Records**':

- Asttle, running records and josh.
- Asttle, running records, NCM and made up ones.

Comments coded to '**ARBS**':

- Panui Haere. Te Poutama Tau. Manu Tuhi Tuhi. Exemplars. ARBS.

Comments coded to '**Exemplars**':

- Panui Haere. Te Poutama Tau. Manu Tuhi Tuhi. Exemplars. ARBS.

Comments coded to '**Haurapa**':

- e-asTTle. Te Mātai Matatipu. Ngā Kete Kōrero. Haurapa.

Comments coded to '**He Ara Rerere**':

- AKA. Panui Haere. He Matai Matatupu. He Ara Rerere.

Comments coded to '**Josh**':

- Asttle, running records and josh.

Comments coded to '**Korero-a-waha**':

- Numpa, Asttle, Pukete Ponui Haere, Manu Tuhituhi, Korero-a-waha and Y6 nets.

Comments coded to '**Nga Tauaromani**':

- Asttle, Nga Tauaromani, Pukete Panui Haere, Poutama Tau and Matai Matatipu.

Comments coded to '**Rarangi Kupu**':

- Numpa, Asttle, Rarangi Kupu and Panui Pukete Haere.

Comments coded to '**Y6 nets**':

- Numpa, Asttle, Pukete Ponui Haere, Manu Tuhituhi, Korero-a-waha and Y6 nets.

Comments coded to '**other**':

- ASTLE - Haurapa - Pukete Panui Haere. ASTLE re: Pangarau/Paanui.
- Asttle, running records, NCM and made up ones.
- Conferencing.
- Developing 'Hopukina' reo assessment in Pangarau. Task based specific assessments - formative. Poutawia Tau diagnostic/summative. Panui Haere. / Haurapa - kei te whakamatau tonu.
- Formative assessment practices and ecological assessment. In my role as RTL B Māori in KKM, I support KKM to use their assessment data to inform instructional decisions.
- Gloss. IKAN. Basic Facts.
- Kei te whakamahi I nga aromatawai o te Poutama tau me tetahi na ta matou cluster I waihanga mo te Reo Matatipi o te Pangarau. Ka mahi hoki I te panui haere, matai matatupu, te AKA, Hopukina me te Haurapa mo Te Reo Maori. (NCEA for Wharekura).
- Nga kete korero - Pukete Panui & Iti Rearea, Poutama Tau, Portfolio samples, Pre and post testing, Self and teacher evaluations, Observations and teachers judgements from thes, Conferencing.....
- Panui Haere, He Matai Matatupu, Uiu Aromatawai Pangarau, Gloss Pangarau, IKAN Poutama Tau, Paper and word tests, Writing samples, Teacher judgement and Assess against school wide benchmarks.

- *Portfolio pre and post tests; Poutama Tau; Pukete Panui; Self and teacher evaluations; Observations.*
- *Pouako [teacher] (tiro haere ia rangi). Uiui Poutaina Tau. Aka. Matai Matatipu. Hopukina. Pukete Panui Haere.*
- *Reo assessment using kopukina, Pautama Tau Uiui, diagnostic and formative/summative. Task based assessment.*
- *Te Poutama Tau, Student profiles and Questioning.*
- *The assessment practices that we are using at present are in the form of a Kopaki Aromatawai which basically shows parents what progress their tamaiti has made within the term. We use Poutama Tau, Pukete Panui, tuhituhi indicators, pre and post tests for each marau.*

How confident are you that the assessment practices that you are currently using would be sufficient to make judgements against Ngā Whanaketanga Rūmaki Māori?

Te Reo Matatini – Taha Kōrero:

	Number	Percent	% ex non spec.
Not at all confident	5	10.4%	17.2%
Not very confident	11	22.9%	37.9%
Confident	4	8.3%	13.8%
Very confident	9	18.8%	31.0%
Not specified	19	39.6%	
Total	48	100.0%	100.0%

Note: % ex non spec. is the percentage with non specified responses removed

Te Reo Matatini – Taha Pānui:

	Number	Percent	% ex non spec.
Not at all confident	3	6.3%	10.3%
Not very confident	7	14.6%	24.1%
Confident	8	16.7%	27.6%
Very confident	11	22.9%	37.9%
Not specified	19	39.6%	
Total	48	100.0%	100.0%

Note: % ex non spec. is the percentage with non specified responses removed

Te Reo Matatini – Taha Tuhituhi:

	Number	Percent	% ex non spec.
Not at all confident	3	6.3%	10.7%
Not very confident	13	27.1%	46.4%
Confident	5	10.4%	17.9%
Very confident	7	14.6%	25.0%
Not specified	20	41.7%	
Total	48	100.0%	100.0%

Note: % ex non spec. is the percentage with non specified responses removed

Pāngarau – Te Tau:

	Number	Percent	% ex non spec.
Not at all confident	2	4.2%	6.5%
Not very confident	2	4.2%	6.5%
Confident	15	31.3%	48.4%
Very confident	12	25.0%	38.7%
Not specified	17	35.4%	
Total	48	100.0%	100.0%

Note: % ex non spec. is the percentage with non specified responses removed

Pāngarau – Te Taurira me te Pānga:

	Number	Percent	% ex non spec.
Not at all confident	5	10.4%	17.2%
Not very confident	8	16.7%	27.6%
Confident	9	18.8%	31.0%
Very confident	7	14.6%	24.1%
Not specified	19	39.6%	
Total	48	100.0%	100.0%

Note: % ex non spec. is the percentage with non specified responses removed

Pāngarau – Te Ine me te Hanga:

	Number	Percent	% ex non spec.
Not at all confident	5	10.4%	15.6%
Not very confident	9	18.8%	28.1%
Confident	11	22.9%	34.4%
Very confident	7	14.6%	21.9%
Not specified	16	33.3%	
Total	48	100.0%	100.0%

Note: % ex non spec. is the percentage with non specified responses removed

Pāngarau – Te Wāhi, te Ahunga, me te Panoni:

	Number	Percent	% ex non spec.
Not at all confident	4	8.3%	14.3%
Not very confident	11	22.9%	39.3%
Confident	7	14.6%	25.0%
Very confident	6	12.5%	21.4%
Not specified	20	41.7%	
Total	48	100.0%	100.0%

Note: % ex non spec. is the percentage with non specified responses removed

Pāngarau – Te Tauanga:

	Number	Percent	% ex non spec.
Not at all confident	5	10.4%	17.9%
Not very confident	11	22.9%	39.3%
Confident	7	14.6%	25.0%
Very confident	5	10.4%	17.9%
Not specified	20	41.7%	
Total	48	100.0%	100.0%

Note: % ex non spec. is the percentage with non specified responses removed

Pāngarau – Te Tūponotanga:

	Number	Percent	% ex non spec.
Not at all confident	5	10.4%	17.9%
Not very confident	11	22.9%	39.3%
Confident	7	14.6%	25.0%
Very confident	5	10.4%	17.9%
Not specified	20	41.7%	
Total	48	100.0%	100.0%

Note: % ex non spec. is the percentage with non specified responses removed

Q6 Reporting to parents, families, and whānau

How does your school report to parents, families, and whanau on their students progress and achievement?

	Number	Percent	Rank
Written reports	40	83.3%	2
E-portfolios	8	16.7%	5
Regular informal discussions with parents and whānau	26	54.2%	3
Parent teacher interviews	41	85.4%	1
Student led conferences	9	18.8%	4
Email or text up-dates	8	16.7%	5
Other	11	22.9%	
Not specified	6	12.5%	
Sample	48	100.0%	

Note: Not additive as respondents comments could identify multiple reporting methods

Other specified:

- Blogmeister.
- Conference with student.
- Kopaki [report].
- Kopaki Aromatawai [An assessment and reporting system] which include students goal setting, child and teacher self evaluations, pre and post tests, samples of written work.
- Once a year in the panui and in whanau hui which is once a month.
- One on one with students where necessary.
- Portfolios, newsletters, whanau hui.
- Portfolios.
- Portfolios; newsletters.
- Runanga Matua [governing body].
- Telephone and notes.

Q7 Reporting to parents, families, and whānau

Do you have any comments on plain language reporting for parents, families, and whānau as outlined in the consultation materials?

Comments coded:

	Number	Percent
Correspondence with community	9	18.8%
Improvements required	6	12.5%
Explanation required	5	10.4%
Need explanation of what plain language is	5	10.4%
Very informative	1	2.1%
Other	1	2.1%
Not specified	24	50.0%
Sample	48	

Note: Not additive as respondents comments could be coded to multiple areas

Comments coded to '**correspondence with community**':

- 1) *Ki to matou kura ko te whanau ka arahi I a matou I roto I nga ripoata me nga tuku korero ke to kainga. [In our school, our whanau leads us and reports and interviews and exchanged with the home]. 2) Ki a au nei kei te tango aua matatika, aua kowhiringa mai to matou nei whanau. [I am happy with the process and honest exchange (for the family)]. 3) Kaore hoki I te Whakaoro mo te ahua o te reo I te kainga, ara he reo Maori, he reo Pakeha he reo Okawa, he reo Opaki. [I am uncertain about the level of Maori in the home. It may be formal or informal or could be very little].*
- *Conference with your own community re language appropriateness. Develop a reporting framework with whanau, that perhaps in Kaupapa Maori would be face to face, oral with student evidence, profiles.*
- *Ensure appropriate language for own community is used so that whanau have the opportunity to discuss any concerns. Oral consultation with whanau seems to be a successful approach. Reports can be difficult for some parents to understand.*
- *First we would have to say that there are few resources out there to assess tamariki [children] in certain areas like korero [conversation] and tuhituhi [writing] and we can only judge or say where they have progressed to from what they knew which is all teacher judgement. We would have to explain the graphs used.*
- *I am curious to know what parents and whanau [family] think of the whanaketanga [development].*
- *kai tena kura kei tena hapori tonu tana reo tuhi/reo korero. [Each school and community will have their own communication process].*
- *Parents need to know how some students are tested and therefore pre and post tests are assessments used that show progress. Parents also need to understand that the whanaketanga [developments] are progressions and not standards in where their children should be. Assessments need to be set nationally for teachers and schools to discuss where their child sits nationally.*
- *Reporting to parents should be written in simple language as not to get confused to what is being reported. Parents should not require interpreters to translate reports.*
- *Reports should be presented in both English and Maori.*

Comments coded to **'improvements required'**:

