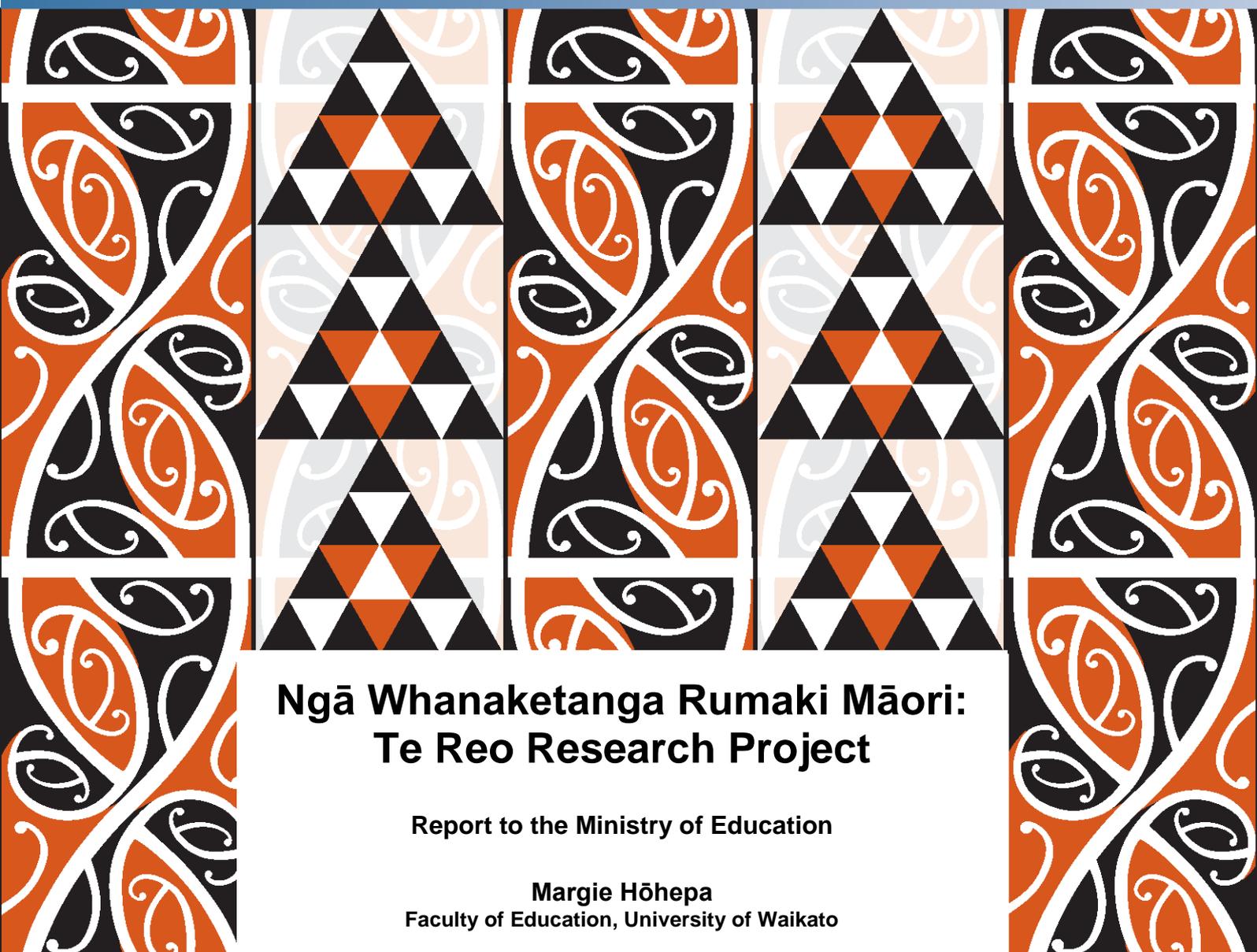




TE TĀHUHU O TE MĀTAURANGA AOTEAROA

Ministry of Education New Zealand



Ngā Whanaketanga Rumaki Māori: Te Reo Research Project

Report to the Ministry of Education

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He Whakamārama

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

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THE UNIVERSITY OF
WAIKATO
Te Whare Wānanga o Waikato

Ngā Whanaketanga Rumaki Māori: Te Reo Research Project

Final Report

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Table of Contents

He Mihi Maioha	1
Executive Summary	3
Phase 1: Revision and refinement of Ngā Whanaketanga Rumaki Māori: Te Reo	3
<i>School surveys</i>	3
<i>Teacher Surveys</i>	3
Phase 2: Case Studies — Implementation and professional development.....	4
Phase 3: Case Study — Reporting to parents and whānau	5
<i>Reporting student achievement at a whole school/unit level</i>	5
<i>Reporting to parents about their child's achievement and progress</i>	5
<i>Written reports</i>	5
<i>Reporting information about student learning and achievement to boards</i>	6
<i>Parents' knowledge and views of Ngā Whanaketanga Rumaki Māori</i>	6
Introduction	7
Ethical procedures	8
Phase 1: Revision and refinement of Ngā Whanaketanga Rumaki Māori: Te Reo	9
School surveys.....	10
<i>School and Programme types</i>	10
<i>Student schooling and programme history</i>	10
<i>Language background information</i>	11
<i>English language instruction</i>	12
Teacher Surveys.....	13
<i>Teaching levels</i>	13
<i>Teaching experience</i>	15
<i>Judging pānui, tuhituhi and kōrero levels</i>	15
<i>Sources of evidence used to make a judgement about pānui</i>	16
<i>Sources of evidence used to make a judgement about tuhituhi</i>	16
<i>Sources of evidence used to make a judgement about kōrero</i>	17
<i>Other assessments for Te Reo Māori</i>	17
<i>English assessments</i>	18
<i>Confidence about judgements of levels for pānui, tuhituhi and kōrero</i>	19
Summary.....	19
Phase 2: Case Studies — Implementation and professional development	21
The PL&D Approach	21
<i>PL&D resources</i>	22
<i>PL&D intensity</i>	22
<i>Delivery settings and levels</i>	22
The case study schools	23
Kura A.....	24
1. <i>Descriptions of PL&D</i>	24
2. <i>PL&D effectiveness</i>	25
3. <i>Ngā Whanaketanga Rumaki Māori: Te Reo PL&D and Te Marautanga o Aotearoa: Te Reo Māori</i>	26
4. <i>Implications for 2011 implementation of Ngā Whanaketanga Rumaki Māori: Te Reo</i>	27
5. <i>Areas of strength and areas of need that may impact on implementation</i>	27
6. <i>Moderation and making judgements against Ngā Whanaketanga Rumaki Māori: Te Reo</i>	28
Kura E.....	28
1. <i>Descriptions of PL&D</i>	28
2. <i>PL&D effectiveness</i>	30
3. <i>Ngā Whanaketanga Rumaki Māori: Te Reo PL&D and Te Marautanga o Aotearoa: Te Reo Māori</i>	30
4. <i>Implications for 2011 implementation of Ngā Whanaketanga Rumaki Māori: Te Reo</i>	31
5. <i>Areas of strength and areas of need that may impact on implementation</i>	31
6. <i>Moderation and making judgements against Ngā Whanaketanga Rumaki Māori: Te Reo</i>	32

Kura I	33
1. Descriptions of PL&D.....	33
2. PL&D effectiveness	34
3. Ngā Whanaketanga Rumaki Māori: Te Reo PL&D and Te Marautanga o Aotearoa: Te Reo Māori.....	35
4. Implications for 2011 implementation of Ngā Whanaketanga Rumaki Māori: Te Reo	36
5. Areas of strength and areas of need that may impact on implementation	36
6. Moderation and making judgements against Ngā Whanaketanga Rumaki Māori: Te Reo	37
Kura O	38
1. Descriptions of PL&D.....	38
2. PL&D effectiveness	39
3. Ngā Whanaketanga Rumaki Māori: Te Reo PL&D and Te Marautanga o Aotearoa: Te Reo Māori	39
4. Implications for 2011 implementation of Ngā Whanaketanga Rumaki Māori: Te Reo	40
5. Areas of strength and areas of need that may impact on implementation	41
6. Moderation and making judgements against Ngā Whanaketanga Rumaki Māori: Te Reo	41
7. Te Reo Pākehā.....	42
Summary	42
Approaches to PL&D facilitation	43
Time factors.....	43
Using information about student achievement for MME sector development	43
Systems for assessment, moderation and reporting.....	44
Rolling out new resources and documents.....	44
Phase 3: Case Study — Reporting to parents and whānau	47
Whānau engagement	48
Reporting information about student achievement and progress to parents.....	48
i) Reporting information about student achievement in their schools/units to parents/ kura whānau	48
ii) Reporting information to parents about their child(ren)'s achievement	49
Reporting information about student learning and achievement to boards	52
Implications of Ngā Whanaketanga Rumaki Māori for Boards.....	53
Parents' knowledge and views about Ngā Whanaketanga Rumaki Māori	55
Summary	56
Revising and refining: Creating opportunities to learn	59
Appendix 1: Research questions relating to revising and refining Ngā Whanaketanga Rumaki Māori: Te Reo.....	61

Tables

Table 1: Type of school	10
Table 2: Programme type	10
Table 3: Student management system.....	11
Table 4: Number of teachers per school type	13
Table 5: Number of teachers per programme type	13
Table 6: Year levels in teachers' classes (n=60).....	14
Table 7: Years of teaching experience	15
Table 8: Teacher sources of evidence and weighting given when making judgements about pānui levels	16
Table 9: Teacher sources of evidence and weighting given when making judgements about tuhituhi levels	16
Table 10: Teacher sources of evidence and weighting given when making judgements about kōrero levels	17
Table 11: Teacher ratings of confidence about judgements of levels for pānui, tuhituhi and kōrero.....	19

Table 12: Case study schools.....	23
Table 13: Kura A ratings of PL&D effectiveness	25
Table 14: Kura A appropriateness of Te Marautanga o Aotearoa PL&D to preparing for Ngā Whanaketanga Rumaki Māori implementation	27
Table 15: Kura A teacher ratings of ability to work collectively with other teachers to moderate student assessments.....	28
Table 16: Kura A teacher ratings of how making judgements about student progress against Ngā Whanaketanga Rumaki Māori: Te Reo is going.....	28
Table 17: Kura E ratings of PL&D effectiveness	30
Table 18: Kura E appropriateness of Te Marautanga o Aotearoa PL&D to preparing for Ngā Whanaketanga Rumaki Māori implementation	30
Table 19: Kura E teacher ratings of ability to work collectively with other teachers to moderate student assessments.....	32
Table 20: Kura E teacher ratings of how making judgements about student progress against Ngā Whanaketanga Rumaki Māori: Te Reo is going.....	33
Table 21: Kura I ratings of PL&D effectiveness.....	34
Table 22: Kura I appropriateness of Te Marautanga o Aotearoa PL&D to preparing for Ngā Whanaketanga Rumaki Māori implementation	36
Table 23: Kura I teacher ratings of ability to work collectively with other teachers to moderate student assessments.....	37
Table 24: Kura I teacher ratings of how making judgements about student progress against Ngā Whanaketanga Rumaki Māori: Te Reo is going.....	37
Table 25: Kura O ratings of PL&D effectiveness.....	39
Table 26: Kura O appropriateness of Te Marautanga o Aotearoa PL&D to preparing for Ngā Whanaketanga Rumaki Māori implementation	40
Table 27: Kura O teacher ratings of ability to work collectively with other teachers to moderate student assessments.....	41
Table 28: Kura O teacher ratings of how making judgements about student progress against Ngā Whanaketanga Rumaki Māori: Te Reo is going.....	42
Table 29: Facilitator ratings in comparison with teachers ratings by each kura	44

He Mihi Maioha

E ngā kura, koutou ngā kaiako, ngā tumuaki, ngā mātua e ako ana, e poipoi ana i ngā tamariki i roto i ngā kura, tēnā koutou. Ka mihi hoki ki ngā kaimahi o Kia Ata Mai mo o koutou kaha ki te tautoko i o tātou kura reo Māori. E te Tāhuhu o te Matauranga, tēnā hoki koutou e ārahi ana i tē rangahau nei.

He mihi whānui, he mihi whakakapi kōtahi tēnei ki a koutou katoa mō o koutou whakaaro, o koutou kōrero i hōmai, hei tautoko nei i tēnei kaupapa rangahau.

Executive Summary

Ngā Whanaketanga Rumaki Māori: Te Reo, along with the related Pāngarau document, has been developed for compulsory use in Māori medium contexts in 2011. In preparation for its introduction the Ministry of Education made provision in 2010 to gather information to complete the development of Ngā Whanaketanga Rumaki Māori: Te Reo. The overarching aim of this study was to provide information to help support its implementation in 2011. In order to do this the study focused on teachers' views on their experiences of professional learning and development (PL&D) towards implementing Ngā Whanaketanga Rumaki Māori: Te Reo, and parents' views and preferences on the reporting of information about their children's progress and achievement. Data collecting and analysis was carried out and reported on in three phases.