- 1) *Me whakamarama atu ki nga matua me pehea te panui i nga momo kauwhata, reanga i te tuatahi. [Explain to parents who have to read the material (graphs) at level one]. 2) Uaua te kii, kei hea a ratau tamariki ki ta etahi atu. [Difficult to fill and understand where their child rates (related) to each other].*
- *He ahua ki rawa I te korero, he maha nga mea kei ia wharangi. (E manakohia ana) tena pea ka tiro whakararo pea etahi, ka tiro whakarunga ake kia taumaha rawa! [There is much (korero) to absorb and many examples on each page. Some thought needs to be given to this as it is very difficult].*
- *Not enough detail sometimes.*
- *Te Parongo. This is the first time I have heard the word Parongo [specific information] – What was wrong with the word Purongo [to report]? What resources and money will be available to assist with the production and implementation of these Parongo? We (kura) [school] have all just been made to adopt Student Management Systems (SMS) (which we pay for), which are used for planning, entering documentation etc... Data is entered on these SMS throughout the year. How are we going to use this data to report back if the system does not align with the whanaketanga [development] document? We are not once again expected to double handle information and write it all out again in a different format or programme? Are adjustments going to be made to these systems and/or finance going to be made available for this to happen? Progress over time what happens when the students move to another kura and their SMS is different to that of the previous kura? How are we going to see the progress over time? Is there a point to having this in the Parongo? OR are we going to have to go back to the old Cumulative Records System where we have to write information down, once again having to double handle information?*
- *Use all of the patai [questions] (where, what, when and how). This sample appears to have 'where are noa'.*

Comments coded to **'explanation required'**:

- 1) *Me whakamarama atu ki nga matua me pehea te panui i nga momo kauwhata, reanga i te tuatahi. [Explain to parents who have to read the material (graphs) at level one]. 2) Uaua te kii, kei hea a ratau tamariki ki ta etahi atu. [Difficult to fill and understand where their child rates (related) to each other].*
- *An explanation on what the graph means would be good.*
- *First we would have to say that there are few resources out there to assess tamariki [children] in certain areas like korero [conversation] and tuhituhi [writing] and we can only judge or say where they have progressed to from what they knew which is all teacher judgement. We would have to explain the graphs used.*
- *Idiot proof reo [language] and explanation of each Wāhanga [section].*
- *Reporting to parents should be written in simple language as not to get confused to what is being reported. Parents should not require interpreters to translate reports.*

Comments coded to **‘need explanation of what plain language is’**:

- Explain what plain language is.
- Not sure what you mean on plain language!
- Plain language for me is generated through developing a common language. This in itself will generate a workload for kura and Whanau in order to do this. Knowledge is empowerment.
- What is "Plain language"? How "Plain" do we make it?
- What language base would we use, would this be across the whole country.

Comments coded to **‘very informative’**:

- I feel that the samples given were very informing for literacy and numeracy, as a teacher and parent.

Comments coded to **‘other’**:

- Please share models of what many kura are doing.

Q8 Other comments

Are there further comments you would like to make in relation to Ngā Whanaketanga Rūmaki Māori?

Comments coded:

	Number	Percent
Development issues/problems	15	31.3%
Reporting	5	10.4%
Lead in time/professional development and assistance	4	8.3%
Positive comments	1	2.1%
Other	7	14.6%
Not specified	22	45.8%
Sample	48	

Note: Not additive as respondents comments could be coded to multiple areas

Comments coded to **‘development issues/problems’**:

- 1. The language in Te Reo Matatini and Pangarau needs to be the same as the marautanga; and should be user friendly in which they are not. 2. Professional Development is needed, not only for whanaketanga, but also understanding and using the marautanga o Aotearoa correctly especially in planning. Also, so teachers are not planning to teach indicators of whanaketanga only. 3. Assessments need to be nationally set as some kura are not using the same assessments. 4. Assessments need to be completed eg, tuhituhi, iti rearea. 5. Student management systems also need to align with whanaketanga too. At the moment we are using e-tap in where we are planning from te marautanga o Aotearoa and also using the data to report back to whanau and BOT. 6. Will there be any financial aide for professional development? 7. What happens when student management systems do not align with te marautanga and whanaketanga. Will teachers, principals have to double workload in reporting back in a specific template? 8. What resources will be available to assist in reporting back, assessments, nationally report back on students in which there are no national set assessments. Not even Poutama tau have national benchmarks.
- Are the Ahu Whakamua [moving forward] comments standardised and templated as such?
- In the Whanaketanga [development] document the suggested reading level for a child who has spent two years at school is Kiekie. It can be argued that the suggested reading level is not realistic if a child enters into a kura [school] in Term 3, who is still classed as a

Year One student. There is no reference to those tamariki [children] who may be reading below the suggested Kiekie level, ie, Harakeke in the Whanaketanga Te Reo Matatini document. Therefore, our tamariki nohinohi [younger children] have no starting point or reading level to cater for them on entry into kura [school].

- In this document there is a clear dissonance between the Whanaketanga and the new Marautanga, for example, the links are not clear when the wording in one document differs from that of the other. In the Marautanga the headings are represented as a-Waha, a-Tinana, a-Ta, in the Whanake document the headings are represented as Taha Korero, Taha Panui, and Taha Tuhituhi. Therefore, the challenge for kaiako [teacher] is to try and match, or make a connection between the two documents that obviously contrast from one another.*
- Me hoatu te tahuhi i etahi moni, kia whakawhanke pukenga hei aromatawai, hei whai te marautanga me nga whanaketanga. [The Ministry needs more funding to assist in evaluating the curriculum and the National Standards].*
- Other whakaaro [thoughts]. We have only just received the Marautanga Document and we have had no Professional Development (PD) to implement this effectively. Are we going to receive professional development for this document OR are we going to be expected to wing it once again and hope that we get it right and get slapped by the likes of ERO if we get it wrong. How often is this Parongo [specific information] expected to be completed? Are we not going to be seen to be labelling our failing tamariki [children]? Teachers will see this new document as the over-riding document for teaching and learning and will therefore teach according to these.*
- Pleased to have had opportunity to explore Whanaketanga Rangarau. To me they align readily with Te Marautanga O Aotearoa, whanaketanga, however our initial results indicate differences in actual achievement to the levels indicated.*
- Professional Development is needed, courses available, examples would be helpful, resources available.*
- Some tasks are pitched too high and some don't align.*
- Te Reo Matatini Whanaketanga may have been made more user friendly if they were somehow both aligned with learner linguistic characteristics in TMOA at entry or exit level, but not one at entry level and the other at exit level as it appears to read.*
- Te Reo Matatini. What other assessment tools are there or will there be made available to assist judgements made other than Pukete Panui and Iti Rearea? Connections between Nga Whanaketanga and the Marautanga are not clear eg, Nga Whanaketanga Headers - Taha Korero, Taha Panui, Taha Tuhituhi are totally different to the Marautanga Headers – A-Waha, A-Tinana, A-Ta. The document is not user friendly nor is it easy to make links. (With 20+ years of experience trying to marry up the two documents, links could still not be made). Links are also not clear between the two documents because the reo [language] is different which causes confusion. The documents would work better together if the reo in the two documents were the same. Taumata Panui; - There is no mention of the Harakeke Level; - Kiekie level to be reached at year 2 is unachievable especially if students begin kura [school] later in the year and they are still classed as a Year 1; - Timatanga, waenga and mutunga for Panui Achievement Levels are not clear expectations. This leaves room for different (or own) interpretations. We have clearer expectations that we have set at our school. Indicators – Not clear as to whether or not all of these need to be achieved. Are these the only indicators? Do we not see that teachers are only going to end up by teaching to these indicators? Pangarau. What other assessment tools are there or will there be to assist judgements made other than Poutama Tau? In saying this Poutama Tau appears to be the only form of levelling BUT this assessment tool does not assess students' knowledge for the other whenu of Pangarau SO why are we solely using this as the way to judge the students level of achievement for all whenu? For the graph on page 1 there are differences in levelling compared to Poutama Tau levels in Poutama Tau Documents. Some Kaupae move between levels of the Marautanga. Nga Whanaketanga states 1 Taumata for each year*

level. This is too much of a difference, especially when you are reporting back to parents and they see one thing in the document, but you are saying something else. Does this really show that we are catering for the needs of the students? Once again teachers will teach to the Whanaketanga document not to the guidelines set out in the Marautanga. As per the Te Reo Matatini, there needs clearer links between the two documents so that they are easier to work. The reo needs to marry. What is the point of new reo or re-arranging text when there is no clear link? Use the same terms and the same language. Just cut and paste it all so that it marries. The indicators are very limited and once again teachers will only teach to these in the Whanaketanga after all this is what teachers will be using to report back on. Te Parongo. This is the first time I have heard the word Parongo – What was wrong with the word Purongo? What resources and money will be available to assist with the production and implementation of these Parongo? We (kura [school]) have all just been made to adopt Student Management Systems (SMS) (which we pay for), which are used for planning, entering documentation etc... Data is entered on these SMS throughout the year. -How are we going to use this data to report back if the system does not align with the whanaketanga document? We are not once again expected to double handle information and write it all out again in a different format or programme? Are adjustments going to be made to these systems and/or finance going to be made available for this to happen? -Progress over time. What happens when the students move to another kura [school] and their SMS is different to that of the previous kura [school]? How are we going to see the progress over time? Is there a point to having this in the Parongo? OR are we going to have to go back to the old Cumulative Records System where we have to write information down, once again having to double handle information? Other whakaaro. We have only just received the Marautanga Document and we have had no Professional Development (PD) to implement this effectively. Are we going to receive PD for this document OR are we going to be expected to wing it once again and hope that we get it right and get slapped by the likes of ERO if we get it wrong. How often is this Parongo expected to be completed? Are we not going to be seen to be labelling our failing tamariki [children]? Teachers will see this new document as the over-riding document for teaching and learning and will therefore teach according to these standards if there is no PD and information sharing about the document. If this PD does not occur then the focus in schools will become assessment driven as opposed to catering for the needs of our tamariki [children].

- There are no assessment tools that are in Te Reo Maori to assist teachers in discussing a true reflective feed back to parents. This can have the possibility of creating a false learning outcome for the students, and a false outline to their parents. It is using a different language. Phases that will create an area of uncertainty for parents to understand just exactly where their child/children are. What training or professional development is available for Maori Medium teachers when we are still waiting for training or professional development in the new Marautanga Document.
- We need a trial period before implementation!
- What about assessments? Will there be assessments created other than the ones we are using? How will we know how to use them properly? Will there be professional development and release time to be shown how to use assessments and the whanaketanga? What happens if we are unable to get released due to difficulty in finding relievers? Or will there be days and courses that teachers can go to and if the school has to close do we have to make this day up?
- Would like to have electronic templates to enable us to create graphs/comments more quickly. Report comments available in both languages. Where does Pukete Ponui Haere align with nga Whanaketanga Reo Matatini.

Comments coded to **‘reporting’**:

- Are the Ahu Whakamua [moving forward] comments standardised and templated as such.
- In the Whanaketanga [development] document the suggested reading level for a child who has spent two years at school is Kiekie. It can be argued that the suggested reading level is not realistic if a child enters into a kura [school] in Term 3, who is still classed as a Year One student. There is no reference to those tamariki [children] who may be reading below the suggested Kiekie level, ie, Harakeke in the Whanaketanga Te Reo Matatini document. Therefore, our tamariki nohinohi [younger children] have no starting point or reading level to cater for them on entry into kura [school].
- Parents like to see that all students are achieving. The graphs would clearly show if they are below the norm. If this was consistent they would expect extra help.
- What about assessments? Will there be assessments created other than the ones we are using? How will we know how to use them properly? Will there be professional development and release time to be shown how to use assessments and the whanaketanga? What happens if we are unable to get released due to difficulty in finding relievers? Or will there be days and courses that teachers can go to and if the school has to close do we have to make this day up?
- Would like to have electronic templates to enable us to create graphs/comments more quickly. Report comments available in both languages. Where does Pukete Ponui Haere align with nga Whanaketanga Reo Matatini.

Comments coded to **‘lead in time/professional development and assistance’**:

1. The language in te reo matatini and pangarau needs to be the same as the marautanga. And should be user friendly in which they are not.
 2. Professional Development is needed, not only for whanaketanga, but also understanding and using the marautanga o Aotearoa correctly especially in planning. Also so teachers are not planning to teach indicators of whanaketanga only.
 3. Assessments need to be nationally set as some kura are not using the same assessments.
 4. Assessments need to be completed eg, tuhituhi, iti rearea.
 5. Student management systems also need to align with whanaketanga too. At the moment we are using e-tap in where we are planning from te marautanga o Aotearoa and also using the data to report back to whanau and BOT.
 6. Will there be any financial aide for professional development?
 7. What happens when student management systems do not align with te marautanga and whanaketanga. Will teachers, principals have to double workload in reporting back in a specific template?
 8. What resources will be available to assist in reporting back, assessments, nationally report back on students in which there are no national set assessments. Not even Poutama tau have national benchmarks.
- It takes time to digest and act upon many of these ideas.
 - What about assessments? Will there be assessments created other than the ones we are using? How will we know how to use them properly? Will there be professional development and release time to be shown how to use assessments and the whanaketanga? What happens if we are unable to get released due to difficulty in finding relievers? Or will there be days and courses that teachers can go to and if the school has to close do we have to make this day up?
 - Workshop needed in schools to help assist parent and Whanau.

Comments coded to 'positive comments':

- We have been fortunate to get the chance to have a taste of what is involved, how this impacts on planning, results and progress of Tamariki, despite the extra work load. Been great support from kaiwhaka haere so far which has been a 'BIG PLUS'.

Comments coded to 'other':

- Concerns around "Reo Matatini" no "Harakeke" written in Whanaketanga [development]. We must not assume that everyone knows this, it may be lost in classroom planning. This is important to build bricks.
- I hope these resources benefit our people.
- I will get myself more up to the play with this Whanaketanga [development].
- Kahore e tino uru nga "Uara Tangata" (Human Values). Ki roto I nga rapanga, ko te marau noa iho me nga pukenga pangarau, reo noaiho o roto :-(. [I do not see 'human values' entered here].
- Kaore au I te whakahe I nga whanaketonga ko te tere a te whakauru, ka tino whai wahi ki te panui, ki te wananga I nga rauemi. Ko tetahi atu take pehea te reo, te nui o nga rangahau mo te ako I te reo Maori kua oti.
- Kaore. Kei te mahia ketia e te kura o aku tamariki heoi ano ra, kei te kura tuarua tetahi. He korero ano tera. Kia kaha ra. [No. Some of the work was done by the children at my school and some at the secondary school. That's another story].
- The reading levels seem to be a bit low for the corresponding year groups.

SECTION B: STATISTICAL INFORMATION

Q9 Are you completing this form as an individual? If so please circle one number that best describes your role?

	Number	Percent
Tumuaki/principal	5	10.4%
Kaiako/pouako/teacher	29	60.4%
Board of trustees member	5	10.4%
Teacher educator (pre-service)	2	4.2%
Teacher educator (in-service)	5	10.4%
Other	3	6.3%
Not specified	7	14.6%
Sample	48	

Note: Not additive as some respondents identified multiple roles

Other specified:

- 5 teachers/1 Tamuaki/Pouako.
- Mama.
- Pouwhakataki.

Are you completing this feedback form on behalf of a group? If so, how many people have had input into this feedback?

Sample	5
Min	2
Max	83
Average	20.6

Numbers specified:

Number of people in the group	Describe the group
Two.	Not specified.
Six.	Tkkm O Pukemiro.
Six.	Kaiako/Pouako.
Six.	5 Pouako, 1 Tumuaki.
83	Kura.
Not specified.	Teachers.

Q10 Please circle which immersion levels you have in your school?

	Number	Percent
Level 1	29	60.4%
Level 2	9	18.8%
Level 3	5	10.4%
Level 4	7	14.6%
Not specified	9	18.8%
Sample	48	

Note: Not additive as some respondents identified multiple levels

Q11 Which region are you or your group located in?

	Number	Percent	% ex non spec.
Te Tai Tokerau/Northland	9	18.8%	21.4%
Tāmaki Makaurau/Auckland	18	37.5%	42.9%
Waikato	3	6.3%	7.1%
Bay of Plenty	3	6.3%	7.1%
Te Tai Rāwhiti/East Coast/Poverty Bay	0	0.0%	0.0%
Hawke's Bay	5	10.4%	11.9%
Taranaki	1	2.1%	2.4%
Manawatū/Whanganui	1	2.1%	2.4%
Wellington/Wairarapa	1	2.1%	2.4%
Te Taihū o te Waka a Māui	1	2.1%	2.4%
West Coast/Canterbury	0	0.0%	0.0%
Otago/Southland	0	0.0%	0.0%
National	0	0.0%	0.0%
Other	0	0.0%	0.0%
Not specified	6	12.5%	
Total	48	100.0%	100.0%

Note: % ex non spec. is the percentage with non specified responses removed

Q12 What type of kura/school or education institution is this?

	Number	Percent	Rank
Kura ā-Iwi Yr 1-8	1	2.1%	8
Kura ā-Iwi Yr 1-13	1	2.1%	8
Kura Kaupapa Māori Yr 1-8	6	12.5%	3
Kura Kaupapa Māori Yr 1-13	11	22.9%	1
Kura Kaupapa Māori (Teina)	1	2.1%	8
Kura Māori Yr 1-8	9	18.8%	2
Kura Māori Yr 1-13	1	2.1%	8
Kura Auraki Yr 1-6	2	4.2%	5
Kura Auraki Yr 1-8	5	10.4%	4
Intermediate school Yr 7-8	2	4.2%	5
Wharekura Yr 9-13	2	4.2%	5
Wānanga	0	0.0%	13
Secondary school Yr 9-13	1	2.1%	8
Iwi Rūnanga/Organisation	0	0.0%	13
Other	1	2.1%	
Not specified	10	20.8%	
Sample	48	100.0%	

Note: Not additive as respondents comments could identify multiple institution types

Other specified:

- Whare Wananga.

Is your school involved in the information gathering initiative for Ngā Whanaketanga Rumaki Māori?

	Number	Percent	% ex non spec.
Yes	17	35.4%	48.6%
No	18	37.5%	51.4%
Not specified	13	27.1%	
Total	48	100.0%	100.0%

Note: % ex non spec. is the percentage with non specified responses removed

Appendix Four: Parents, families and whānau feedback – Full set of tables and comments

SECTION A: HAVING YOUR SAY

Q1 Information on learning and achievement

How do you receive information from school on your child's learning and achievement now and how would you like to receive that information?

Written reports that my child brings home:

How do you receive information from school now?

	Number	Percent	% ex non spec.
Yes	25	80.6%	86.2%
No	4	12.9%	13.8%
Not specified	2	6.5%	
Total	31	100.0%	100.0%

Note: % ex non spec. is the percentage with non specified responses removed

Is this the way you like to receive information?

	Number	Percent	% ex non spec.
Yes	24	77.4%	92.3%
No	2	6.5%	7.7%
Not specified	5	16.1%	
Total	31	100.0%	100.0%

Note: % ex non spec. is the percentage with non specified responses removed

Written reports the school sends to me in the post:

How do you receive information from school now?

	Number	Percent	% ex non spec.
Yes	15	48.4%	55.6%
No	12	38.7%	44.4%
Not specified	4	12.9%	
Total	31	100.0%	100.0%

Note: % ex non spec. is the percentage with non specified responses removed

Is this the way you like to receive information?

	Number	Percent	% ex non spec.
Yes	12	38.7%	54.5%
No	10	32.3%	45.5%
Not specified	9	29.0%	
Total	31	100.0%	100.0%

Note: % ex non spec. is the percentage with non specified responses removed

Parent/teacher meetings without my child:

How do you receive information from school now?

	Number	Percent	% ex non spec.
Yes	21	67.7%	77.8%
No	6	19.4%	22.2%
Not specified	4	12.9%	
Total	31	100.0%	100.0%

Note: % ex non spec. is the percentage with non specified responses removed

Is this the way you like to receive information?

	Number	Percent	% ex non spec.
Yes	15	48.4%	65.2%
No	8	25.8%	34.8%
Not specified	8	25.8%	
Total	31	100.0%	100.0%

*Note: % ex non spec. is the percentage with non specified responses removed***Meetings that involve me, my child, and the teacher:**

How do you receive information from school now?

	Number	Percent	% ex non spec.
Yes	26	83.9%	92.9%
No	2	6.5%	7.1%
Not specified	3	9.7%	
Total	31	100.0%	100.0%

Note: % ex non spec. is the percentage with non specified responses removed

Is this the way you like to receive information?

	Number	Percent	% ex non spec.
Yes	24	77.4%	100.0%
No	0	0.0%	0.0%
Not specified	7	22.6%	
Total	31	100.0%	100.0%

*Note: % ex non spec. is the percentage with non specified responses removed***Text messages:**

How do you receive information from school now?

	Number	Percent	% ex non spec.
Yes	2	6.5%	8.7%
No	21	67.7%	91.3%
Not specified	8	25.8%	
Total	31	100.0%	100.0%

Note: % ex non spec. is the percentage with non specified responses removed

Is this the way you like to receive information?

	Number	Percent	% ex non spec.
Yes	6	19.4%	30.0%
No	14	45.2%	70.0%
Not specified	11	35.5%	
Total	31	100.0%	100.0%

Note: % ex non spec. is the percentage with non specified responses removed

Emails:

How do you receive information from school now?

	Number	Percent	% ex non spec.
Yes	12	38.7%	44.4%
No	15	48.4%	55.6%
Not specified	4	12.9%	
Total	31	100.0%	100.0%

Note: % ex non spec. is the percentage with non specified responses removed

Is this the way you like to receive information?

	Number	Percent	% ex non spec.
Yes	15	48.4%	71.4%
No	6	19.4%	28.6%
Not specified	10	32.3%	
Total	31	100.0%	100.0%

Note: % ex non spec. is the percentage with non specified responses removed

Reports and assessments that I can download from the school website:

How do you receive information from school now?