Phase 1: Revision and refinement of Ngā Whanaketanga Rumaki Māori: Te Reo

In Phase 1 we wanted to find out about formal and informal assessment practices teachers were using to make judgements about student performance areas focused on in Ngā Whanaketanga Rumaki Māori: Te Reo. That is *kōrero*, *pānui* and *tuhituhi*. We also wanted to find out to what extent they were confident in making and moderating these judgements. In order to do this we undertook teacher and school surveys with a group of schools that were working with a group of Ngā Taumatua trained facilitators using the draft Ngā Whanaketanga Rumaki Māori: Te Reo.

School surveys

We found out from school surveys completed by 16 schools that in general information about students' schooling and programme histories, such as time in immersion education and home language backgrounds, is not collected systematically. As a result teachers and schools are unlikely to have ready access to relevant, accurate information that is helpful when examining students' achievement and progress in Māori medium settings. This suggests a need for more systematic collection and recording of information about the kinds of educational programmes students have attended, and the duration and consistency of that attendance in order to contextualise decisions about student placement on Ngā Whanaketanga Rumaki Māori progressions.

While this project is concerned with the learning area Te Reo Māori and Ngā Whanaketanga Rumaki Māori, school surveys also indicated that the timing of the introduction of English language instruction varied greatly from Y0 (in Level 2 immersion programmes) to Year 9 (in a Level 1 immersion programme). English language instruction may also be located off the school site. Prior to the implementation of *Te Marautanga o Aotearoa* schools and kura whānau exercised some autonomy in deciding whether to introduce English. While schools and kura have autonomy to decide when and how to introduce Te Reo Pākehā, its inclusion is now mandatory as Te Reo Pākehā is now a learning area in *Te Marautanga o Aotearoa*. The variability above suggests that in the future some thought and planning may be required with regards to PL&D support for the learning area Te Reo Pākehā.

Teacher Surveys

Information from 73 completed teacher surveys reinforced for us that a common feature of Māori medium education (MME) is multi-year level teaching. This feature may facilitate or impede teacher assessment practices. On the one hand multi-year teaching could support making judgements about student progress with regards to Ngā Whanaketanga Rumaki Māori, as teachers who are used to teaching across year levels may also be used to thinking about teaching, learning, planning and assessment across levels. On the other hand it is likely to have workload implications relating to multiple-loading teachers. Working across a wide range of classroom levels may already impact on teachers' workloads. This impact could be intensified by Ngā Whanaketanga Rumaki Māori implementation. This suggests that

preparing teachers to implement Ngā Whanaketanga will need to include how to do this efficiently in multi-year level classroom contexts.

We found that teachers responding to the survey are likely to represent those who are relatively experienced in teaching in Māori medium (mainly level 1) settings, with just over three-quarters of the teachers having taught for six or more years. They represent teachers with well-established networks of professional support with regards to Te Reo Māori, particularly with regards to pānui and tuhituhi, given that there were long term relationships with their Ngā Taumatua trained facilitators as well as between some of the schools. This suggests that professional learning and development for Ngā Whanaketanga implementation will need to take cognizance of teachers' levels of experience and direct some attention to developing networks where needed.

Teacher survey responses to questions about sources of evidence and weighting given when making judgements about student progress consistently rated daily learning and teaching observations and interactions with students as the greatest source and consulting with colleagues as the least used source, with formal assessments (e.g. asTTLe, He Mātai Mātātupu) somewhere in the middle. Moderating assessments through formal consultation with colleagues, plays an important part in overall teacher judgement, particularly for tuhituhi and kōrero. This suggests formal attention will be needed to help teachers develop knowledge and expertise in moderating assessments.

We also found that while teachers generally reported feeling confident in making judgements about pānui achievement and progress, there was a fall-off in teacher confidence in making judgements about progress across tuhituhi and kōrero. This suggests that teachers are more likely to need specific support and professional learning opportunities to develop confidence and expertise in judging student achievement and progress in these two areas.

Survey responses about English assessment indicate that it is important to ensure that Ngā Whanaketanga Rumaki Māori are used where *Te Marautanga o Aotearoa* is implemented and correspondingly National Standards are used where the New Zealand Curriculum is implemented. This is to avoid MME teachers experiencing double-loading by, for example, trying to report against National Standards, with regards to Te reo Pākehā programmes in their schools.

Phase 2: Case Studies — Implementation and professional development

In Phase 2 we collected information about PL&D that facilitators were providing from four case study schools.

Information collected from case study schools reflect the importance of professional networks and relationships for effective PL&D facilitation. Existing networks and relationships were drawn on to develop and provide effective learning opportunities for MME teachers in a short time period (approximately two school terms). This indicates that capability exists to provide effective PL&D. However case studies showed that how its capacity might be best built needs to be addressed to avoid overload of those with capability. Strategies to develop capacity also need to protect those upskilling potential facilitators from overload, and ensure that knowledge and skills are not lost from schools in the long term as a result of taking out skilled experienced teachers to provide PL&D across the Māori medium sector.

Ngā Whanaketanga Rumaki Māori: Te Reo are seen by teachers and principals (as well as parents – see Case Study 3) in the case study schools as potentially contributing to the establishment of a national picture of MME student achievement based on common points of reference. However care needs to be taken so that MME philosophies and principles are not subsumed under those of English medium schooling and by approaches to National Standards implementation.

One finding of Phase 2 that has significant implications for how PL&D might be provided effectively is that in-school differences were greater than across-school differences in teachers' ratings of their abilities to moderate collectively and

make judgements against the Ngā Whanaketanga Rumaki Māori: Te Reo. Identifying the pattern of strengths and needs in a given school at the outset will help tailor PL&D opportunities to these, be these provided to individual or groups of schools. The school and teacher surveys used in Phase 1 provide a good starting point for the development of possible tools to gather baseline information: about strengths and needs with regards to a school's systems for handling relevant student information; and teacher-related knowledge and expertise.

Key features of Ngā Whanaketanga Rumaki Māori: Te Reo PL&D that was implemented in 2010 that teachers showed particular appreciation for was how it helped increase teacher knowledge and understanding: of the Marautanga and its implementation; and of available teaching and assessment resources and how to use them effectively. This raises questions about what are the most effective ways to introduce and roll out new resources, including curriculum documents. This PL&D was developed to explicitly focus on links and alignments between new and existing documents and resources to introduce teachers to Ngā Whanaketanga Rumaki Māori : Te Reo, and provide concrete opportunities to plan, teach and assess with these in concert.

Phase 3: Case Study — Reporting to parents and whānau

Phase 3 of the project focuses on kura engagement with whānau. This phase involved groups of parents and parent members of the Board of Trustees from each of the four case-study schools. The parents provided information on their views, experiences and preferences for the reporting of student achievement and progress.

Reporting student achievement at a whole school/unit level

Key messages emerging out of the parents' voices that are discussed in this section indicate the significance that kura whānau place on engagement as relational processes involving school staff, families and students as one group, rather than engagement that involves groups from two separate contexts - home and school - engaging with each other, have for reporting information about student achievement at a school or unit wide level. Observations of whānau hui, examination of weekly pānui and discussions with facilitators and teachers indicated that Ngā Whanaketanga work in the schools is being drawn on. While parents did not always see or know the links between the kinds of information and the forms in which information was presented at these hui to Ngā Whanaketanga Rumaki Māori, they described what they understood from the presentations and appreciated the opportunities to learn about achievement and teaching programmes in their school or rumaki unit.

Reporting to parents about their child's achievement and progress

Parents identified some key preferences they would like to see included in reporting processes. These can be grouped around te reo Māori preferences and kanohi ki te kanohi preferences. Parents appreciated opportunities to hear their child talking about their own learning in te reo Māori, such as in student-led conferences. They also wanted opportunities to discuss their child's progress directly with teachers:

- If te reo Māori was a barrier to fully understanding what was being presented in te reo Māori;
- To find out the teacher's view of their child's progress and what might need to happen as a consequence; and
- To explore information in the written report in more depth and identify their children's progress in their work.

Written reports

Parents identified a key role of reports about their children's achievement was to confirm in writing where their child is at and to show the whānau what the child could do. They preferred reports that provided clear information about their child's progress and where they need to go in their learning. The size of written reports (be they in Māori or English) needs to be carefully balanced in order for parents to receive clear messages about their children's progress, without being overwhelmed. Parents identified being interested in information that included social, emotional, linguistic (in

particular te reo Māori development) and cultural development (such as iwi tikanga). They wanted to know about goals for their child's learning and what was happening to achieve those goals. Many parents also wanted information about their child's behaviour, confidence levels, preparation to move on to new things and transition to new learning contexts, such as secondary, or English medium schooling.

Reporting information about student learning and achievement to boards

Parents who are board of trustee members focused on factors that helped, or could help facilitate the reporting and discussion of information about student achievement at board level. In general they saw board meetings as critical opportunities to discuss information and data about student achievement in their school. In order for this to happen, staff needed to be present and able to discuss and explain student achievement information. This is particularly important in schools with Māori and English medium programmes, along with information about rumaki programmes and rumaki student achievement being a 'business as usual' integrated part of board business, rather than as an add-on. Board members also expressed a desire for information related to language development and learning (Māori and English) and information about how their students are doing at a national level.

Parents' knowledge and views of Ngā Whanaketanga Rumaki Māori

The four case study schools' involvement during the revise and refine phase for Ngā Whanaketanga Rumaki Māori: Te Reo and having an opportunity to participate in PL&D leading up to 2011 implementation was viewed positively by the majority of parent board members.

More work is needed to make sure that information about Ngā Whanaketanga Rumaki Māori is provided to parents in explicit rather than imbedded ways. For example, explicitly linking reports on student achievement and progression in whānau hui to Ngā Whanaketanga and its intentions. Parents indicated a preference for 'unbiased material' that lay out different views and provides an opportunity to identify and discuss strengths and potentially problematic aspects of Ngā Whanaketanga Rumaki Māori.

Most parents were positive about the implications of Ngā Whanaketanga Rumaki Māori for teaching and learning. Some concern was expressed however about how areas of valued learning and achievement that fall outside the document would be positioned. Also, concern was expressed over potential uses and reporting of information generated about student achievement and progress in a school.

Introduction

Ngā Whanaketanga Rumaki Māori are part of the Ministry of Education's wider work programme to strengthen MME. Māori medium education has a relatively short history of development,¹ including the development of appropriate and reliable Māori medium teaching and assessment tools.² Along with this, the Māori medium sector's diversity (for example, programme types and levels of immersion) also makes setting and implementing the Whanaketanga a complex task.

The purpose of this research project was to help inform a review and refinement of the draft Ngā Whanaketanga Rumaki Māori: Te Reo and also to inform:

- decisions around the 'best' approach to support implementation from 2011
- decisions around ongoing professional development and support needs (including resources) of schools and teachers in relation to the implementation
- reporting of information relating to student progression and achievement in pānui, tuhituhi and kōrero strands of Te Reo Māori in *Te Marautanga o Aotearoa*.

The research involved working alongside the Information Gathering Project undertaken by Kia Ata Mai Educational Trust and a group of Ngā Taumatua trained facilitators (see appendix 1 for the project's research questions and comment):

- to revise and refine the draft Ngā Whanaketanga Rumaki Māori: Te Reo
- to provide professional learning and development with regards to the implementation of the draft Ngā Whanaketanga Rumaki Māori in a selected number of schools in 2010.

As well as documenting processes and outcomes for the Ministry of Education, part of my role was to provide design and development advice for the above.

The research focused primarily on areas 1 and 2 of work carried out by Kia Ata Mai, as per shading of the table below. The research also involved, as much as was possible given timing constraints, collecting some information relating to area 3 – kura engagement with whānau and whānau preferences for reporting student achievement.

¹ Smith, G. H. (1997). The development of Kaupapa Māori: Theory and praxis. Unpublished PhD thesis, Education, University of Auckland.

² Hohepa, M. Williams, N., & Barber, J. (2008). Reading comprehension in Kura Kaupapa Māori Classrooms: Whakawhānuitia te hinengaro. *New Zealand Journal of Educational Studies*, 43, (2), 73-87.

Rau, C. (2005). Literacy acquisition, assessment and achievement of year two students in total immersion in Māori programmes. *International Journal of Bilingual Education and Bilingualism*, 8(5), 404-432.

Rau, C. (2008). Assessment in indigenous language programmes. In E. Shohamy & H. Hornberger (Eds.), *Encyclopaedia of language and education: Volume 7: Language testing and assessment* (2nd ed., pp. 319-330). New York, NY: Springer Science+Business Media LLC.

Information area	Research focus
1. Revise and refine Ngā Whanaketanga Rumaki Māori	The focus of this component is two fold. Firstly the design of Ngā Whanaketanga Rumaki Māori and accompanying resources including content, presentation of information (for example, format, layout, understanding) and ease of use/utility. Secondly the appropriateness of the levels, progression through the levels and alignment to <i>Te Marautanga o Aotearoa</i> .
2. Implementation and professional development	The focus of this component is on the professional development and support needed to strengthen the implementation of Ngā Whanaketanga Rumaki Māori from January 2011.
3. Kura engagement with whānau	The focus of this component is on kura engagement with whānau and capturing whānau preferences for the reporting of information relating to student achievement and progression.

The research was carried out in three phases around which this report is structured.