	Number	Percent	% ex non spec.
Yes	3	9.7%	13.6%
No	19	61.3%	86.4%
Not specified	9	29.0%	
Total	31	100.0%	100.0%

Note: % ex non spec. is the percentage with non specified responses removed

Is this the way you like to receive information?

	Number	Percent	% ex non spec.
Yes	11	35.5%	55.0%
No	9	29.0%	45.0%
Not specified	11	35.5%	
Total	31	100.0%	100.0%

Note: % ex non spec. is the percentage with non specified responses removed

Q2 How well informed do you feel about your child's progress and achievement?

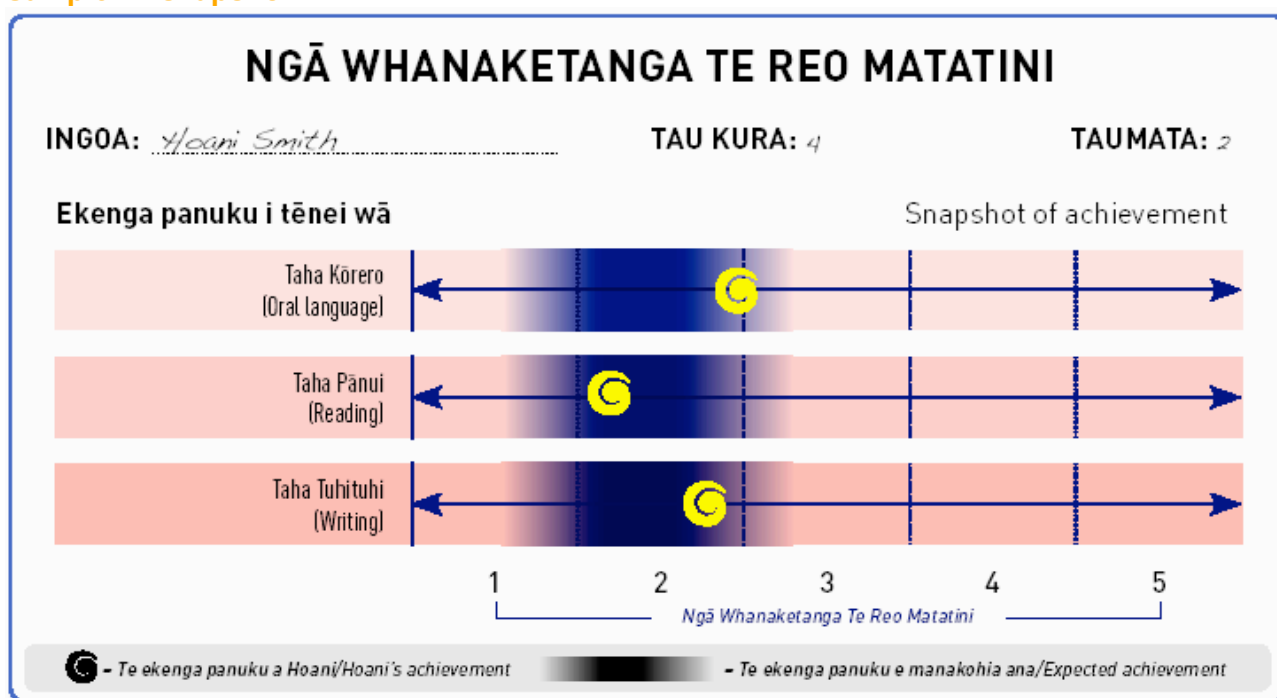
	Number	Percent	% ex non spec.
Not informed	1	3.2%	3.8%
Not well informed	6	19.4%	23.1%
Informed	13	41.9%	50.0%
Well informed	6	19.4%	23.1%
Not specified	5	16.1%	
Total	31	100.0%	100.0%

Note: % ex non spec. is the percentage with non specified responses removed

Q3 Sample graphs

Hoani is a Year 4 child at a Kura. The sample graphs below show how he is achieving now.

Sample 1 - snapshot



These graphs are examples of how a school could show you how Hoani is achieving in relation to the *Ngā Whanaketanga Rumaki Māori*. Do you find this graph useful?

	Number	Percent	% ex non spec.
Yes	25	80.6%	86.2%
No	4	12.9%	13.8%
Not specified	2	6.5%	
Total	31	100.0%	100.0%

Note: % ex non spec. is the percentage with non specified responses removed

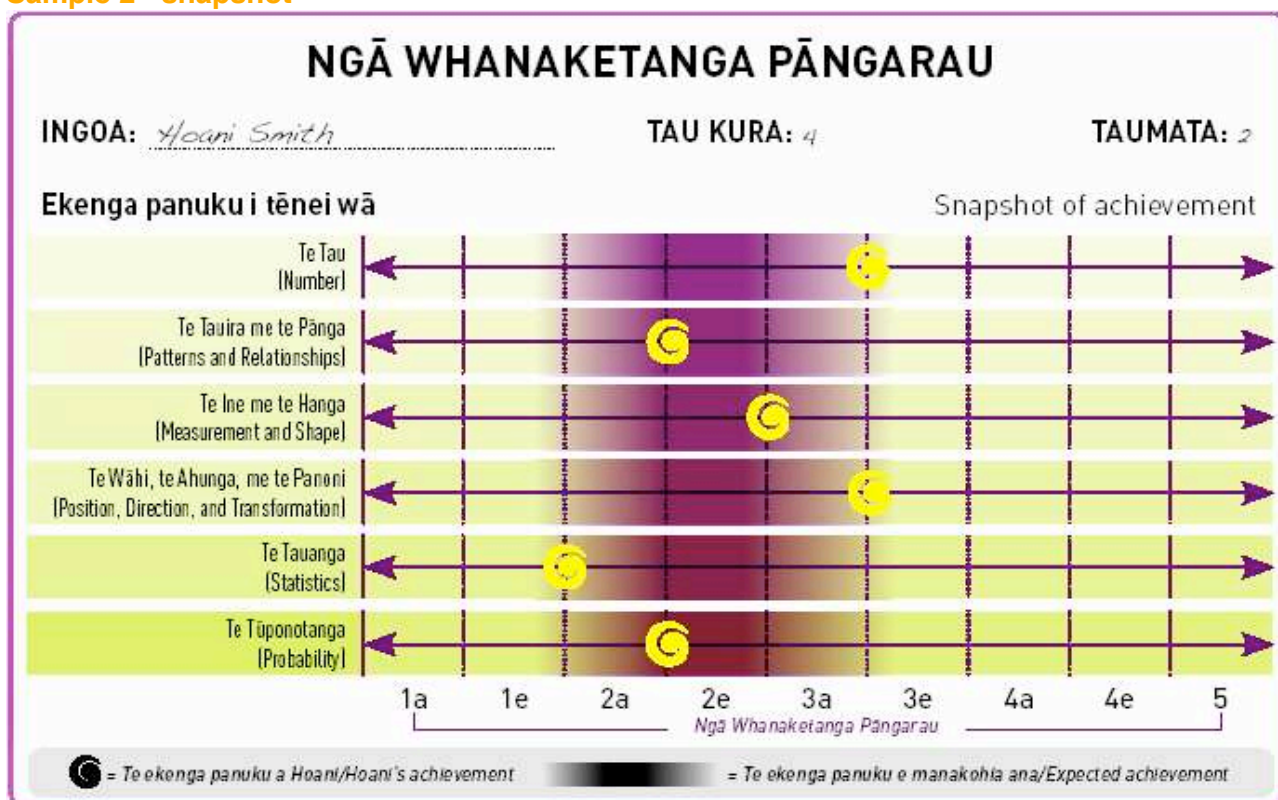
Comments specified for an answer of **yes**:

- Circled the dark purple area on the graph as stated 'how are we made aware of gaps'
- Why is there no 1a, 1e? 2a, 2e?

Comments specified for an answer of **no**:

- Means nothing to me. Presumes that I understand the many different parts of 'Korero' for instance. I quite like the graphs, but they don't tell me enough about what my mokopuna can do or know.
- This looks DIZZY to me. TauKura (how old is my child is what I think that is). I need to see clearly where my child should be at their age and where they actually are. What is 1a, 1e, 2a, 2e.

Sample 2 - snapshot



These graphs are examples of how a school could show you how Hoani is achieving in relation to the *Ngā Whanaketanga Rumaki Māori*. Do you find this graph useful?

	Number	Percent	% ex non spec.
Yes	25	80.6%	86.2%
No	4	12.9%	13.8%
Not specified	2	6.5%	
Total	31	100.0%	100.0%

Note: % ex non spec. is the percentage with non specified responses removed

Comments specified for an answer of **yes**:

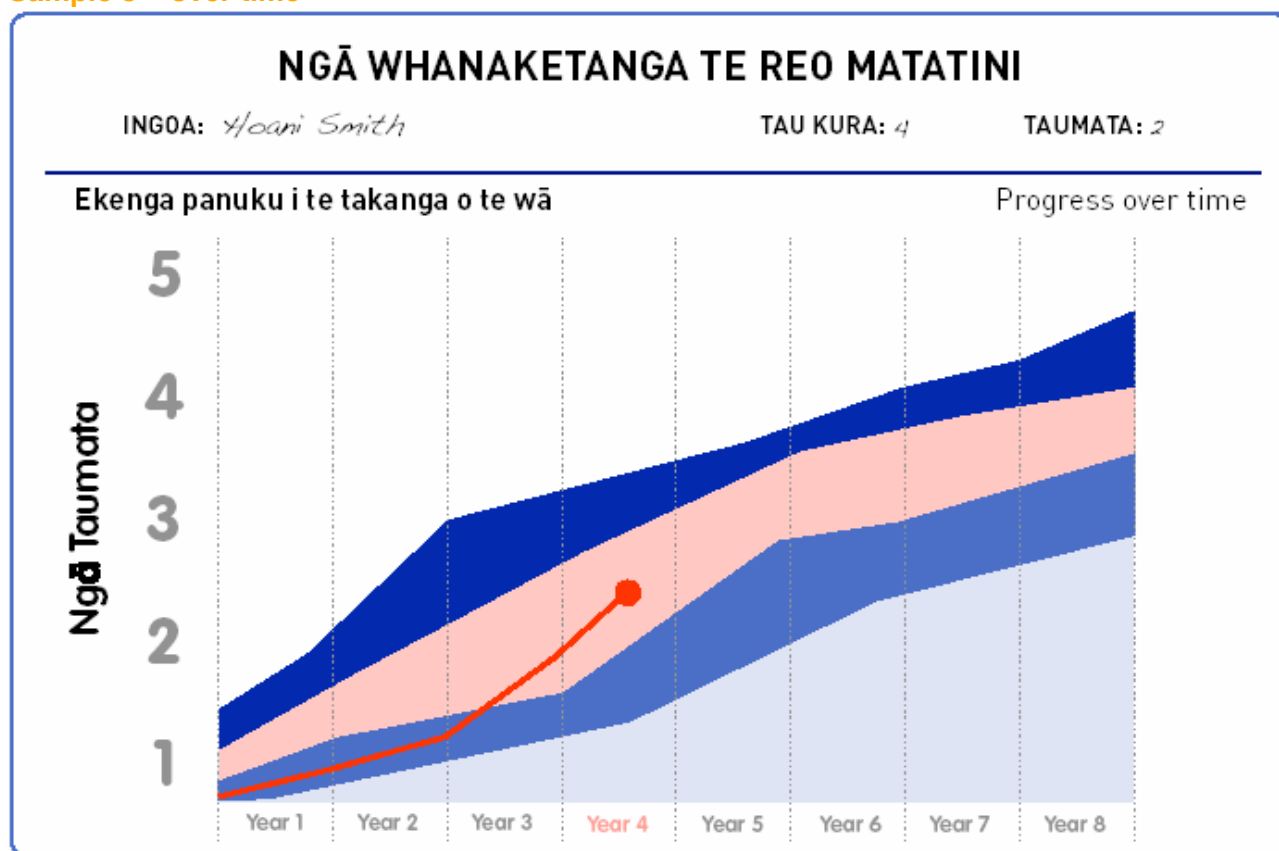
- Circled the numbers along the bottom and stated 'informative description required'.
- What does this mean (pointing to 1a and 1e).