Phase 1 involved analysing survey information and data collected from schools the facilitators were working with using the draft Ngā Whanaketanga Rumaki Māori: Te Reo. Information collected in Phase 1 helped to inform the final published Ngā Whanaketanga Rumaki Māori.

Phase 2 involved gathering information and data about professional learning and development towards implementing Ngā Whanaketanga Rumaki Māori: Te Reo from four schools and their respective facilitators. The information and data collected in this phase is presented as case studies of each school/rumaki unit.

Phase 3 focused on kura engagement with whānau and parents' preferences for the reporting of student achievement and progress information. Data and information collected are presented as a case study about reporting to parents and whānau.

Ethical procedures

The University of Waikato has formal procedures for ensuring informed consent of participants in research carried out under its auspices. Ethical approval for this research was gained from the University's Faculty of Education's Ethics Committee on the 24 May 2010.

Written consent to providing information and feedback relating to Ngā Whanaketanga Rumaki Māori: Te Reo development was sought and gained from facilitators. This included the use of google page entries. Facilitators are not individually identified. Written consent for an interview and access to written materials relevant to Ngā Whanaketanga Rumaki Māori: Te Reo development was gained from case study school facilitators and the national coordinator.

School and teacher surveys were distributed by Kia Ata Mai Trust before the beginning of June 2010, when I was formally contracted to undertake this research. Kia Ata Mai has formal and robust procedures for gaining informed consent from schools and individuals with which it works that were followed in the case of obtaining survey and student achievement data.

The identities of schools, teachers and parents who were interviewed and who provided information are treated as anonymous and confidential, especially with regards to survey information, as the survey analysis was carried out through a third party contract arrangement.

Phase 1: Revision and refinement of Ngā Whanaketanga Rumaki Māori: Te Reo

This section of the report gives an analysis of the survey data collected by facilitators during the revision and refinement phase of the Information Gathering Project of Ngā Whanaketanga Rumaki Māori: Te Reo. The analysis of the survey data has also been informed by:

- Facilitator feedback and reflections provided:
 - (i) During five facilitator hui (November 27, 2009; February 11-12; March 26; May 28; June 24, 2010);
 - (ii) On-line on Ngā Whanaketanga Rumaki: Te Reo google page (February 1 to June 24, 2010);
- Facilitator and National Coordinator feedback on the draft analysis of the survey data;
- Preliminary meetings (November 20, 2009; February 26, 2010) and interview with the national coordinator of the Information Gathering Project; and
- Kia Ata Mai Trust documents (for example, training manual) and report drafts pertaining to the Information Gathering Project.

The research questions (see appendix 1) that have particular relevance to this section of the report in relation to the teacher surveys are:

2a. Teacher Judgement

What formal and informal assessment practices are teachers using to make judgements

- *Against Ngā Whanaketanga Rumaki Māori?*
- *To inform judgements of student progressions?*

2b. Teacher confidence

- *To what extent are teachers confident in making judgements and how are these judgements moderated?*

A number of other research questions identified in the proposal and contract for this research pertain directly to Phase 1 work carried out by Kia Ata Mai Trust (see Kia Ata Mai report 'Phase One: Revision and refinement of Te Reo Matatini manual'). Facilitators, under the umbrella of Kia Ata Mai Trust, worked with 32 schools as part of the Information Gathering Project. Twenty-eight (28) schools were officially part of the information gathering initiative. Four schools were included because they were part of a cluster. (See appendix 1 for a commentary on work undertaken in relation to the remaining questions).

School surveys

Fourteen of 32 schools facilitators were working with at the time surveys were distributed completed a school survey. Twelve of the 14 schools also provided student achievement data for pānui, tuhituhi and/or kōrero, which has been analysed and reported on by an independent contractor (in total 20 of the 32 schools provided student achievement data).

Twelve of the 32 schools are Kura Kaupapa Māori (KKM Te Aho Matua), however only four of these kura completed surveys. At the time surveys were distributed KKM (Te Aho Matua) were awaiting a decision regarding participation with Ngā Whanaketanga Rumaki Māori, which was to be made at the Hui-a-Tau of Te Rūnanga Nui o Ngā Kura Kaupapa Māori o Aotearoa. As a result the survey data slightly underrepresents KKM (Te Aho Matua). Another school that provided teacher and student achievement data declined to complete a school survey. Reasons that the remaining five out of 32 schools did not complete school surveys were not able to be ascertained clearly.

A descriptive analysis of the responses provided by schools is given below, accompanied by discussion of implications emerging out of those responses for Ngā Whanaketanga Rumaki Māori: Te Reo development and/or implementation.

School and Programme types

The completed surveys provide an adequate representation of different school and programme types that have participated in the information gathering exercise. Half are full primary schools and two are contributing primary schools. The remaining schools comprise Years 1 to 13.

Table 1: Type of school

School type	
Contributing Primary (Y1-6)	2
Full Primary (Y1-8)	7
Composite/Area School/Wharekura (Y1-13)	5
Total	14

A range of programmes are represented across the schools. These include: KKM – Te Aho Matua and non-Te Aho Matua; Kura-ā-Iwi and Mainstream with total immersion and bilingual programmes. The spread of the 14 schools across school and programme types reflects a good cross-section of the total 32 schools that are participating in the information gathering project.

Table 2: Programme type

School programme	
Kura Kaupapa Māori (Te Aho Matua)	4
Kura-ā-iwi	2
Kura Kaupapa Māori	3
Mainstream with total immersion (Level 1)	3
Mainstream with total immersion (Level 1) and bilingual (Level 2)	1
Mainstream with bilingual (Level 2)	1
Total	14

Student schooling and programme history

All but one of the schools (one reported using cumulative record cards to do this until a new system is set up) use a school management system (SMS) to collect and maintain a record of the schooling histories of their students. One school reported using two different SMS programmes (eTAP and Enrol). Four schools also reported using ‘White

Cards' (which cumulative record cards usually go inside of) and two reported making manual entries into admission register books. There was no clear relationship between SMS used and school programme type.

Table 3: Student management system

School management system	Number of schools
Enrol	4
eTAP	3
Integris	3
Musac	2
Schoolmaster	1
SMS unspecified	1

The kinds of information that each school reported collecting about their students varied. Eleven schools maintained records of the type of programmes a student has previously been enrolled in. Four added this information to student records on enrolment if it was provided by the previous school. Two of these schools also sought the information from parents. Three schools collected information about pre-school experiences.

Four schools provided a purpose for collecting information about programmes:

- Collecting information about years in Māori immersion, including early childhood programmes, to meet the school enrolment policy (i.e. the schools only accepted kōhanga graduates and/or transfers from other immersion programmes) (3 schools)
- Collecting details for class teacher in order to develop appropriate teaching programmes (1 school)
- Collecting information to look for evidence of transience (1 school).

Implications

If the level of variation described above is indicative of the situation nationally, then it raises implications for schools, and teachers particularly, as to the extent that they have ready access to accurate information to help inform their judgements. Implications include the need for more systematic collection of information about the kinds of educational programme students have attended, such as the duration and consistency of education in Māori immersion settings, in order to contextualise decisions about a student's placement on Ngā Whanaketanga Rumaki Māori progressions.

Language background information

Five schools reported collecting information on students' language backgrounds beyond that which is asked for on the standard Ministry of Education form. Three schools reported collecting this information at enrolment and one school reported using surveys and interviews to get this information.

Three schools also gave reasons for collecting language background information:

- 'Best fit' home language group – to assist classroom teacher to make informed decisions about a student's programme;
- For [information on] language support in home; and
- To give us an indication of the commitment and level of Reo Māori spoken in the home.

Implications

Alongside the need for systematic collection of information about students' schooling histories, is systematic collection of language background information. Collecting information about language background helps to build a richer set of information for teachers to draw on to contextualise their judgements of student achievement. asTTLe generated information³ indicates that across Years 4 to 8 MME students who speak Māori at home at least some of the time to frequently do better on average in pānui and tuhituhi (and pāngarau) than students who never speak Māori at home, although there are differences in effects over years. Evaluation Associates' analysis of student data also indicates correlations between te reo Māori in the home and student outcomes. More systematic collection of language background information can provide opportunities to examine such relationships further, such as the degrees to which Māori spoken in the home relates to achievement across Years 1 to 9.

English language instruction

English language instruction begins at Y0/new entrants in Level 2 bilingual programmes that completed the survey (2 schools). In programmes with Level 1 immersion it is more likely to be introduced later. For instance, in Year 7 (3 schools), Year 4 or Year 6 (2 schools respectively), Year 5 (1 school) or Year 9 (1 school).

One school reported using a commercial tutoring programme - Kip McGrath - as a vehicle for English language instruction. However it did not indicate when this might begin or whether it is a school responsibility or parent responsibility to ensure that this occurs.

Implications

Prior to the implementation of *Te Marautanga o Aotearoa*, schools and kura whānau exercised some autonomy in deciding whether to introduce English. Te Reo Pākehā is now a learning area in *Te Marautanga o Aotearoa*. While schools and kura have autonomy to decide when and how to introduce Te Reo Pākehā, its inclusion is now mandatory.

Schools have to use the National Standards if they are using the New Zealand Curriculum, or will have to use Ngā Whanaketanga Rumaki Māori if they are using *Te Marautanga o Aotearoa*. Given that many immersion settings include English language instruction, this message needs to be explicitly highlighted for schools, leaders, parents and whānau, so that MME teachers are not expected to carry a double-loading of National Standards and Ngā Whanaketanga Rumaki Māori assessment-related work. Immersion settings, however have reported receiving pamphlets on the National Standards, which has potential to cause confusion within immersion settings using *Te Marautanga o Aotearoa*, and for parents and teachers.

As of June 2010, Ngā Whanaketanga Rumaki Māori web-based information provided explicit messages about Ngā Whanaketanga Rumaki Māori connections to *Te Marautanga o Aotearoa* and National Standards connections to the New Zealand Curriculum.⁴ It is not unrealistic to expect that this should also be the case for all National Standards web-based and printed information. That is, information should include explicit messages for all leaders and schools in English medium settings, (especially given that some MME settings are located within largely English medium school settings) about MME, *Te Marautanga o Aotearoa* and Ngā Whanaketanga Rumaki Māori.

³ Satherley, P. (2006). Māori medium student outcome overview 2001-2005. Research findings on ākonga achievement in pānui, tuhituhi and pāngarau in Māori medium education. Wellington: Ministry of Education.

⁴ Ibid.

Teacher Surveys

Seventy-three teacher surveys from 16 schools were returned to Kia Ata Mai. Firstly a breakdown of teachers across school and programme type is provided. This is followed by a descriptive analysis of the teacher survey data, accompanied by discussion of implications for Ngā Whanaketanga Rumaki Māori: Te Reo development and implementation.

Almost half the teachers who responded to the survey are in schools that have Year 1 to Year 13 classrooms. The remainder are in full primary or contributing school settings. Whilst schools with Year 1 to 13 are likely be larger and have more staff than primary only schools, if the spread of teachers across ‘primary-secondary’ borders is indicative of the general pattern nationally, this lends support to the decision of Ngā Whanaketanga Rumaki Māori: Te Reo writers to include Year 9 and 10.

Table 4: Number of teachers per school type

School type	No. of teachers
Contributing Primary (Y1-6)	10
Full Primary (Y1-8)	27
Composite/Area School / Wharekura (Y1-13)	36
Total	73

The majority of the teachers are working in KKM Te Aho Matua, non-Te Aho Matua and Kura-ā-iwi (40). Most of the remaining teachers are based in total immersion settings, with a small group working in bilingual classrooms. That the majority of teachers are in Level 1 settings is not surprising, given that many Level 2 settings may either develop their teaching programmes using the New Zealand Curriculum and/or are located within mainly English medium school settings that are working with National Standards.

Table 5: Number of teachers per programme type

School programme	No. of teachers
Kura Kaupapa Māori (Te Aho Matua)	14
Kura-ā-iwi	17
Kura Kaupapa Māori	9
Mainstream with total immersion	23
Mainstream with total immersion and bilingual	8
Mainstream with bilingual	2
Total	73

Teaching levels

Sixty of the seventy-three teachers provided information about the year levels of students in their class. Two teachers work in secondary level classes only, which include Year 9.

The remaining fifty-eight teachers reported teaching in primary classrooms (Year 0 to 8):

- 36 in Years 0 to 3 classrooms
- 28 in Years 4 to 6 classrooms
- 13 in Years 7 to 8 classrooms.

Twelve of the above teachers worked across Years 3 and 4 and three worked across Years 6 and 7 (which is why total does not equal 58). Two teach classes that include primary and secondary levels, reflecting a blurring of the ‘primary-secondary’ borders in MME. Six others also reported that they did some teaching at the secondary level (Years 9 to 13).

Many Māori medium schools, units and KKM are relatively small and student numbers require levels or years to be grouped together. This is a likely explanation for nearly three-quarters of the teachers (44) reporting that they teach in multi-level classrooms. Just over a quarter (16) teach in single level classrooms. Multi-level classes span from two to six year levels. Teachers covering four or more levels are likely to be teaching in wharekura or secondary classroom settings. It may reflect that secondary teachers are usually subject specialists and teach this subject across year levels - no information was collected on the curriculum areas in which these teachers teach. However, 4 teachers in primary classrooms also reported teaching across four or more levels (1 across Years 1 to 8).