Comments specified for an answer of **no**:

- Means nothing to me. Presumes that I understand the many different parts of 'Korero' for instance. I quite like the graphs, but they don't tell me enough about what my mokopuna can do or know.
- This looks DIZZY to me. TauKura (how hold is my child is what I think that is). I need to see clearly where my child should be at their age and where they actually are. What is 1a, 1e, 2a, 2e.

Q4 These graphs are examples of how Hoani has progressed over time. Do you find these useful?

Sample 3 – over time



Has this sample useful?

	Number	Percent	% ex non spec.
Yes	19	61.3%	67.9%
No	9	29.0%	32.1%
Not specified	3	9.7%	
Total	31	100.0%	100.0%

Note: % ex non spec. is the percentage with non specified responses removed

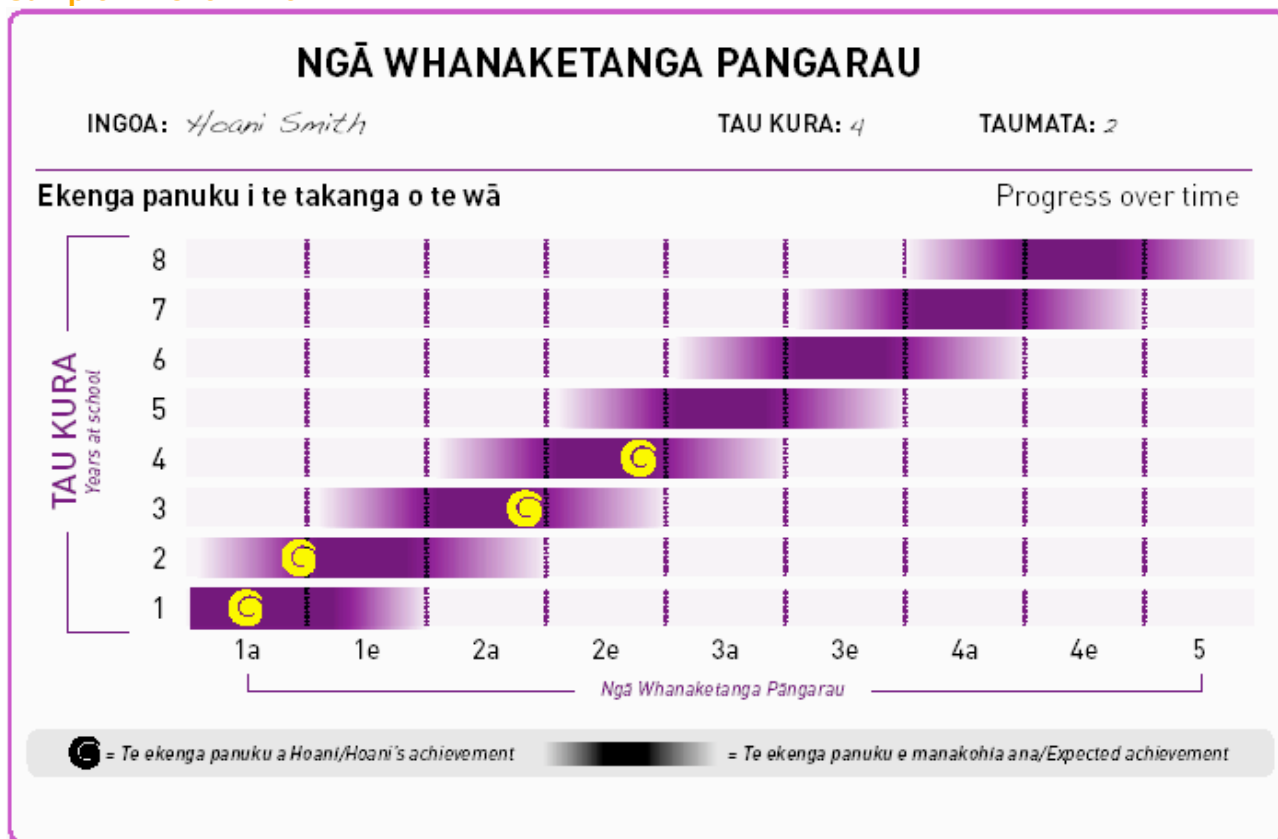
Comments specified for an answer of **yes**:

- I would think that this is expected because they are older, so they should have progressed.

Comments specified for an answer of **no**:

- Not at all.
- Pointing to the red line stated 'what does this mean? Are they on track? Below?'

Sample 4 – over time



Has this sample useful?

	Number	Percent	% ex non spec.
Yes	21	67.7%	80.8%
No	5	16.1%	19.2%
Not specified	5	16.1%	
Total	31	100.0%	100.0%

Note: % ex non spec. is the percentage with non specified responses removed

Comments specified for an answer of **yes**:

- Circled Taukura and numbers along the Y axis and stated 'not explicit that yrs 9 & 10 are included'.

Comments specified for an answer of **no**:

- Ideally, but they need to be narrated for that parents understand. Easy to read, but tells me nothing.

Q5 What do you understand from the graphs provided about Hoani’s learning and achievement?

Comments coded:

	Number	Percent
Clear indication of progress	15	48.4%
Okay - some improvements required	4	12.9%
Too complex	4	12.9%
Nothing	2	6.5%
Other	1	3.2%
Not specified	6	19.4%
Sample	31	

Note: Not additive as respondents comments could be coded to multiple areas

Comments coded to ‘**clear indication of progress**’:

- A clear indication of a progressive pathway of learning being achieved.
- An educated eye sees progress over time. His panui is well below the other two stands. Huge support for gaining a 'common' knowledge to interpret these reports.
- At what level and knowledge of understanding Hoani is at.
- Awhi tautoko [support] for stats, but working pretty much where he should.
- Can understand most of it.
- Current state to progress.
- Easy to read.
- He has a wide range of outcomes. Some areas he is doing well, some area's he needs help.
- Hoani's achievement skyrocketed after year 2.
- Shows strengths and weakness at that point of time.
- Steady progress and indicators in plain language for parents and teachers to understand.
- That at the beginning of year 2 Hoani was below average in his peer/age range. In years 3 and 4 he improved to perform in the average standard for year 4. I understand the first graph better.
- There is a range of outcomes - some areas he is excelling others he requires help.
- There is progressional learning and I can see where my child is at within one given time and then we see where the progressional goal over time would be.
- When explained very easy to understand.

Comments coded to ‘**okay - some improvements required**’:

- Hoani is doing well in taha korero and tuhituhi and not so good with panui. Pangarau - he is above average in two areas. Quite good in another and maybe needing more help in the other three areas. The graph with the red line - shows you where he is, but there needs to be explanation about the coloured areas to tell you what they mean. The last pangarau graph shows where your child is working at. There has been real progress in Tau 3 and he is within the 'normal' range for Tau 4.
- I can see progression being made, but do not understand on where they really should be against other children of their same age.
- It shows how the student is achieving. It would need to have an explanation of the achievements or what work needs to happen to improve achievement.
- Tua Tahī [firstly] - It is a record if our tamariki is achieving or Not on a National level for that child's age group, be it Maths, Te Reo Māori, Tikanga, That is the main key point. Tua Rua [secondly] - Room for Improvement - Celebration of Improvement Tua Toru [thirdly] - Where possible added assistance for improvement.

Comments coded to **‘too complex’**:

- From a parents perspective the less 'jargon' I can see on my childs report the better. We need to remember that these reports need to be simple and straight forward, in a plain language that all parents and whanau are going to understand. These graphs are really too much for the naked eye!
- Sample 3 - What is it comparing to....? Not user friendly without relevant info??? Sample 4 - less complicated.
- Sample 3. Nothing. Where does the max/min/mean figures come from? Sample 4. Rather than 3, but it can't stand alone, alone means 0.
- What will be in place for parents to understand these charts? Who's responsibility is it to develop "plain language"? How do kura do this?

Comments coded to **‘nothing’**:

- Nothing.
- Sample 3. Nothing. Where does the max/min/mean figures come from? Sample 4. Rather than 3, but it can't stand alone, alone means 0.

Comments coded to **‘other’**:

- Kei te piki haere [to continue to grow (achieve)].

Q6 Descriptions of Hoani’s progress at school and how his whanau can support his progress at home

How easy or hard is it to understand the sample written section?