Table 6: Year levels in teachers’ classes (n=60)

Number of levels in teachers’ classes						
No. of year levels	1 year level	2 year levels	3 year levels	4 year levels	5 year levels	6+ year levels
No. of teachers	16	20	13	5	3	3

Implications

The majority of teachers have multi-level classes. It is highly likely that this reflects the general situation across MME. In order to inform judgements about where students are on progressions from a range of sources, teachers will require knowledge and understandings of a relatively wide range of achievement levels for pānui, tuhituhi and kōrero (as well as pāngarau).

The range of year levels teachers teach across indicate at least two possible implications for the above. On the one hand it could be a benefit to making judgements with regards to Ngā Whanaketanga Rumaki Māori, as teachers who are used to teaching across levels as a norm may also be used to thinking about learning and assessment across levels. It may facilitate planning teaching programmes from *Te Marautanga o Aotearoa*. It may support teachers thinking across, rather than within, achievement levels when making judgements about individual children’s achievement. This potential wealth of knowledge might be positively exploited in professional development provisions.

The potential downside relates to workload issues relating to double- or multiple-loading teachers may already face working across a wide range of classroom year levels, which may be even more intensified once Ngā Whanaketanga Rumaki Māori implementation commences. Decisions relating to resourcing and professional development for implementation, including its distribution, will undoubtedly need to address multiple level teaching, for example, workload issues and recording “multiple sources of evidence” for classes of children who span a number of year levels.

The national facilitator of Ngā Whanaketanga Rumaki Māori: Te Reo has identified workload as a potential key barrier to its implementation in relation to some assumptions that are being made in the sector. The sorts of assumptions that she describes could impact heavily on teacher workload in multi-level settings, if explicit and consistent information is not provided leading up to and during the early stages of implementation to address these assumptions. For example, the national coordinator made the following observation in the absence of information about the extent to which any ‘evidence’ must be written:

Workload is another key barrier or facilitator. This is about being honest to the sector, because they most of all know what the realities are, and so I’m saying yes of course there will be workload. But you know what I find really interesting is that in the absence of any specific direction, all these assumptions explode out... very experienced teachers were saying ‘we don’t have time to write all of this down’. And I said ‘all what down?’. And they said all the multiple sources of evidence. (National Coordinator)

Teaching experience

Nearly a third of the teachers who completed surveys have been teaching between 6 to 10 years. The rest are evenly spread across the remaining time periods identified in the survey - about a third have taught for 5 or less years and a third have taught for 10 or more years.

Table 7: Years of teaching experience

Years of teaching experience	No. of teachers
2 or less years	12
3 to 5 years	12
6 to 10 years	25
10 to 15 years	12
15+ years	12
Total	73

Twenty three out of 24 teachers with 5 years or less teaching experience (96%) reported that their teaching has all been in levels 1 and/or 2 immersion. This compares with 18 out of 25 teachers (72%) with 6 to 10 years of teaching experience and 21 out of 24 teachers (88%) with 10 or more years of teaching experience.

Relatively few teachers reported having taught in English medium (7 in total – just under 10%) and all but one of these are teachers who have been teaching for 6 or more years.

Implications

The teachers who responded to the surveys are likely to represent those who are relatively experienced in teaching in Māori medium (mainly level 1) settings. They are probably also more likely to represent the more experienced teachers either with expertise, or with well-established networks of support in MME with regards to being familiar with, and using a range of assessment practices to make judgements about children's achievement levels in pānui, tuhituhi and kōrero. This is because they are part of strong networks, or schools with internal expertise, who have access to Māori medium literacy leadership in the form of Ngā Taumatua graduates:

- *...we are dealing with a group of facilitators and teachers who have been in a literacy relationship and that's not necessarily characteristic or representative of every other school out there...*
- *I think the reason that the facilitation of the introduction [of Ngā Whanaketanga Rumaki Māori: Te Reo] with teachers has been so successful is our facilitators have deep knowledge of literacy and they have deep knowledge of the people they are working with...
(National Coordinator)*

Planning and resourcing of professional development for implementation at the start of 2011 will need to take strong cognizance of the likelihood that the level of understanding and engagement shown by schools that are working with facilitators in Phase 1 work on refining and revising Ngā Whanaketanga Rumaki Māori: Te Reo will not be found to the same extent when implementation rolls out across the Māori medium sector. Cognizance should also be given to the importance of strong working relationships to effective professional learning, such as existing MME networks like those involving Ngā Taumatua facilitators.

Judging pānui, tuhituhi and kōrero levels

Teachers were asked to identify the sources of evidence that they use to make a judgement about Ngā Kete Kōrero (NKK) levels in pānui, tuhituhi and kōrero. They were also asked to mark on a continuum the level of weighting they give to that particular source of information when making a judgement. These weightings, when provided, were given a score of 1 to 10 and then a mean weighting was calculated.

Sources of evidence used to make a judgement about pānui

All 73 teachers identified sources of evidence they draw on when making judgements about pānui levels. ‘Daily observations and learning/teaching interactions with students’ and ‘Pānui/Pūkete Pānui Haere’ were weighted equally highly as sources of evidence. ‘asTTle:Pānui’ was reported as least used and received the lowest weighting. Teachers use of tools at appropriate levels was generally reflected across the surveys. While 4 teachers reported using an assessment with what might be considered inappropriate year levels, follow-up with facilitators indicates that this is likely to either involve students identified as having special needs or teachers with specific roles and responsibilities with wider school assessment policies and practices.

Table 8: Teacher sources of evidence and weighting given when making judgements about pānui levels

Source of evidence	Yes	No	Average weighting out of 10
Daily observations and learning / teaching interactions with students	67	4	9
Pānui Haere/Pūkete Pānui Haere	56	15	9
He Mātai Mātātupu (HMM)	25	46	6.3
Whakamātautau kupu Te Tāutu Reta + from HMM	24	47	6.5
He Ara Angitu graph	18	53	6
asTTle:Pānui	16	55	5.5
Teacher designed tests	28	43	6
By cross referencing with performance in tuhituhi or kōrero	38	33	6.2
Consultation with colleagues	45	26	6.6

Sources of evidence used to make a judgement about tuhituhi

Fifty-seven teachers identified sources of evidence they draw on when making judgements about tuhituhi levels. ‘Teacher-designed tests’ were weighted the most highly as sources of evidence (9), followed by ‘daily observations and learning/teaching interactions with students’ (7.5). ‘Correlating NKK levels with He Manu Tuhituhi levels’ was weighted as the third highest source of evidence (6.5). asTTle:tuhituhi was least used and received the lowest weighting (5.8).

Facilitators commented that the lower weighting given to correlations between NKK and He Manu Tuhituhi levels needs to be understood in the context that relatively few teachers are likely to have had access to professional development and learning opportunities with newer resources such as He Manu Tuhituhi. The facilitators’ general position was that the development of any new resource for MME needs to be accompanied by an overarching strategy that explicitly includes a professional development plan (Facilitator feedback on draft milestone report: Facilitator Hui 24.5.10). Feedback from a Ministry representative noted that the formation of a Te Reo Māori Schooling Group within the Ministry has potential to facilitate this kind of approach (Facilitator Hui 24.5.10).

Table 9: Teacher sources of evidence and weighting given when making judgements about tuhituhi levels

Sources of evidence	Yes	No	Average weighting out of 10
Daily observations + learning and teaching interactions with students	45	12	7.5
Correlating NKK levels with He Manu Tuhituhi levels	30	27	6.5
asTTle:tuhituhi	20	37	5.8
Teacher designed tests	24	35	9
By cross referencing with performance in pānui or kōrero	27	30	5.8
Consultation with colleagues	32	25	6.3

Sources of evidence used to make a judgement about kōrero

Fifty-seven teachers identified sources of evidence they draw on when making judgements about kōrero levels. ‘Daily observations and learning/teaching interactions with students’ were weighted as the highest sources of evidence (7.6), followed by Hopukina (6.7). ‘Teacher designed tests’ were identified as least used and received the lowest weighting (5.6).

Table 10: Teacher sources of evidence and weighting given when making judgements about kōrero levels

Sources of evidence	Yes	No	Average weighting out of 10
Daily learning and teaching observations and interactions with students	46	11	7.6
Hopukina	26	31	6.7
Teacher designed tests	23	37	5.6
By cross referencing with performance in pānui or tuhituhi	28	29	6.3
Consultation with colleagues	29	28	6

Implications

Consultation with colleagues was rated relatively low across pānui (4th out of 9), tuhituhi (4th out of 6) and kōrero (4th out of 5). Moderating assessment is an important aspect of assessment particularly for tuhituhi and kōrero as teacher judgements about these are potentially more likely to be subjective. Transparent, agreed-upon, shared criteria and rigorous cross checking through moderation helps to minimise this. In addition, evaluating and reviewing teaching programmes in light of assessment evidence calls for syndicate and school-wide moderation. Strengthening moderation is an important area to focus on with regards to providing professional development and support.

On average teachers:

- gave cross referencing judgements about pānui with performance in tuhituhi or kōrero the third lowest weighting
- gave cross referencing judgements about tuhituhi with performance in pānui or kōrero the lowest weighting
- gave cross referencing judgements about kōrero with performance in pānui and tuhituhi the second lowest weighting
- weighted correlating NKK levels with He Manu Tuhituhi levels around the middle of those they identified using.

If this pattern is reflected more generally across MME settings, this again may affect the extent that judgements are checked or moderated against other types of evidence a teacher may have of a student.

Other assessments for Te Reo Māori

Teachers were asked to identify any other assessments that they might use to make judgements of levels in pānui, tuhituhi and kōrero that were not listed in the survey. The following assessments were identified by a small number of teachers.

Pānui

NCEA – 8 teachers, mainly with Years 9 to 13, 3 also with Years 4 to 8 classes

Haurapa (Probe) – 6 teachers from same school

Hopukina – 1

Tauaromahi – 1

Ngā puoro o te reo – 1

Kaumātua and whānau -1

With regards to the use of kaumātua and whānau as sources of information, facilitators commented that they would have expected this to have been reported more frequently, and the lack of reporting might reflect that it was not identified as a possible choice in the survey – more may have identified this as a source if it had been included.

A facilitator also commented on ‘Te Huinga Raukura’ not being reported as a resource as this set has an assessment component. Again issues around lack of professional development accompanying its release were discussed.

Tuhituhi

Kia puawai ai te reo - 6 teachers from same school

NCEA – 3

Tauaromahi - 3

ARBS (English) – 1

Assessment supplied from a literacy PL&D provider – 1

Kōrero

Kawea te rongō – 6, 5 from same school

Kōrero kia mōhio – 4 from same school

NCEA -3

He manu tuhituhi - 1

Kia tere tonu mai – 1

Implications

A number of the assessments identified above are translations of English language assessments. Facilitators commented that while such assessments have their uses and could provide support to teachers, a number required further reconstruction in order to be more appropriate as Māori language assessments (Facilitator feedback on draft milestone report: Facilitator Hui 24.5.10).

Resource development and provision of sources of evidence to support teacher judgements needs to be cognizant of issues and dangers involved in translating.

English assessments

Teachers were also asked to identify any English assessments that they might use. Five teachers identified various assessments listed below. Three are working in Level 2 immersion or also teaching in English medium as well as Māori medium classrooms (for example, principal release). Two teachers in Level 1 immersion settings reported using English assessments. One reported using JOST (Years 3 to 5) and another reported using asTTLe: Writing (Years 1 to 6). Both are teaching in, or were recently teaching in, schools that offered English language programmes at the upper primary level.

Reading

Observation of students in teaching and learning English

JOST – 1

Probe – 1

STAR – 1

asTTLe – 1

Reading recovery - 1

Writing

Observation of students and teaching and learning English – 1

asTTLe – 1

Exemplars -1

National Standards – 1

Speaking

Observation of students and teaching and learning English – 1

Confidence about judgements of levels for pānui, tuhituhi and kōrero

Teachers were asked to rate their level of confidence about their judgements of Ngā Kete Kōrero levels for pānui, tuhituhi and kōrero as: ‘very confident’, ‘somewhat confident’, or, ‘not very confident’. Not all teachers provided ratings for each area. Confidence levels dropped across pānui, tuhituhi and kōrero, from over 90% feeling ‘somewhat’ to ‘very’ confident about their judgements for pānui, to 86% for tuhituhi and 71% for kōrero.

Table 11: Teacher ratings of confidence about judgements of levels for pānui, tuhituhi and kōrero

	Very confident(%)	Somewhat confident(%)	Not very confident(%)	Total no. of teachers
pānui	26(40)	33(51)	6(9)	65
tuhituhi	10(23)	27(63)	6(14)	43
kōrero	6 (13)	27(60)	12(27)	45

Implications

Not unexpectedly, teacher confidence decreases from pānui to tuhituhi and then again to kōrero. This reflects:

- Relative lack of tools for the latter two strands, particularly kōrero
- Relatively recent PL&D focus on teaching and assessing tuhituhi, compared with pānui, and little PL&D focus on kōrero
- Low levels of teacher familiarity with existing tools and/or appropriate strategies for assessing tuhituhi and kōrero, compared with pānui.