Te Reo Matatini - Goals:

	Number	Percent	% ex non spec.
Very easy	13	41.9%	56.5%
Quite easy	5	16.1%	21.7%
Some easy bits/some hard bits	5	16.1%	21.7%
Quite hard	0	0.0%	0.0%
Very hard	0	0.0%	0.0%
Not specified	8	25.8%	
Total	31	100.0%	100.0%

Note: % ex non spec. is the percentage with non specified responses removed

Te Reo Matatini – At school:

	Number	Percent	% ex non spec.
Very easy	11	35.5%	44.0%
Quite easy	6	19.4%	24.0%
Some easy bits/some hard bits	7	22.6%	28.0%
Quite hard	1	3.2%	4.0%
Very hard	0	0.0%	0.0%
Not specified	6	19.4%	
Total	31	100.0%	100.0%

Note: % ex non spec. is the percentage with non specified responses removed

Te Reo Matatini – At home:

	Number	Percent	% ex non spec.
Very easy	16	51.6%	64.0%
Quite easy	6	19.4%	24.0%
Some easy bits/some hard bits	3	9.7%	12.0%
Quite hard	0	0.0%	0.0%
Very hard	0	0.0%	0.0%
Not specified	6	19.4%	
Total	31	100.0%	100.0%

Note: % ex non spec. is the percentage with non specified responses removed

Pāngarau - Goals:

	Number	Percent	% ex non spec.
Very easy	12	38.7%	50.0%
Quite easy	4	12.9%	16.7%
Some easy bits/some hard bits	8	25.8%	33.3%
Quite hard	0	0.0%	0.0%
Very hard	0	0.0%	0.0%
Not specified	7	22.6%	
Total	31	100.0%	100.0%

Note: % ex non spec. is the percentage with non specified responses removed

Pāngarau – At school:

	Number	Percent	% ex non spec.
Very easy	10	32.3%	41.7%
Quite easy	5	16.1%	20.8%
Some easy bits/some hard bits	6	19.4%	25.0%
Quite hard	3	9.7%	12.5%
Very hard	0	0.0%	0.0%
Not specified	7	22.6%	
Total	31	100.0%	100.0%

Note: % ex non spec. is the percentage with non specified responses removed

Pāngarau – At home:

	Number	Percent	% ex non spec.
Very easy	11	35.5%	44.0%
Quite easy	5	16.1%	20.0%
Some easy bits/some hard bits	5	16.1%	20.0%
Quite hard	3	9.7%	12.0%
Very hard	1	3.2%	4.0%
Not specified	6	19.4%	
Total	31	100.0%	100.0%

Note: % ex non spec. is the percentage with non specified responses removed

NGĀ WHANAKETANGA: TE REO MATATINI	
<p>Te ahu whakamua</p> <p>Kua whakaritea e Hoani ēnei whāinga ako māna:</p> <ul style="list-style-type: none"> • Kia kaha ake ki te whakamārama rautaki pānui • Kia tika ake te whakamahi i ngā tohutuhi • Kia ako ki te kimi āwhina mai i te papakupu. <p>Tā te kura:</p> <p>Kei te pakari te reo kōrero me ngā pūkenga tuhituhi o Hoani. He āwhina nui ēnei pūkenga i roto i āna mahi pānui. I ngā wiki e tū mai nei ka tīmata a Hoani ki te pānui i ngā pukapuka kei te taumata Pīngao, ā, ko te aronga o ngā mahi ko te:</p> <ul style="list-style-type: none"> • whakarāpopoto i ngā whakaaro matua • pānui wawe i ngā kupu • aro atu ki ngā tiwhiri o roto i ngā tānga whakaahua. <p>He whakaaro mō te whānau:</p> <ul style="list-style-type: none"> • Tonoa a Hoani kia kōrero mō ngā pukapuka i pānuihia e ia i te kura • Kōrero tahi mō ētahi whakaahua e kitea ana i ngā toa, i ngā niupepa, i hea rānei • Ākina a Hoani kia pānui pukapuka i te kāinga. 	<p>Looking ahead</p> <p>Hoani has set these goals for himself:</p> <ul style="list-style-type: none"> • To get better at explaining reading strategies • To get better at using punctuation • To learn how to use a dictionary. <p>At school:</p> <p>Hoani has very strong oral and writing skills. These skills are really helpful to Hoani in reading. In the coming weeks, Hoani will be reading books at Pīngao level and will focus on:</p> <ul style="list-style-type: none"> • summarising the main ideas • skimming and scanning text • recognising clues in images. <p>At home:</p> <ul style="list-style-type: none"> • Ask Hoani to talk about the books he has read at kura • Talk together about any posters or images that you see in shops, in the newspapers, or in other places • Encourage Hoani to read at home.

Comments specified:

- *Circled At school and stated 'maybe jargon loaded'.*
- *Pointing to Kua whakaritea e Hoani enei whainga ako mana and stated 'what if you have no Reo?'. Pointing to To get better at explaining reading strategies stated 'do these come from the teacher, school, BOT or marau?'. Pointed to At home stated 'who does these? The Whanau/the tamaiti/Karako or all three?'*

NGĀ WHANAKETANGA: PĀNGARAU	
<p>Te ahu whakamua</p> <p>Kua whakaritea e Hoani ēnei whāinga ako māna:</p> <ul style="list-style-type: none"> • Kia kaha ake ki te whakamārama rautaki whakaoti rapanga • Kia māia ki ngā meka whakareatanga matua katoa • Kia ako ki te hanga kauwhata ki te ripanga rorohiko. <p>Tā te kura:</p> <p>Hāunga te tauanga, e pakari ana te eke panuku a Hoani i ngā whanaketanga pāngarau. Ko te tauanga te tino aronga i ngā wiki kei te tū mai, arā:</p> <ul style="list-style-type: none"> • te tuhi me te whakamāori kauwhata pou • te arotake tūhuratanga raraunga. <p>Ko te mōhio o Hoani ki te tau ka tino āwhina i a ia i ēnei akoranga.</p> <p>He whakaaro mō te whānau:</p> <ul style="list-style-type: none"> • Whakawhitiwhiti kōrero mō ngā momo kauwhata e kitea mai ana i ngā niupepa me ētahi atu wāhi • Tonoa a Hoani kia whakamārama i ana tūhuratanga tauanga. 	<p>Looking ahead</p> <p>Hoani has set these goals for himself:</p> <ul style="list-style-type: none"> • To get better at explaining problem solving strategies • To be confident with all times tables • To learn to produce graphs using a computer spreadsheet. <p>At school:</p> <p>Apart from Statistics, Hoani is making good progress against ngā whanaketanga pāngarau. Statistics will be the main focus over the next few weeks, namely:</p> <ul style="list-style-type: none"> • drawing and interpreting bar graphs • evaluating data investigations. <p>Hoani's knowledge of number will be of great benefit in this work.</p> <p>At home:</p> <ul style="list-style-type: none"> • Discuss graphs when they appear in the media • Ask Hoani to explain the statistical investigations he is undertaking at school.

Comments specified:

- *At home support is dependent on parent knowledge of subject.*
- *Circled At school and stated 'jargon loaded'.*
- *Underlined 'data investigations' At school and stated 'maybe an idea to set Whanau to assist with evaluating whether the language is plain'.*

Helping your child to learn

Q7 What does your child's school or community do to help you support your child's learning?

Comments coded:

	Number	Percent
Communication with school	12	38.7%
Support mechanisms	6	19.4%
Parental participation/support	5	16.1%
Give guidance to parents	3	9.7%
Community projects/marae stays	2	6.5%
Cultural heritage aspect	2	6.5%
Nothing/not enough	2	6.5%
Other	1	3.2%
Not specified	7	22.6%
Sample	31	

Note: Not additive as respondents' comments could be coded to multiple areas.

Comments coded to '**communication with school**':

- Mahi kainga [homework]. Open door policy. Kei te korero te kaiako ia ra [the teacher checks each day]. School reports progress ia wa [regularly]. If my child has issues they contact me immediately. Panui ia wiki [weekly newsletter].
- Marae noho (Marae stays). Visual events. Hands on. Video conferencing. At home - via Internet.
- Open door policy, Karahipi [scholarships], Aroha and Holiday courses eg. Taiaha, raranga. Mahi toi.
- Open door policy.
- Open door policy. Reports. Hui. IEP Hui, gifted and talented. Classroom panui and homework notebook (koura, home).
- Our kura [school] has whanau hui [family meeting], but I work too late to meet teachers or attend meetings.
- Parent sharing nights, but they're usually run by teachers in teacher language. We need to give teachers lessons in talking in plain language, we are not all academics!
- School participates in community projects relevant to learning needs. Open door policy. Whanau hui [family meetings]. Notice board. Panui [newsletter]. Kanohi Ki Kanohi Hui [face to face interview].
- Takes heed to Whanau Whakaaro [family thoughts]. Treats my child as their own. Has an open door policy at the Kura [school] where my child can access resources. Is mindful of financial assistance for resources and curriculum outings. Allows for Kaiako/tumuaki korero [teacher principal conversation] on child's needs and achievements. Supports and follows up on child's goals and desires.
- The teacher keeps us informed by phone, reports and teacher parent interviews.
- We have parent interviews reporting data given if there is a concern. Teachers, parents and the students are brought together as one to talk about it.
- Workshops within kura [school] which enables tamariki [children] to lead their learning - student directed leadership. Advice and up-to-date korero [conversation] from kaiako [teacher]/open door policy.

Comments coded to **‘support mechanisms’**:

- Bring support mechanisms for the teacher and tamariki [children] if child is below stanine level. This shown through regular tests.
- It has regular uiui korero [question and answer] sessions between parents and Kaiako [teacher]. The Kaiako [teacher] and Tumuaki [principal] are available and approachable to ask for resources and advice. The children are assessed at the beginning of each year to determine where effort needs to be placed for each child.
- Kaiawhina [social support workers] through IEP. Learning strategies through work shops at school.
- Kei te kaha te kura te tautoko te akoranga o nga tamariki katoa. Kei te hapori nga wahi ka ngana te auwhi atu I nga tamariki me te whanau heki. Kei te kaha to matau kura te whakamahia te RTLB Maori, RTM Maori. [It is for the school to support all children's learning. It is for the community to actively promote and support the child and the family. Our school actively supports RTLB Maori, RTM Maori].
- Provide extra support at school in the classroom. What we can support with at home. Refer to another specialist.
- Whanau tautoko - Tino pai. [Family support - excellent].

Comments coded to **‘parental participation/support’**:

- Encourage participation in Kura Whanau [school family] meetings to help set strategic direction. Encourage participation in engaging as Board members for the Kura [school].
- It has regular uiui korero [question and answer] sessions between parents and Kaiako [teacher]. The Kaiako [teacher] and Tumuaki [principal] are available and approachable to ask for resources and advice. The children are assessed at the beginning of each year to determine where effort needs to be placed for each child.
- Kaiawhina [social support workers] through IEP. Learning strategies through work shops at school.
- Kei te kaha te kura te tautoko te akoranga o nga tamariki katoa. Kei te hapori nga wahi ka ngana te auwhi atu I nga tamariki me te whanau heki. Kei te kaha to matau kura te whakamahia te RTLB Maori, RTM Maori. [It is for the school to support all children's learning. It is for the community to actively promote and support the child and the family. Our school actively supports RTLB Maori, RTM Maori].
- Provide extra support at school in the classroom. What we can support with at home. Refer to another specialist.

Comments coded to **‘give guidance to parents’**:

- Explain in the strategic plan what is expected of us as parents.
- Kaiawhina [social support workers] through IEP. Learning strategies through work shops at school.
- Provide extra support at school in the classroom. What we can support with at home. Refer to another specialist.

Comments coded to **‘community projects/marae stays’**:

- Marae noho (Marae stays). Visual events. Hands on. Video conferencing. At home - via Internet.
- School participates in community projects relevant to learning needs. Open door policy. Whanau hui [family meetings]. Notice board. Panui [newsletter]. Kanohi Ki Kanohi Hui [face to face interview].

Comments coded to **‘cultural heritage aspect’**:

- 1/ Opportunities being available for their holistic learning. 2/ Whanau concept.

- *My kura [school] is able to scaffold the learning of my children because they know and understand my child as a whole (holistic perspective) as well as being able to maintain their cultural heritage (Tikanga and Te Reo Maori).*

Comments coded to **‘nothing/not enough’**:

- *Not enough. I source and initiate information for myself.*
- *Uselessly. Not effective at all.*

Comments coded to **‘other’**:

- *Open door policy, Karahipi [scholarships], Aroha and Holiday courses eg. Taiaha, raranga. Mahi toi.*

Q8 What else could your child’s school or community do to help you support your child’s learning?

Comments coded:

	Number	Percent
Progress reports/communication with parents	14	45.2%
Focus on education requirements of each individual	5	16.1%
Support available	5	16.1%
Give guidance to parents	4	12.9%
Ensure teachers have appropriate skills/professional development	3	9.7%
Extend range of education available	2	6.5%
Increased focus on basics (literacy, numeracy)	2	6.5%
Other	5	16.1%
Not specified	7	22.6%
Sample	31	

Note: Not additive as respondents comments could be coded to multiple areas

Comments coded to **‘progress reports/communication with parents’**:

- *1/ Progressive reports more frequently than six monthly (suggest quarterly). 2/ Intervention reports on identified progress and non-progress. 3/ Less focus on other curricular activities and more time spent on literacy etc. 4/ More involvement with the Whole community, not just focus on the Maori community.*
- *Ensure that teachers are experienced and are receiving appropriate P.D. Employment contracts' state teachers must attend P.D. To report to parents as soon as there are issues. Government to ensure that there are support staff.*
- *Good communication with whanau [family], ie, keeping whanau well-informed. Cater for the learning need of individual students, IEP's or accessing extra support for those that need it. The kura [school] get some funding to put my boy through Kip McGrath for English support other than by paying for Kura Reo.*
- *Help if the teachers give help really early when your child needs extra help and they let you know that as well. Stop looking for labels. Make sure that my child is succeeding and is happy learning.*
- *I would like to see graphs re: progress and be given ideas on how I could help at home.*
- *Informative information. Needs to be sufficient feed back and reliable feed forward information for whanau [family].*
- *Maybe have a website where parents can read their progress? Our kura is only small and does not have the funding to do this.*
- *Mid year and end of year reports. Open door policy. Weekly newsletter and whanau [family] days.*

- *More advocacy on focussed learning needs that might be identified for our child so that we can provide that support as well instead of relying on Kaimahi [relievers (paid staff)] all the time.*
- *More sharing information about criteria and judgements made.*
- *Open door policy with teacher and parents to discuss child's level of achievement.*
- *Participate in Whanau hui [family meetings]. Be more visible around the kura [school]. Support our Tumuaki [principal] and our kaiako [teacher]. Help to achieve and maintain school vision and strategies.*
- *Report on strengths, weakness and next steps which have been discussed with the child and teacher.*
- *Schools open work shop evenings.*

Comments coded to **'focus on education requirements of each individual'**:

- *Being actively involved in their learning styles and consistent professional support to help everyone be involved in the learning process.*
- *Good communication with whanau [family], ie, keeping whanau well-informed. Cater for the learning need of individual students, IEP's or accessing extra support for those that need it. The kura [school] get some funding to put my boy through Kip McGrath for English support other than by paying for Kura Reo.*
- *Help if the teachers give help really early when your child needs extra help and they let you know that as well. Stop looking for labels. Make sure that my child is succeeding and is happy learning.*
- *Involvement in PD relevant to child's learning alongside of school/Kaiako hoki [and teachers].*
- *More advocacy on focussed learning needs that might be identified for our child so that we can provide that support as well instead of relying on Kaimahi [relievers (paid staff)] all the time.*

Comments coded to **'support available'**:

- *Being actively involved in their learning styles and consistent professional support to help everyone be involved in the learning process.*
- *Ensure that teachers are experienced and are receiving appropriate P.D. Employment contracts' state teachers must attend P.D. To report to parents as soon as there are issues. Government to ensure that there are support staff.*
- *Good communication with whanau [family], ie, keeping whanau well-informed. Cater for the learning need of individual students, IEP's or accessing extra support for those that need it. The kura [school] get some funding to put my boy through Kip McGrath for English support other than by paying for Kura Reo.*
- *I would like a booklet, resource, or reference area where I can have a "one stop shop" of information to support parents involved in bi-lingual education. Including, resources, tips, techniques and avenues for assistance available in our local community to build our reo as a community.*
- *More advocacy on focussed learning needs that might be identified for our child so that we can provide that support as well instead of relying on Kaimahi [relievers (paid staff)] all the time.*

Comments coded to **'give guidance to parents'**:

- *I would like a booklet, resource, or reference area where I can have a "one stop shop" of information to support parents involved in bi-lingual education. Including, resources, tips, techniques and avenues for assistance available in our local community to build our reo as a community.*
- *I would like to see graphs re: progress and be given ideas on how I could help at home.*
- *More advocacy on focussed learning needs that might be identified for our child so that we can provide that support as well instead of relying on Kaimahi [relievers (paid staff)] all the time.*
- *Report on strengths, weakness and next steps which have been discussed with the child and teacher.*

Comments coded to **'ensure teachers have appropriate skills/professional development'**:

- *Ensure that teachers are experienced and are receiving appropriate P.D. Employment contracts' state teachers must attend P.D. To report to parents as soon as there are issues. Government to ensure that there are support staff.*
- *Make sure that all teachers are kept updated in their professional developments and that all resources are available at all times, make sure that there are no barriers.*
- *Quality delivery that matches - level NCEA. An understanding as Kaiako [teacher], what is required to deliver to the highest standard, for tamariki [children] to achieve.*

Comments coded to **'extend range of education available'**:

- *Introducing other levels of learning eg, computer technicians, carpentry, higher levels of Polytechnic studies. Confidence speaking, toastmaster skills. More sporting events.*
- *Quality delivery that matches - level NCEA. An understanding as Kaiako [teacher], what is required to deliver to the highest standard, for tamariki [children] to achieve.*

Comments coded to **'increased focus on basics (literacy, numeracy)'**:

- *1/ Progressive reports more frequently than six monthly (suggest quarterly). 2/ Intervention reports on identified progress and non-progress. 3/ Less focus on other curricular activities and more time spent on literacy etc. 4/ More involvement with the Whole community, not just focus on the Maori community.*
- *Quality delivery that matches - level NCEA. An understanding as Kaiako [teacher], what is required to deliver to the highest standard, for tamariki [children] to achieve.*

Comments coded to **'other'**:

- *1/ Progressive reports more frequently than 6 monthly (suggest quarterly). 2/ Intervention reports on identified progress and non-progress. 3/ Less focus on other curricular activities and more time spent on literacy etc. 4/ More involvement with the Whole community, not just focus on the Maori community.*
- *Keep them physically safe ie, bullying, environment and emotionally.*
- *Kia kaha tonu tatau te whakamahia te RTLB, RTM nga wahanga kei te tautoko nga ahuatanga Maori. [We need to support the work being done RTLB, RTM especially those areas where Maori are affected].*
- *Marae evenings. Games nights. Quiz. After school programme. Takaro kemu a mui te kura [play games before school]. Netipaoro [Netball for example].*
- *The whole school to take this initiative on board, it only happens in our bi lingual unit.*

Q9 Further comments

Do you have any other thoughts, suggestions or feedback?

Comments coded:

	Number	Percent
Education	7	22.6%
Reporting	5	16.1%
Process	4	12.9%
Other	2	6.5%
Not specified	16	51.6%
Sample	31	

Note: Not additive as respondents comments could be coded to multiple areas

Comments coded to '**education**':

- 1/ As schools are setup to educate our taonga they should spend more time focussing on excelling in the arena of achievement not just achieving. 2/ More support given to Teachers to be able to focus on the above statement. 3/ Teachers to have performance measures on how many children are excelling in their education. If they are not excelling this should be a performance issue for the teacher.
- Allow time for schools to develop their own ways of reporting. Support schools to have professional learning to be able to unpack and be skilled to articulate children's achievement.
- Be involved with negotiation when implementing curriculum material.
- Have no problem with having progressive whanaketanga [development]. But for me if this is to help parents better get involved in schools and achievement of tamariki [children]. This I think there's more work needed on refining this. For example, will I know what the whanaketanga actually is? What's the point of knowing how high my child can jump if I don't know what he's jumping?
- I think that each child has their own individual characteristics. As a parent, although it's a lot of work, I try to support those individual aspects.
- Parents need educating with the new system in order to continue support with their tamariki's [childrens] education. Secondary Schools need to take on board the New National primary education curriculum - or this is another great idea and a waste of time and effort. Is the NZQA system ready for this type of teaching? Has this been taken into account? If not, why not? Continuation of this education curriculum progressing into Tertiary level.
- Support the introduction of new educative Maori instruments that will advance the learning capabilities of our tamariki [children] into this 21st Century.

Comments coded to '**reporting**':

- Allow time for schools to develop their own ways of reporting. Support schools to have professional learning to be able to unpack and be skilled to articulate children's achievement.
- Have no problem with having progressive whanaketanga [development]. But for me if this is to help parents better get involved in schools and achievement of tamariki [children]. This I think there's more work needed on refining this. For example, will I know what the whanaketanga actually is? What's the point of knowing how high my child can jump if I don't know what he's jumping?
- I am happy with how our kura [school] reports back. I like the kopaki aromatawai [assessment form (report)] that goes home because I can visually see the progress between the tests they do. Sometimes I don't know what they mean, but my child explains to me on how well they are doing.

- Parents need educating with the new system in order to continue support with their tamarikis' [childrens] education. Secondary Schools need to take on board the New National primary education curriculum - or this is another great idea and a waste of time and effort. Is the NZQA system ready for this type of teaching? Has this been taken into account? If not, why not? Continuation of this education curriculum progressing into Tertiary level.
- Reporting format needs to be critically reviewed. User friendly. Informative.

Comments coded to '**process**':

- As long as there are no great expectations (cost) for the educators to meet to be able to deliver to their best for the needs of students, then pai ki ahau [I am happy with this].
- Great information, pleasant process and professional approach.
- How do kura [schools] who do not work with Kath Rau understand her assessment tools if these have been a part of developing standards.
- I think this is great. I can understand it. Nga mihi ki nga kaitito. [Congratulations to the writers].

Comments coded to '**other**':

- Can we have (kaiako [teacher]/managers) a digital copy of this report format to use in our kura [school]?
- School children should have access to their own bus, as our kura is always out and about our local area. They will learn more by visiting places rather than sitting in class.

Q10 Whānau of children with special needs/disabilites only

Is there a child with special needs or disabilities in your whānau?

	Number	Percent	% ex non spec.
Yes	6	19.4%	26.1%
No	17	54.8%	73.9%
Not specified	8	25.8%	
Total	31	100.0%	100.0%

Note: % ex non spec. is the percentage with non specified responses removed

If yes, how would you like to follow your child's progress?