The fall-off in confidence across tuhituhi and kōrero indicate that teachers are likely to need specific support and professional learning opportunities to develop confidence and expertise in making judgements about tuhituhi and kōrero achievement levels.

Summary

Phase 1 focused on the kinds of information schools collected about their students and its relevance and usefulness in supporting judgements about student achievement and performance.

The research questions focused on teachers’ assessment practices: concerning student performance in areas focused on in Ngā Whanaketanga Rumaki Māori: Te Reo. That is, kōrero, pānui and tuhituhi; and confidence in making judgements about student progress.

Teachers draw on a range of sources of evidence in order to make judgements about students’ achievement and progression in kōrero, pānui and tuhituhi. The survey responses showed that teachers were most likely to draw on daily learning and teaching observations and interactions with students as the greatest source of evidence across all three. The use of nationally available assessment tools such as asTTLe Māori assessments, He Mātai Mātātupu and Pānui Haere

tended to be the next most common source. Moderating assessments through formal consultation with teacher colleagues is an important aspect in making overall teacher judgements.

Teachers generally reported feeling confident in making judgements about pānui achievement and progress. They reported feeling less confident in making judgements about progress across tuhituhi, with confidence levels falling further with regards to kōrero. This suggests that teachers are more likely to need specific support and professional learning opportunities to develop confidence and expertise in judging student achievement and progress in these two areas.

Phase 2: Case Studies — Implementation and professional development

Phase 2 focused primarily on professional learning and development (PL&D) experiences provided via Kia Ata Mai Trust as part of the Information Gathering Project towards implementing Ngā Whanaketanga Rumaki Māori: Te Reo in 2011. This section of the report discusses information and data collected from four schools during terms 2 and 3.

The research questions (see appendix 1) that have particular relevance to this section of the report are:

9. Resourcing needs (materials) to support teaching and assessment of NWRM: Te Reo:
 - What materials do teachers require to assist them with NWRM: Te Reo?
 - What existing materials or resources might assist with using NWRM: Te Reo?
 - What new resources/materials and types of resources might need to be developed? For what reasons?
10. Professional development needs:
 - What professional support has been provided to teachers during this collecting information phase?
 - How well has it been implemented and to what extent has it been effective?
 - What recommendations are there for future PL&D?
 - What professional development or further learning opportunities have schools organised?

Firstly a general overview of the approach taken to PL&D is provided. A descriptive analysis of information collected from each of four case study schools is then presented. This is followed by a summary of key implications for PL&D relating to Ngā Whanaketanga Rumaki Māori: Te Reo.

The PL&D Approach

Prior to Phase 2 data collection the National Coordinator reported that the PL&D approach to developing knowledge and skills using Ngā Whanaketanga Rumaki Māori: Te Reo would be through using Te Reo in *Te Marautanga o Aotearoa* to plan tuhituhi, pānui and kōrero teaching. The rationale for this decision was that as Ngā Whanaketanga Rumaki Māori: Te Reo is closely aligned to Te Reo in *Te Marautanga o Aotearoa*, its effective implementation is not possible unless it is accompanied by a sound understanding and ability to implement the Marautanga:

One of the things that I think we [coordinator and facilitators] have all come to clearly understand is that unless teachers have a sound understanding of the Marautanga they are going to struggle with Ngā Whanaketanga. Having said that though there is a reciprocal relationship because for those schools who have had less PL&D on the Marautanga and some haven't had any, what Ngā Whanaketanga Rumaki Māori have allowed us to do because they are derived from the Marautanga, is to use that as the starting point for going back to the Marautanga and helping teachers to understand that.
(National Coordinator)

This approach positions learning and teaching rather than assessment at the centre. It reinforces assessment of student achievement and progress as a critical aspect for inquiry into and improvement of classroom teaching programmes to raise student outcomes, rather than as a goal in itself.

PL&D resources

During Phase 1 (revising and refining) the national coordinator and facilitators identified, developed and tried out potential PL&D materials with teachers. Those identified as particularly useful were then packaged into a resource manual. Two other key resources that have been used are a powerpoint presentation on Ngā Whanaketanga Rumaki Māori: Te Reo, developed by the national coordinator and a draft revised version of Māori medium literacy progressions. The way the facilitators worked with resources might best be described as a professional learning and development network, rather than as a group of PL&D facilitators providing a standard package. Facilitators have adapted resources and tailored their use in cognizance of the strengths and needs of the schools and teachers they work with. They discussed their experiences, and recommendations for using and modifying resources, on google groups and at regular facilitator hui. They shared any other materials or resources that developed out of their work with schools and teachers for facilitators to use as appropriate.

PL&D intensity

Information provided about PL&D work in each of the case studies indicates that it occurred at different levels of intensity.

The strengths and needs of each school site in particular influenced the intensity. Some teachers and tumuaki reported that implementation in 2011 is going to be 'business as usual', with regards to things such as assessment and/or moderation and/or reporting. That is, there are systems in place already, and there is relevant knowledge and expertise within the school, in relation to some of these things. Working towards implementation in 2011 for some teachers, however, has required considerable shifts in relevant knowledge and expertise.

Another factor influencing the intensity relates to facilitators' existing roles in relation to a school. For example, resource teacher roles may include other learning and teaching support activities with staff, which align well with work to prepare for implementation. Other roles did not align as well. Where this occurred facilitators could find themselves faced with workload-related challenges.

One consistent aspect of all their work with schools and teachers, however, was an intensive focus on *Te Marautanga o Aotearoa* from the start and continually making links between it and Ngā Whanaketanga Rumaki Māori: Te Reo throughout PL&D activity.

Delivery settings and levels

PL&D delivery in the main has occurred on case study school sites. It has also occurred at different year level groupings or at syndicate levels. In full Māori medium schools facilitators have provided PL&D at the whole school level, at syndicate levels and on a one-to-one level with teachers based on their individual strengths and needs. In mixed medium schools the facilitators worked in two ways in relation to rumaki unit sizes. In the larger unit the facilitator worked at the level of the whole rumaki unit and with year level groupings. With regards to the smaller unit, the facilitator grouped teachers with those from another school's small unit and provided PL&D to the two units as a whole, to teachers in junior school and in senior school across the schools, and on a one-to-one level with teachers based on their individual strengths and needs.

The case study schools

During Phase 1 four schools were invited via their respective facilitators to participate as case study schools in this phase of the research. All consented to have their contact details forwarded to the researcher. Initial contact was made with all principals (in one case the deputy principal who leads the rumaki unit) of the four schools from late May to mid June. Information and consent forms were given to principals and formal agreement was obtained from schools to participate in the study. The possibility of interviews with Boards of Trustees parent members and/or parent representatives for their perspectives on reporting student achievement information was also discussed. Some initial information was gathered from schools and agreement was gained from all to a research visit at the beginning of Term 3 and again during Term 4.

The case study schools comprise of a mix of large and small schools and span deciles 1 to 3. Two are total immersion schools with rolls between 100 and 200 students; one is a Kura Kaupapa Māori, the other a Kura Māori. The other two schools offer English and Māori medium programmes. One is a larger school with a rumaki unit. The other school is smaller with two total immersion classes. Two schools are located in suburban areas on the outskirts of large cities. One school is in a smaller city suburb and the remaining is located in a small town. All are in the North Island, spread from Wellington to North Auckland.

Interviews with teachers, principals and facilitators all took place on case study school sites. Principals provided copies of school policies and documents relevant to assessment, Ngā Whanaketanga Rumaki Māori, and reporting to parents.

A total of 26 teachers were interviewed. Nineteen teachers teach in Level 1 immersion schools, one of whom teaches Te Reo Pākehā of the Marautanga. Seven teachers teach in Level 1 immersion classrooms in schools that also offer English medium programmes.

Table 12: Case study schools

School	Programme Type	Decile	School Roll	Teacher interviews
A	Level 1 Māori immersion in Contributing Primary with English medium and bilingual classes	2	422 62% Māori	5
E	Level 1 immersion Kura/wharekura Composite School	3	198 100% Māori	12
I	Level 1 Māori immersion in Full Primary with English medium classes	1	148 98% Māori	2
O	Kura Kaupapa Māori Full Primary	2	113 100% Māori	7
				26

Teachers were asked about their PL&D experiences relating to Ngā Whanaketanga Rumaki: Te Reo in particular about:

- PL&D effectiveness; what worked well, what improvements might be made
- Conditions and/or resources that were helpful / not helpful
- The Marautanga and preparing for the implementation of Ngā Whanaketanga Rumaki Māori:Te Reo
- Implications for 2011 implementation of Ngā Whanaketanga Rumaki Māori: Te Reo
- Personal areas of strength and areas of need which may impact on Ngā Whanaketanga Rumaki Māori:Te Reo implementation
- Moderation and making judgements against Ngā Whanaketanga Rumaki Māori: Te Reo.

Three facilitators, all Ngā Taumatua graduates, were interviewed on the school site about their views and experiences relating to the above with regards to the case study school and teachers they were working with. The remaining facilitator was interviewed via email.

Teachers and facilitators were asked to provide ratings on:

- PL&D effectiveness
- Appropriateness of PL&D focused on *Te Marautanga o Aotearoa* to prepare for NWRM implementation
- Own ability to moderate (teachers rating) / ability of teachers as a group to moderate (facilitator rating)
- How making judgements against Ngā Whanaketanga Rumaki Māori: Te Reo is going (teachers – of own progress in making judgements) / (facilitator – of teachers as a group’s progress in making judgements).

A four point scale from very effective to not very effective was used. Given that PL&D that was being delivered at each case study school site was tailored to strengths and needs, and as such it was likely that interviewees would have different reasons for their ratings, they were also asked to explain why they chose a particular rating.

Four principals were interviewed about teacher PL&D opportunities relating to Ngā Whanaketanga Rumaki Māori: Te Reo in their school and about:

- The roles and involvement they have had with any PL&D
- PL&D effectiveness; what worked well, what improvements might be made
- Any additional school-initiated PL&D opportunities in relation to Ngā Whanaketanga Rumaki Māori:Te Reo
- Resourcing that may support Ngā Whanaketanga Rumaki Māori implementation.

Kura A

1. Descriptions of PL&D

Kura A has a rumaki unit made up of six classes, headed by the deputy principal who is also the facilitator for Ngā Whanaketanga Rumaki Māori: Te Reo PL&D. Five of six teachers were interviewed. The English medium section of the school has focused on PL&D for the National Standards. The principal reported that there were effectively parallel PL&D programmes in the school and the distributive nature of school leadership was working well to ensure the integrity of both. The principal met regularly with the facilitator in his deputy principal role, which enabled ongoing updates and discussions about Ngā Whanaketanga Rumaki Māori: Te Reo work. As part of the leadership team the facilitator ensured that the senior management team was also kept informed.

Timing issues

Teachers were introduced to Ngā Whanaketanga Rumaki Māori: Te Reo on the first call back day of 2010. Following this, PL&D was initially carried out during the unit’s after-school syndicate meetings. However, given the range of demands on that time and teacher energy levels, it became evident to the facilitator that after school was not the most effective time for PL&D. So the decision was made to work with teachers from junior, middle and senior level classes for a day each.

They’ve had a whole day [each level]. Over 3 days I worked with the different levels. We looked at all the strands, kōrero, pānui and tuhituhi. Looked at the appropriateness of the standards. We administered some of the assessment examples, taniwha. This was invaluable. We also had an opportunity to drill down a bit deeper with whanaketanga and formative assessment. (Facilitator)

The facilitator referred to the resource manual and an introductory powerpoint as invaluable resources. The powerpoint in particular helped set up a positive context for the PL&D work in the unit, that is, it helped to address issues and concerns that teachers had or had heard in relation to Ngā Whanaketanga Rumaki Māori.

While there were variations across teacher descriptions of PL&D experiences, most described a whole day session held off the school site on Ngā Whanaketanga Rumaki Māori: Te Reo and that also briefly introduced the Pāngarau equivalent. Teachers identified the helpful aspects of this day as information about key concepts and new terms, and seeing that Ngā Whanaketanga Rumaki Māori: Te Reo reflected much of what they were doing already. For example, teachers stated:

- *To understand aheinga reo, puna reo, rautaki reo in more depth (K2)*
- *Well we've been doing it but now they've got a title (K4)*
- *I think business as usual. We are doing things well (K1).*

Three teachers also highlighted the opportunity to focus on their class level as a significant aspect of the PL&D, as it gave them clear expectations and indications about where their students might be placed, for example:

- *Organised it through schools, so [facilitator] sat with junior school, middle, and senior teachers. Good because different expectations at different levels. We've been doing pānui, reo, tuhituhi for the last two years. Covered indicators and expectations, not being boastful, we found [students] were a bit forward compared with expectations, good to see where we are at nationally, and what we can do better. (K1)*
- *Second huge PL&D [off-site day] was our first real intro to Whanaketanga. I learnt for myself where the standards are and where we are. I could see my tamariki were at least at that level. Pretty good. (K3)*

2. PL&D effectiveness

The facilitator rated PL&D effectiveness as 'okay to effective'. The facilitator identified ensuring time and space to carry out the role as facilitator effectively as a significant challenge. There were tensions between meeting the day to day school responsibilities as deputy principal and Rumaki leader as well as undertaking facilitator work. One way such tensions could be addressed is to ensure that only those who are likely to have time are selected as facilitators. At this point, however, those with relevant knowledge and skills required to be an effective facilitator are likely to be small in number. If they are school-based, as in this case, they are also likely to be an important part of their school's capacity and capability to provide and to improve learning and teaching. Addressing these kinds of supply and demand challenges will call for a mix of arrangements to ensure schools and teachers have access to knowledgeable facilitators and facilitators have adequate time to carry out the role effectively.