	Number	Percent
IEP (Individual Education Programme)	5	83.3%
National Standards report	2	33.3%
Other	2	33.3%
Not specified	0	0.0%
Sample	6	100.0%

Note: Not additive as respondents could identify multiple methods

Other specified:

- How I can help learning.
- Would like a picture of both of the above.

SECTION B: STATISTICAL INFORMATION

Gender:

	Number	Percent	% ex non spec.
Male	5	16.1%	17.9%
Female	23	74.2%	82.1%
Not specified	3	9.7%	
Total	31	100.0%	100.0%

Note: % ex non spec. is the percentage with non specified responses removed

Ethnicity:

	Number	Percent
Māori	27	87.1%
Pākehā/NZ European	2	6.5%
Pasifika	1	3.2%
Other	0	0.0%
Not specified	3	9.7%
Sample	31	100.0%

Note: Not additive as respondents could specify multiple ethnicities

Are you affiliated to any iwi?

	Number	Percent	% ex non spec.
Yes	27	87.1%	96.4%
No	1	3.2%	3.6%
Not specified	3	9.7%	
Total	31	100.0%	100.0%

Note: % ex non spec. is the percentage with non specified responses removed

Iwi specified:

Iwi	Region
Kāi Tahu (x2).	• Te Wai Pounamu (x2).
Ngā Ariki Kaiputahi	• Mangatu.
Ngā Puhī (x2).	• North.
Ngāi Te Rangī.	• Tauranga Moana.
Ngāi Tuhoe (x3).	• Te Urewera. • Waimana.
Ngāpuhi (x6).	• Ngāti Manu Ngāti Kahu Ki Whangaroa, Tai Tokerau. • Taitokerau.
Ngāti Hine, Ngā Puhī.	• Pewhairangi, Tai Tokerau.
Ngāti Kahungunu (x5).	• Wairoa.
Ngāti Porou (x6).	• Ruatorea. • Tairāwhiti. • Te Awaroa.
Ngāti Raukawa ki Te Tonga	• Wellington
Ngāti Raukawa.	• Poneke.
Ngāti Tamatera.	• Hauraki.
Ngāti Te Ata.	• Tamaki Makaurau/Waikato.
Ngāti Toa.	• Wellington
Ngāti Tuwharetoa (x2).	

<i>Iwi</i>	<i>Region</i>
Ngāti Wai.	• Taitokerau.
Ngāti Whātua (x3).	• Auckland. • Taitokerau.
Not specified.	
Tainui (x2).	• Waikato.
Tai Tokerau.	• Ahipara/Te Hapua.
Taranaki.	• Taranaki.
Te Arawa - Ngāti Whakaue.	
Te Arawa.	• Rotorua.
Te Āti Awa ki Whakarongotai.	• Wellington
Te Rarawa.	
Te Whanau-a-Apanui.	
Waikato (x5).	• Maungatautari. • Waikato (x3).
Waitaha.	• Te Wai Pounamu.

What type of te reo Māori setting is/are our child/ren, grandchild/ren, other family or whānau members in?

	Number	Percent
Kura Māori - whole school	19	61.3%
Bilingual unit or class	3	9.7%
Rumaki or immersion unit or class	3	9.7%
Other	2	6.5%
Not specified	6	19.4%
Sample	31	

Note: Not additive as respondents could identify multiple settings

Other specified:

- *Mainstream.*
- *My tamariki is taught in Te Reo Maori through all areas of primary education.*

I have children, grandchildren, other family or whānau members at primary or intermediate in the following years:

	Number	Percent
Year 1	7	22.6%
Year 2	3	9.7%
Year 3	5	16.1%
Year 4	9	29.0%
Year 5	7	22.6%
Year 6	6	19.4%
Year 7	5	16.1%
Year 8	8	25.8%
Not specified	11	35.5%
Sample	31	

Note: Not additive as respondents could identify multiple years

Additional comments:

General

- Are Govt prepared to offer PD for teachers?
- Do bilingual units have a choice to do Whanake Tanga?
- Does Govt really think this will raise achievements?
- How can Kaiako at Wharekura best support year 8 taura who take the transition to year 9?
- How do NWK support NCEA? What is the connection?
- How do we as a kura ensure data is used for the right purpose?
- Is there a time limit to when this new curric is self sufficient?
- Is there an economic value attached. Ie, what makes money - works. What doesn't make money gets cut.
- Maori ASTTLE has been dumbed down?
- More PD for Kaiako?
- NgWh vs. Runanga based standards?
- The strengthen of selected curriculum take the course away form other curriculum areas?
- What is the timeframe for the working in progress curric. Ie, will they fix what needs fixing? How will they?
- What provisions have the MOE put in place to offer PD for Kaiako at Wharekura? What \$\$ available for PD for Kaiako?
- What skills/knowledge do Wharekura Kaiako need to understand NgWk?
- Will new, appropriate assessment tools be supportive of both the new curriculum and Kaiako using them?

Principal/BOT

- Are the NWRM confident of ensuring of cultural values and beliefs are explicit with their intent as to the outcomes?
- Are the standards a base line that can be added to by individual Kura settings?
- Do the Whanaketanga work towards the Year 6 graduate to help Kura to become more open to docs introduced to work forward for the student?
- How different are these from the standards? Are the expectations the same?
- Reporting to Whanau in plain language! This is a huge challenge in Te Reo and any other language.
- What has been the reaction from across the matu to the NWRM? How is mana motuhake for each setting acknowledged?
- What provisions have the MOE established as in settings having a range of appropriate assessment tools?
- What tools and which baseline data is being developed for the differing levels for each level of the Whanaketanga?
- Where is the provision for years 9 & 10 given we have a compulsory curriculum at years 1 – 10.
- Whose responsibility is it to administer, collate, develop these in a Rumaki within mainstream. Who will support them to do this?
- Will the consultation process be introduced to Auralei, BOT, Managers?
- Will there be specified templates to support managers and teachers to report to parents, specific to the Whanaketanga?

Appendix Five: Additional education sector and parent/whānau comments

Principal/BOT:

- *Are the indicators all to be achieved before moving on to the next whanaketanga? Years at school versus years in Maori medium.*
- *Difficult to explore in given time (short time) in workshop.*
- *Difficult to navigate the Marautanga levels and Whanaketanga in Te Reo Matatini.*
- *How does this Kaupapa embrace our Kaiako if levels of achievement are not successful?*
- *How will the feedback from all the consultations be reported back? Statements, If you are following a Maori Kaupapa then I would expect hui Kanohi ki te Kanohi.*
- *Is whanaketanga about standardised tool?*
- *Making sure that the focus of the documents are relevant and transferable to all areas of the learner.*
- *Pangarau, early stages and at the end of each level. Te Reo Matatini, end of each level. Why is there a difference?*
- *What communication vehicles are used to inform and up skill Maori B.O.T representatives regarding consultation of the implementation of Marautanga versus national standards within Rumaki, Reo Rua units in mainstream.*
- *What plans are in place to develop our Kaiako in using our documents? Marau, National Standards and Whanaketanga if need be?*
- *Why are the Whanaketanga Pangarau and Te Reo Matatini described (in terms of student independent achievement) in one as early stages and end of level and only end of level in the other? (ie, Pangarau vs. Te Reo).*
- *Will REO measuring stick be dependant on how marau and NZ standards are implemented at different school levels?? If so, how??*
- *Will there be a Maori parallel to the NEMPS using the Marautanga in the context of the assessment guide from the Marautanga.*

NGA WHANAKETANGA RUMAKI MAORI
Held on 26/04/10, between 3:30pm & 7pm,
HAMILTON.

Audience: Whanau/Community

How do our kura keep us informed....

E-Portfolio.

Goal setting.

Conferencing.

Written Reports.

Portfolio Books (Booklets).

E-Portfolio.

Ripoata - a pepa.

Newsletters.

Parent interviews.

Two reports of students progress per year.

Open day.

Uiui.

Skype.

Blog.

Student Led Conferences.

Open door policies.

Hui - formal and informal.

Telephone parents.

Kia ngawari te reo.

User friendly -

Akongā - (a - waha, tiwhikete)

O Kawa.

O paki.

Patu waea.

Tutaki noa.

Imera.

Reta.

Nga patai.

Ko te ahua o te hanga, he orite?

What I would like to know is what is the teacher doing to move my moko along?

When will they use whanau expertise, knowledge and direction to help localise learning?

When will they learn to engage more effectively with parents?

What is happening now?

Nga patai.

How do our kura keep us informed?

What would you like to see?

NGA WHANAKETANGA RUMAKI MAORI

Held on the 27/04/10, between 9am -

12:30pm,

HAMILTON.

Ausience - Tmuaki me nga BOT

How do our kura keep us informed....

E-Portfolio.

Goal setting.

Conferencing.

Written Reports.

Purongo-a-tamaiti.

Panui ia wiki.

Hui a whanau e wha.

Portfolios.

Emera.

Whakatu.

Hui mo tetahi take laupapa, kaupapa, kura reo.

Facebook.

Teaching Online.

Nga Karaehe Reo mo nga matua.

Email.

Open Communication.

Parent/student support.

Parent Interviews.

Kanohi ki te kanohi.

RTLb.

Panui.

School responsibility.

Individual Education Plan.

Patai, whakautu.

Hui.

More teacher to parent communication.

Schools need to be able to support initiatives with guidance from senior management to implement goals and aspirations of the schools implementing NWRM. Putea would definitely help with PD, relief staff.

Nga Patai.

What can the principal and the BOT do to help?

Have the guidelines for BOT been drafted to assist in how they report back in their annual report to MOE?

Notification of information dispersement needs to be consistent and with time for schools/boards/community to make arrangements to attend.

When are they (Nartam) plus others, going to be informed that's what is going to happen?

I hear throughout the presentations that ISTES will support the role out of NWRM.

When are they (Nartam) plus others, going to be informed that's what is going to happen?

Rumaki environment in mainstream schools is different to T.K.K.M. Does the Whanaketanga take this into consideration.

What assessment tools will be used for students in Rumaki Maori for re-engaging "English transition programme".

Ki roto strategic plans o nga kura.

How will new BOTS be informed about Whanaketanga?

Accessing of P.D. is difficult, especially for rumaki/ruareo in mainstream schools. Information needs to be directed to the kaiako directly and a clear contact list provided to do this.

Kia puta hga Pouwhakataki ki ia kura kia mohio ai ratou ki a raua.

Pouwhakahaere available for running whanau hui?

Kia mohio nga kura, ko wai, ko wai te awahina?

Pangarau.

MOA.

Whanau - Pouwhakataki.

Kia tautokongi nga tumuaki, nga poari ki te whakatuki I enei?

What support for new boards is in place?

Who is responsible for providing support for boards?

Is Professional Development for teachers part of the implementation?