Table 13: Kura A ratings of PL&D effectiveness

Kura A	1	2	3	4
N=5	Very effective	Effective	Okay	Not very effective
	1	4		

The facilitator, however, weighed up tensions between managing school and facilitator roles and responsibilities against knowledge about the importance of leadership towards the implementation of the Whanaketanga, stating:

It is do-able and I think it's important for me in a leadership role to have an in-depth knowledge of whanaketanga. And I don't think the rollout of the marau has been done that well. For me the next stage is drawing all the strands together, and I need to be working alongside our teachers to make sure that happens.

The tension of multiple demands on the facilitator's time can be seen reflected in teacher feedback. While all rated PL&D as at least effective, more time spent on it on a consistent basis was a key way they thought the PL&D could be improved,

'realistically it needs to be something that needs to be ongoing maybe till we implement' (K5)

Three teachers highlighted the quality of their staff as a factor influencing the high level of effectiveness; in terms of their team approach, professionalism and prior learning and knowledge. For example:

- *I feel confident with what we do as a school and as a team (K3)*
- *...can't stop complimenting staff, 'cause we have to take it onboard, and we keep asking how we can support our children, and our whānau (K1)*
- *We've had quite a bit of PL&D on assessment tools, we're quite lucky (K2)*

3. Ngā Whanaketanga Rumaki Māori: Te Reo PL&D and Te Marautanga o Aotearoa: Te Reo

As previously noted, the National Coordinator had identified that developing teacher knowledge and expertise to implement Ngā Whanaketanga Rumaki Māori: Te Reo, requires an explicit focus on planning tuhituhi, pānui and kōrero teaching programmes using the Marautanga. A formal decision was made to take this approach.

The facilitator reinforced this position, rating PL&D as very appropriate for preparation to implement Ngā Whanaketanga Rumaki Māori: Te Reo. The facilitator viewed it as imperative that staff see relationships and alignments between Ministry initiated resources, and understand how they work together to impact on learning and teaching:

I think it's vital because one of the biggest sorts of kaupapa for our facilitators has been kia haere tahi ngā rauemi. To make sure what's coming out of the Tāhuhu is a seamless lot of things that are interlinked, not things that are separate. This has its own tino rangatiratanga but its more like these all go together, they all fit. The most important thing for me is that my colleagues can see the relationship between these two documents and how they work alongside each other and applications of this on learning and teaching.

The facilitator noted that one of the hardest things to get across initially was āheinga reo, puna reo, rautaki reo, and that this was somewhat of a shock, given these are key to implementing Te Reo Māori in the Marautanga.

Teachers were asked about PL&D experiences related to the Marautanga. The general consensus was that they had had relatively little PL&D on the Marautanga until now. Three noted that the Rumaki unit's goals included te reo ā waha and that there had been PL&D specifically around this aspect. For example,

"our focus has been on reo-ā-waha. So we've been using Hopukina Reo, we've had PL&D on reo-ā-waha. Teaching of reo-ā-waha, grammatical, whakahuatia, kids' transliterations of sentence structure, such as me ka, common errors that we see in the kura, he aha tērā mo?" (K5).

All teachers saw PL&D on the Marautanga as moderately to very appropriate preparation for implementing Ngā Whanaketanga Rumaki Māori. For example:

Basically it's a guideline and it informs you that this is the expectation. So once you've taught what you're teaching, then moving into whanaketanga. Well that gives you a baseline to say this is where the kids are at, this is where they need to be, where to next...(K4)

Table 14: Kura A appropriateness of Te Marautanga o Aotearoa PL&D to preparing for Ngā Whanaketanga Rumaki Māori implementation

Kura A	1	2	3	4
N=5	Very appropriate	Moderately appropriate	Not very appropriate	Inappropriate
	2	3		

4. Implications for 2011 implementation of Ngā Whanaketanga Rumaki Māori: Te Reo

With regards to implementation in 2011, the facilitator identified teacher's commitment to te reo Māori and the development of its quality as having positive implications for 2011 - "Ngākaunui ki te reo, kia tika te reo". The other implication identified by the facilitator related to time to observe and provide targeted feedback to teachers:

Probably for me it's having time to get into classes to observe teachers teaching to provide feedback and feedforward ... identify areas of good practice and areas of need.

Three teachers identified strengths across the unit and school as having positive implications for implementation. Two focused on the collaborative approach taken in the unit and the strength of leadership across the school in general. The other noted that current reporting procedures and relationships with parents meant that the unit was essentially implementing aspects of Ngā Whanaketanga Rumaki Māori: Te Reo already:

...we are doing it anyway. The way we report to parents, we have student led conferencing. We've got graphs and stuff like that that we report to our parents. The involvement of parents. Our bonds with parents. (K4)

Two teachers identified the need for PL&D to accompany any new teaching and assessment resources that might be rolled out in the future as an important support to the implementation of Ngā Whanaketanga Rumaki Māori. A distinguishing feature of this PL&D, described by staff of this and the other schools, is how it provides concrete links to and opportunities to work with other resources, such as Te Manu Tuhituhi and Hopukina.

Two teachers also saw the need for opportunities to participate in PL&D with other rumaki schools or units, something they thought was not happening to any general degree at present.

Manu Tuhituhi, Pānui haere, and the unit's current systems and graph templates for reporting achievement were the most commonly mentioned supporting resources or materials for implementation. The facilitator saw a key task for staff was to ensure tools the unit is using are being used correctly.

5. Areas of strength and areas of need that may impact on implementation

The facilitator identified strengths in ā-tuhi and ā-pānui and needs in ā-waha across the staff:

... .. The group is very good with pānui, very good with tuhituhi, not so hot at kōrero, getting external help with reo-ā-waha.... and specifically teaching te reo, not just about teaching through the medium of te reo. It's specifically teaching language and structure. What I love about Whanaketanga with the kōrero stream [is] because its always been there... ko te reo-ā-waha, kua whakarongo te Tāhuhu.

Teachers identified a range of strengths and needs. Strengths included te reo Māori fluency and tikanga knowledge, planning and delivering teaching programmes, knowledge about bilingual education research and theory, and using curriculum and teaching related documents.

Teacher-identified needs all focused around Ngā Whanaketanga Rumaki Māori and *Te Marautanga o Aotearoa*. These included opportunities for more PL&D to gain deeper understandings of the expectations of Ngā Whanaketanga Rumaki Māori: Te Reo, and to identify whāinga, āheinga reo, puna reo and rautaki reo in teaching as well as in planning. The facilitator was identified as the main support for addressing areas of need.

6. Moderation and making judgements against Ngā Whanaketanga Rumaki Māori: Te Reo

The facilitator reported that moderation practices in the Rumaki unit were accompanied by robust debate and staff ability to refer back to relevant criteria and exemplars. An aspect of moderation that did need monitoring was *'making sure moderation sessions are planned for and not hijacked for other kaupapa'*. Teacher's ability to moderate in the unit was rated between moderate and high.

Teacher ratings were similar, as shown in the table below. Teachers also described processes of collecting, sharing and rigorously debating student assessments. For example:

'...as a team we work really well with each other, communicate well, we can disagree, agree, we are team players' (K3).

Three teachers reported that they felt more confident about making judgements when working with others. Teachers also discussed the use of exemplars as a critical aspect of moderation.

Table 15: Kura A teacher ratings of ability to work collectively with other teachers to moderate student assessments

Kura A	1	2	3	4
N=5	High	Moderate	Low	Very Low
	2	3		

Three teachers said that they had made some judgements about student progress against Ngā Whanaketanga Rumaki Māori: Te Reo, either as part of PL&D activities using assessment examples or informally as part of their day to day work with students. Ratings of how well they were able to do this varied across the teachers, as shown below.

Table 16: Kura A teacher ratings of how making judgements about student progress against Ngā Whanaketanga Rumaki Māori: Te Reo is going

Kura A	1	2	3	4
N=3	Very well	Well	Okay	Not very well
	2		1	

The facilitator reported that teachers have had opportunities to use Ngā Whanaketanga Rumaki Māori: Te Reo to make judgements and that there would be more formal opportunities to do so in Term 3. A rating of 2 was given for teachers ability to make such judgements.

Kura E

1. Descriptions of PL&D

Kura E is a level 1 immersion composite school with 23 full- and part-time teaching staff, of which twelve who worked in year 0 to 10 classes were interviewed. The facilitator is a resource teacher of Māori (RTM). The facilitator is also working with the regional RTM team and another local school on Ngā Whanaketanga Rumaki Māori: Te Reo, following the same process being taken with Kura E. The facilitator also reported planning to work with other kura who have been asking for some help to introduce it, so that they have a beginning knowledge by the start of next year.

The tumuaki reported that before the kura started the PL&D with the facilitator they considered the Marautanga alongside their school based curriculum and revisited the philosophy underpinning their kura. She identified the major considerations that underpinned their decision to participate. One was that if they did not take the opportunity they would be ill-prepared for Ngā Whanaketanga Rumaki Māori: Te Reo implementation. On top of that they knew the high

calibre of the facilitators driving the PL&D. Another was that they had already taken the Marautanga on board, and viewed the whanaketanga as a closely linked development.

Kua roa nei mātou e aromatawai ana i a mātou tamariki. Kāore mātou i tino rata ana ki te asTTle. Kei te rapu mātou tētahi ara aromatawai kia kite atu me pēwhea a mātou tamariki ki tā te reanga ā motu.

PL&D has involved teacher only days at the start of school terms followed by regular, weekly to fortnightly, follow up after school sessions. Work has also been incorporated into at least four staff meetings during the first two terms. The first focus was on the Marautanga, the teachers were not yet highly familiar with the document, and how Te Reo links to Ngā Whanaketanga Rumaki Māori: Te Reo. Then the general aspects of the Ngā Whanaketanga Rumaki Māori: Te Reo document were covered. The facilitator described the initial focus as being on pānui, which involved teachers given critical feedback and recommendations for improving that section. The focus on pānui was supported by a visit from the national coordinator.

I kōnei nā ko ngā hui o ngā teachers TO days. Tīmata ki te Marautanga.... Koira tō rātou tirohanga tuatahi. Ka tiro ki ngā hononga. Kātahi ka peka ki ngā mea hākirikiri o te whanaketanga. Ka titiro ki te wāhanga pānui, ko [national coordinator] i haere mai.

The facilitator described follow up meetings involving examination of how the document would support teachers' work, such as assessing children's writing.

I tirohia e mātou ngā ahuatanga hei tautoko i a rātou mahi hei kaiako. ... pēnei ko te kohi tuhinga a ngā tamariki, he aha ngā momo ahuatanga ka tiro atu, ...ka hanga template ma rātou kia annotate ngia ngā tuhinga o roto.

Teachers' descriptions of PL&D resonated closely with the facilitator's. At least half the teachers noted that beginning with the Marautanga made their first introduction to Ngā Whanaketanga Rumaki Māori: Te Reo less challenging, and made it easy to see the connections between that document and the Marautanga. For example:

E rua ngā hui pērā i mua i te tino aronga ki te puku o te pukapuka. I te tuatahi tētahi mo te marau, tuarua tētahi mo te whanaketanga ki te kite ai ngā rereketanga me ngā ritenga. Whai muri i te wiki tuatahi i aro ki te Marautanga, he māmā noa te tirohanga ki te whanaketanga no te mea kua kitea te taha puna reo, te āheinga reo, te rautaki reo. (K4)

Many of the teachers commented positively on the clarity of the facilitator's (as well as her RTM colleagues who participated in some of the PL&D) explanations about Ngā Whanaketanga Rumaki Māori: Te Reo development, why it was being introduced in 2011 and the document itself. They described a range of PL&D activities that helped them to develop an understanding of the document including: familiarising themselves with the key principles of the document; gaining understandings of the main goals; assessing examples of student writing using the document as a guide.

All but three teachers reported that some of the PL&D work with the Ngā Whanaketanga Rumaki Māori: Te Reo was starting to be incorporated into their classrooms and syndicates. For example:

Kāore mātou i pānui noa ake, engari i aromatawai ētahi tauira kōrero. He ngāwari ki te whakarongo ki a [facilitator], me āna whakamārama hoki. He raupapa mahi hoki ki te takotoranga i roto i ngā pukapuka, a ngā taumahi. Heoi anō rā ko te whakaurungia aua mahi ki te akomanga tāku inaianei. (K1)

This was the case even for teachers who had started the PL&D feeling totally overwhelmed with the content

I te timatanga ka noho au ki roto i te kohu a rangi, āheinga reo, rautaki reo, puna reo, he aha te tikanga o ērā? Ka hui tahi mātou, kātahi ka whakaritea tētahi aromatawai... Hoki ki te akomanga, making judgements kei hea ngā tamariki. (K2)

Teachers identified the depth of knowledge of the facilitator and the rest of the RTMs, the Marautanga and Manu Tuhituhi as the key resources for PL&D. The facilitator saw the facilitator-developed draft training manual as the critical resource guiding the work.

2. PL&D effectiveness

Teachers at Kura E rated the PL&D they are receiving as effective to very effective. The major reasons given for the ratings again included the facilitator's knowledge and approach. Teachers specifically noted the facilitator's knowledge about Māori medium literacy and assessment and her ability to provide clear information and explanations of Te Reo in the Marautanga and background to Ngā Whanaketanga, as mentioned in the section above. Other main reasons given were regular teacher only days each term, meeting consistently during the term, and the resources that were used.

Table 17: Kura E ratings of PL&D effectiveness

Kura E	1	2	3	4
N=12	Very effective	Effective	Okay	Not very effective
	9	3		

The facilitator rated the PL&D as effective. Teachers' feedback about the document reflected that they were starting to develop understandings of it, and because of the quality of the resources in the draft training manual.

The tumuaki reported that the relationship and trust that has built up between the facilitator and teachers over time was a major factor in the success of any PL&D this facilitator led. She believed the teachers know the level of knowledge that the facilitator has, which gives them confidence in what they are learning. The limited availability of time was the only issue that might impact on effectiveness, as it meant that in depth consideration of content was not always possible.

3. Ngā Whanaketanga Rumaki Māori: Te Reo PL&D and Te Marautanga o Aotearoa: Te Reo Māori

The facilitator viewed the integration of the Marautanga into PL&D work as critical in order to ensure that both would be used appropriately and to ensure that some of the concerns being expressed in the Māori medium sector are not realised:

If we want to get across the idea that 'ka noho te Marautanga i te tuatahi, kātahi ko Ngā Whanaketanga Rumaki Māori' then we actually have to do it ... so that they can see there is a relationship between the two...and going back to this (the Marautanga) as the starting point so you don't get the whole thing that people are fearing, that teachers will teach from the whanaketanga ...but the whole teaching-learning comes from the marau.

Table 18: Kura E appropriateness of Te Marautanga o Aotearoa PL&D to preparing for Ngā Whanaketanga Rumaki Māori implementation

Kura E	1	2	3	4
N=12	Very appropriate	Moderately appropriate	Not very appropriate	Inappropriate
	5	7		

Teachers also saw the inclusion of the Marautanga into the PL&D as appropriate. As a group they did not think they had a strong grasp of the document before starting work on Ngā Whanaketanga Rumaki Māori: Te Reo. Having explicit opportunity to examine the links between the two documents was described as significant in at least three ways. The most common ways related to understanding that neither document stood alone; that the whanaketanga document was only useful within the context of planning and teaching from the Marautanga; and seeing the commonalities in terms and concepts across the two documents. Others were how the approach helped teachers to see 'whakaaro me ngā titiro Māori' in the whanaketanga themselves and it helped to give clarity to 'ngā whāinga, ngā paerewa hoki'.

4. Implications for 2011 implementation of Ngā Whanaketanga Rumaki Māori: Te Reo

The descriptions of the facilitator and teachers indicate that the kura operates in ways akin to what is sometimes described as a professional learning community.

The facilitator described Kura E operating as a collective in which ‘wānanga tahi’ ‘kōrerorero tahi’ are common approaches at a whole school level and at syndicate level. This is viewed as a strength with positive implications for 2011 implementation.

Because it's collective, when they do get back to the pou [syndicate] they start thinking akomanga and ākongā. It becomes more real and I hope that will then help their work for next year.

Teachers also saw the way the kura works using a ‘whole school’ approach, where collegial support was viewed as a given, as a positive factor for 2011. The school leadership was identified as a key aspect of this:

Koia tētahi o ngā mea pai a te tumuaki ki te whakaarahi. Ka tiro ā pou, Ka tiro ā whānau, ka tiro ā kura. (K11)

Teachers and the facilitator believed that knowledge developing about Ngā Whanaketanga Rumaki Māori: Te Reo and the Marautanga would have a positive impact. A number of teachers thought that kura practices and procedures already in place meant that there should not be a lot of change when implementation begins. For instance:

I just think it shouldn't be anything extra on us. Mena kei te whakarite mātou e tika ana, e hāngai ki te marau, ka whakaaro mo te tamaiti, ka whai aromatawai i ērā atu mea, ehara i te mea he mahi anō e tapiri atu ki tērā. (K4)

The tumuaki saw it as imperative that whanaketanga are understood as just that, as growth or progression not ‘standard’, and that the philosophy behind Ngā Whanaketanga Rumaki Māori: Te Reo is clearly understood. The tumuaki also thought it was important that whanaketanga are also understood as tools to help identify what progress students are making, not something that is taught, that is ensuring that ‘teaching to the test’ does not happen.

5. Areas of strength and areas of need that may impact on implementation

Teachers were asked to identify their respective areas of strength that may impact on Ngā Whanaketanga Rumaki Māori: Te Reo implementation. Four teachers described aspects of content knowledge and teaching pedagogy for kōrero Māori as their area of strength, six identified their strengths in terms of pānui and tuhituhi content and pedagogical knowledge. Other areas identified included: length of teaching experience across English and Māori medium and corresponding depth of knowledge; ability to work collaboratively with colleagues to problem solve and mentor:

...tētehi o āku nei kia noho tahi ki te kōrero. Mena ka rangīrua tētahi, mā te kōrero ka mārama. (K5)

Teachers described needs in terms of Ngā Whanaketanga Rumaki Māori: Te Reo and needing to continue to develop their knowledge of and ability to implement it. Some focused on broader aspects such as ensuring they were assessing their students appropriately, others on specific te reo strands in Ngā Whanaketanga Rumaki Māori: Te Reo such as kōrero or tuhituhi. Three expressed concern about their relative lack of knowledge of Ngā Whanaketanga Rumaki Māori: Pāngarau, compared with Te Reo. Ideas about addressing the needs concentrated around working together as staff, drawing on the expertise amongst the teachers as a group and continued support from the facilitator.

The facilitator noted that while teachers were at different stages in terms of knowledge and understanding, working together is a major way to address the different needs across the staff as a whole:

I can pinpoint pockets where it will take longer, but they will pick up if they are working with others and they get to question and they discuss... Some need to have faith in what they do know and the belief that if they aren't right, they are working with others who will help them get it right.

6. Moderation and making judgements against Ngā Whanaketanga Rumaki Māori: Te Reo

Nearly every teacher could describe moderation processes that took place in their syndicate, and the majority rated their ability to work collaboratively on this as moderate to high. Teacher ratings showed the second greatest variability when compared to the other case study schools. A possible explanation for this was that the PL&D did help some to identify how they could improve moderation in the kura, which may have influenced their personal ratings. For example:

It created a lot of professional discussion amongst teachers that otherwise we may not have probably had. So it made us think about what it is we're doing, actually having a professional discussion about actual reading and writing rather than about surface features. Probably showed us the sorts of things we weren't doing. (K2)

Table 19: Kura E teacher ratings of ability to work collectively with other teachers to moderate student assessments

Kura E	1	2	3	4
N=12	High	Moderate	Low	Very Low
	5	5	2	

While identifying that there was variation across staff, the facilitator rated their ability as a group as moderate. The rating was based on the moderating activities carried out as part of PL&D.

That was really evident as they did the tuhituhi, because they worked in their pou (syndicate) and they all looked at the same child's work and they had to discuss and make a judgement.

It was also based on how some of the teachers responded to the facilitator's judgements of their students' writing, showing they were able to draw on their overall teacher knowledge of a student to challenge her decisions

[I] looked at some of the kids in particular and I brought [the assessments] back and said this is what I found. And what was really good was they were able to say to me 'oh yeah that's fine but I still don't think that they're at that level'. And I thought that's good because I'm just taking it only on the pānui haere in front of me and they were drawing on the other things that they knew about the child... none of them said 'oh okay' they said 'yes but'.

The facilitator referred again to current practices of working together as opportunities to strengthen moderation across the staff, and saw the main challenge as one of ensuring that they continue to meet together regularly to discuss assessments of their students.

The majority of teachers reported that they have begun to look at their students' progress in relation to Ngā Whanaketanga Rumaki Māori: Te Reo. All but one of the teachers rated this as going well to very well. All believed that they had made a good start. The majority described judgements that were being made at the syndicate level and a number thought that working as a group and support from the facilitator was making a considerable difference. For example:

Nā runga i te mahi tahi o ngā teachers o kōnei kua tino pai. Kua pai te kimi mātauranga nā runga i te tautoko pērā i a [te facilitator, RTMs]. Mehemea ka kore rātou ka ahua uaua ake pea. (K11)

Table 20: Kura E teacher ratings of how making judgements about student progress against Ngā Whanaketanga Rumaki Māori: Te Reo is going

Kura E	1	2	3	4
K=9	Very well	Well	Okay	Not very well
	4	4	1	

By far the most mentioned resource teachers thought would help in the use of Ngā Whanaketanga Rumaki Māori: Te Reo was Manu Tuhituhi and a couple of teachers stated that more resources like this needed to be developed. Other resources mentioned were Te Tauaromahi, Pānui Pukete Haere and Pānui Arahanga. The concern that the whanaketanga document might result in a narrow focus on pānui, tuhituhi and pāngarau in the Marautanga was voiced by about a quarter of the teachers:

‘Ehara ngā mea mutunga o te ao te pānui, te tuhituhi me te pāngarau’. (KO2)

The facilitator also alluded to potential issues and that the impositional nature of Ngā Whanaketanga Rumaki Māori: Te Reo meant that MME may not be able to control how information generated might be used. However teachers need to also be cognizant of positive aspects:

‘I think the models of language and questioning in here are really good. I tell them look at the people who put this together (Whanaketanga) and put this (the Marautanga) together and there is a link’.

Kura I

1. Descriptions of PL&D

Kura I is made up of mainly English medium classrooms with two rumaki classes. Their facilitator for Ngā Whanaketanga Rumaki Māori: Te Reo is a Resource Teacher of Learning and Behaviour (RTLb). The two rumaki teachers participate in PL&D alongside two other rumaki teachers from a nearby school. The English medium section of the school has been focusing on PL&D on the New Zealand Curriculum (NZC) and the National Standards. The principal described her involvement as largely management and keeping a watching brief on what is being covered. She attended some of the early sessions to know where things were going and now thought she probably needed to attend again as she was starting to pull structures and systems together for reporting.

The principal noted that the school was happy to take part in the information gathering phase and that it was particularly timely for her school in order to provide PL&D that was specifically developed for Māori medium teachers.

My teachers Māori were starting to feel marginalised whereby a lot of emphasis was going on English medium kōrero, though I personally felt there were issues and structures that would make it easy for them to understand [how it applied to] Māori. But I think there was a feeling of ‘this doesn’t apply to us and this is a waste of our time’. It was an opportunity for me to start providing Māori medium PL&D.

Rumaki syndicate meeting times were set aside for PL&D in consultation with the facilitator who requested regular times to meet and work with teachers. The principal described the purpose of the initial hui was to explain what was going to happen, introduce Ngā Whanaketanga Rumaki Māori: Te Reo and discuss where the work was likely to go. In her view the most useful part for teachers has come since then, as the focus on the pānui aspect of the document is leading into other PL&D opportunities for the teachers, such as learning about Manu Tuhituhi, second language acquisition and pānui haere.

Rumaki teachers described participating in National Standards PL&D for NZC alongside their English medium colleagues before the opportunity to work with the facilitator was presented to the school. The facilitator described drawing on BECSI findings⁵ and ‘Kia eke ki ngā taumata, kia pakari ngā kaiako’⁶ to encourage principal buy-in for separate rumaki PL&D. The facilitator believes that there is a critical need “to ensure that Māori medium-English medium schools consider Standards and Whanaketanga information separately and not overlay one on top of the other” be it in PL&D or information about student progress and achievement.

The teachers and facilitator met regularly most Monday afternoons. The teachers referred to their responses to the project’s initial teachers survey as providing a baseline from which to help the facilitator tailor PL&D for their individual and group needs. The facilitator also described using survey responses as a baseline to help target professional learning to areas of need, and indicated that teachers would be filling out the survey again to help them identify shifts in their knowledge and practices. Teachers have been exposed to a range of areas that could support Ngā Whanaketanga Rumaki Māori: Te Reo implementation during the meetings, including things that teachers thought they already know or do to check whether this is actually so, such as planned teaching incorporating flexibility and teaching moments rather than teaching ‘on the fly’.

According to the facilitator the teachers are developing greater understanding of the whāinga paetae matua - āheinga, rautaki and puna reo. As the focus has been on planning and teaching drawing on the three whāinga paetae matua, this part of the PL&D is initially carried out in relation to the Marautanga and in isolation from Ngā Whanaketanga Rumaki Māori: Te Reo as the facilitator does not want teachers planning directly from the whanaketanga document. Following this the whanaketanga document is used by drawing on its assessment examples. The PL&D also extends into the classroom, where the facilitator may explain and model in relation to what they have been focusing on and then observe teachers and give feedback.

The teachers have also had a day’s PL&D on pānui haere, while their English medium counterparts had PL&D on running records, and an afternoon’s PL&D on the Hopukina oral language assessment. The facilitator described how this kind of work has been followed up in their weekly Monday sessions by, for example, teachers recording oral language samples from students, individually assessing these using Hopukina and moderating assessments as a group.

2. PL&D effectiveness

Table 21: Kura I ratings of PL&D effectiveness

Kura I	1	2	3	4
N=2	Very effective	Effective	Okay	Not very effective
	2			

The facilitator rated the effectiveness of the PL&D as okay to effective. The rating reflected her view that ‘very effective’ meant that teachers no longer required any PL&D support and her concerns in terms of time management for her role as facilitator alongside her RTLB position commitments. While there was a formal agreement with teachers that the weekly Monday meetings would not go over an hour, they were often longer, however this was because the teachers wanted to continue. In contrast the teachers rated PL&D as very effective, as shown above. Teachers commented hearing other Māori medium schools were against using Ngā Whanaketanga Rumaki Māori. One admitted to having similar thoughts until working with the facilitator and seeing the worth of not only Ngā Whanaketanga

⁵ See: Hohepa, M. Whakapakari kura: Learning and inquiry in Māori-medium education. In H. Timperley & J. Parr (Eds.) Weaving evidence, inquiry and standards to build better schools. Wellington, NZCER Press, 2010.

⁶ Available at: <http://www.tpk.govt.nz/en/in-print/our-publications/publications/kia-eke-ki-nga-taumata-kia-pakari-nga-kaiako/>

Rumaki Māori: Te Reo but also the Marautanga. Teachers recognised explicitly that Māori medium PL&D capacity was being grown across a larger group nationally, which helped to support the work of their facilitator.

Waimarie au i hui a [facilitator] ki te awahi i a māua. Kua roa kē māua i noho i raro i te parirau me ngā ahuatanga whakaako o te taha auraki o te kura. E raru ana māua i te mea kāore anō kia mārama ki te Marautanga. Ko ia tētahi kaimahi mo te Whanaketanga me te Marautanga. Kei reira a [national coordinator] mā ki te tautoko ngā mahi. (K2)

The principal identified the opportunity to have PL&D with teachers from another school as a very positive aspect, which provides some idea of how the kura rumaki classes are going in relation to other Māori medium settings. She also saw the strong focus on literacy planning and assessment as part of the PL&D and the strong relationship that the facilitator has with the kura as positive factors.

One of the most significant aspects of the PL&D for the teachers is its development specifically for teaching in Māori medium settings. They described PL&D experiences thus far as focusing mainly on English medium settings, such as NZC PL&D in their school, which they had attended and had been expected to translate and apply appropriately in their rumaki classrooms. For example:

Nō reira ētahi i ako i a māua i ahu mai o te curriculum auraki. Tō ratou kōrero ki a māua ki te whakamāori.... Tēnei tau i waiho ake tēnei [NZC] ki muri... ka hoki mai ki te Marautanga, e māhere ana mātou... (K1)

The other effective aspects of the PL&D identified by the teachers were its depth, regularity and consistency, and the facilitator's depth of knowledge and commitment to Māori medium literacy teaching and learning. For example:

I āta titiro, i āta tātari haere e pā ana ki Ngā Whanaketanga Rumaki Māori. Āheinga reo, puna reo, rautaki reo. Ia Mane, e haere tonu ana te kaupapa ia wiki. He hui kaiako me [other school in the professional learning cluster] kura. (K1)

I te mea he tangata mōhio, nāna anō āna mōhio i whai. ...He tohunga ia ki tēnei mahi, ...whakapono ki āna mahi.... Kāore anō kia kite te tangata pēnei ana te whakapau kaha. (K2)

Both teachers believed that the kinds of resources that could improve PL&D effectiveness would be ones that were not translations of existing material but developed out of a Māori world view

ngā mea pērā ki te Manu Tuhituhi, he wairua Māori (K1).

3. Ngā Whanaketanga Rumaki Māori: Te Reo PL&D and Te Marautanga o Aotearoa: Te Reo

Teachers reported that they had participated in some PL&D on the Marautanga during the previous year, which they thought had not been that effective:

I tērā tau mahi raro i ngā tangata kāore tino mōhio. Kīhai taku hinengaro i mau. Tae atu ki tēnei tau, ka taea te hoki ki te timatanga anō. (K1)

The principal reported encouraging the teachers to try and work with the Marautanga in the previous year, by way of a trial as at that time the school was implementing NZC. In contrast to the teachers she believed that the teachers had developed a good level of familiarity with the Marautanga by the time Ngā Whanaketanga Rumaki Māori: Te Reo PL&D began, which she thought provided a good basis for them. She also supported the importance of understanding the Marautanga in order to implement Ngā Whanaketanga Rumaki Māori: Te Reo.

PL&D on the Marautanga was seen as appropriate to very appropriate in order to use Ngā Whanaketanga Rumaki Māori: Te Reo. However the sequencing of the PL&D was not viewed in the same way by the teachers. One teacher felt that understanding the Marautanga was an important step towards understanding it:

...I don't think we had had enough PL&D on the Marautanga to start with and then they put that [whanaketanga] on there. Once I've got this [marau] then I'll be able to layer the Whanaketanga on there. But we haven't had PL&D on all the different learning areas in the Marau yet. (K2)

In contrast the second teacher explained how PL&D was raising his knowledge about the Marautanga:

I te timatatanga, i mua i te tupu mai o te whanaketanga... kei nga Rangitūhāhā ōku whakaaro, i te mea ko tēnei [the Marautanga] i ako mātou. Engari i te mutunga, tae atu ki te wāhanga aromatawai, horekau e mōhio ana e ahu pēhea ana tēnei [Marautanga] ki hea. Na, i tō mātou nei ako i te Whanaketanga kua mōhio au aianei te hononga o tēnei ki tēnei. He tino huarahi tēnei [Whanaketanga] ki tēnei [Marautanga].

Table 22: Kura I appropriateness of Te Marautanga o Aotearoa PL&D to preparing for Ngā Whanaketanga Rumaki Māori implementation

Kura I	1	2	3	4
N=2	Very appropriate	Moderately appropriate	Not very appropriate	Inappropriate
	1	1		

The facilitator reported viewing PL&D on the Marautanga as appropriate to very appropriate in order to use Ngā Whanaketanga Rumaki Māori: Te Reo and viewed work on aligning āheinga, puna and rautaki reo against pānui, kōrero and tuhituhi across both documents and the Māori medium literacy progressions draft as a critical part of this. Some work has also been done on planning formats using the Marautanga with the teachers across both schools, focusing on collecting evidence of progress:

...working on planning formats. Whāinga paetae and the Marautanga down to whāinga ako, learning intentions, then unpacking those into teachable chunks, series of lessons that will meet a set of whāinga from the Marautanga. But it's how they collect their evidence along the way to support...still trying to get that idea of formative assessment.

4. Implications for 2011 implementation of Ngā Whanaketanga Rumaki Māori: Te Reo

The key implications teachers identified for 2011 implementation related to (1) being able to better ascertain the levels students should be working at by assessing more appropriately and (2) gaining understanding of rautaki reo, puna reo and āheinga reo via PL&D which helped both teachers understand how these also worked within the Marautanga Te Reo Māori, and helped them to plan from it better as a result.

The principal identified that the school did face issues relating to students coming into the unit at different stages and levels. Her concern was how to create individual learning programmes if they come in at year 6, to get the students to the level required to achieve success appropriate for year 8 when they transition to secondary schooling - 'how to fast-track' - rather than accepting where the child is at because of limited time in immersion.

The principal said that other than informing the entire school about National Standards, nothing has gone out to Rumaki whānau. Ngā Whanaketanga Rumaki Māori pamphlets have recently arrived after the tumuaki had found out about their existence on the website. A decision whether to send them out with a newsletter or call a whānau hui to distribute them was being made at the time of interview.

5. Areas of strength and areas of need that may impact on implementation

Each teacher identified a different area of strength; one teacher focused on te reo Māori, literacy planning and teaching, describing approaches to planning for teaching across, for example, different writing and reading genres and topic based approaches and then breaking down the planning to try and best meet the learning needs of each student, then into daily

teaching. The need this teacher would like to focus on related to ensuring appropriate whāinga are set as part of the planning.

The other teacher focused on strengths in developing and sustaining relationships with parents and students and knowledge about the students:

Ki au nei, tōku hononga ki ngā mātua tuatahi, nō reira ngā mātua katoa ka piri rātou ki ahau... tuarua ka mōhio au kei hea ngā tamariki, ka anga mua ngā tamariki (K2).

The teacher also described links into the local Māori community and work in community education programmes for te reo Māori. The teacher identified needs that parallel the strengths of the first teacher, in terms of needing to strengthen literacy related content and pedagogical knowledge.

Areas of strength that the facilitator identified resonate with those the teachers identified. The first teacher was seen as able to take on information and incorporate it into her planning and teaching effectively. The facilitator noted that she tended to go further into material with this teacher “I will show her more because she can handle it”.

In contrast the strengths of the second teacher were described in terms of reflecting “the front part of the Marautanga”, particularly around “relationships, with whānau”.

The facilitator identified different needs across the four teachers as a group. Some were seen to need to develop more systematic planning and recording. Others need to refine their use and analysis of assessments in terms of what it means for their teaching. Some needed to have more confidence in what they know and do well.

6. Moderation and making judgements against Ngā Whanaketanga Rumaki Māori: Te Reo

Table 23: Kura I teacher ratings of ability to work collectively with other teachers to moderate student assessments

Kura I	1	2	3	4
N=2	High	Moderate	Low	Very Low
	1	1		

Teachers reported feeling relatively confident about their abilities to moderate student assessments as a result of their work alongside the facilitator. One who saw themselves as the weakest of the teachers at this, described how being directed to buy and use a digital recorder for pānui and kōrero assessments, along with the assistance of colleagues from both schools, had made a significant difference. Both commented on the importance of the facilitator for the lifting of their moderation abilities. The facilitator in turn rated their abilities as high. Teachers and the facilitator also reported that they had begun making judgements about student progress against Ngā Whanaketanga Rumaki Māori: Te Reo and all viewed this as going well.

Table 24: Kura I teacher ratings of how making judgements about student progress against Ngā Whanaketanga Rumaki Māori: Te Reo is going

Kura I	1	2	3	4
N=2	Very well	Well	Okay	Not very well
		2		

All, however, expressed significant concerns about an occurrence in the school in which judgements about English medium students using National Standards and Māori medium students using Ngā Whanaketanga Rumaki Māori: Te Reo were put onto the same graph. This concern related to judgements of the levels becoming based on principles of

National Standards, rather than principles underpinning Ngā Whanaketanga Rumaki Māori. The facilitator in particular was concerned about the importance of contextualising judgements against years of learning in immersion classrooms:

[The teachers are] plotting their children against whanaketanga, doing this well in general. But this is in danger of being defaulted to English medium approaches and knowledge about literacy. There is still a strong push to align Ngā Whanaketanga Rumaki Māori with National Standards. We need some explicit messages in Ngā Whanaketanga Rumaki Māori about the importance of length of time in immersion. And to be more collaborative and accepting of Māori medium approaches.

When asked about existing resources that might help teachers, one teacher noted that if they hadn't been involved in the PL&D work they would not have become aware of existing resources that specifically support Māori medium teaching, planning and assessment. As a result they are now in a position to recommend resources to their principal.

Reflecting on working across schools with small rumaki units, the facilitator identified a need for two kinds of resources. Firstly, resources that helped teachers come together and learn from each other:

As a professional learning cluster ... working with a resource that explains 'how to' and gives learning stories from schools that have been involved in the gathering information phase, particularly those who can evidence a significant shift in teacher knowledge and practice.

Secondly, resources need to be made to address and bring about a better understanding of collaborative practices across schools that provide both Māori and English medium programmes in ways that protect the integrity of each:

I remember learning about additive and subtractive bilingualism at Waikato University and to me if school management suggests that it's preferable that the whole school does things the same way it kind of undermines and almost subtracts from the beauty of what we are trying to achieve here in rumaki Māori settings.

Kura O

1. Descriptions of PL&D

Kura O is a full primary Kura Kaupapa Māori with seven teaching staff. The facilitator for the kura is also the Ngā Whanaketanga Rumaki Māori: Te Reo national coordinator. The tumuaki oversees the organisational aspects of the PL&D and confers with the facilitator about the focus and direction. The tumuaki identified a number of things he had wanted to see covered by the PL&D, which included: overview of the debate that preceded Ngā Whanaketanga Rumaki Māori development; why the writers agreed to be involved; introduction and familiarisation with the whāinga paetae matua; work alongside syndicates; and tailored support for teachers' individual needs. The tumuaki saw the kura as being well served by the facilitator.

The involvement of the tumuaki is mainly around ensuring that teacher learning and development is being incorporated appropriately into their teaching practices. For example, the tumuaki reported monitoring teacher planning to ensure that āheinga reo, puna reo and rautaki reo are now an explicit part of planning and teaching.

The facilitator described taking a three-level approach to PL&D with Kura O. At the whole school level, the Ngā Whanaketanga Rumaki Māori: Te Reo was introduced and teacher-informed revisions to the document were shared. Information developed from student achievement data gathered in a previous phase relating to Whanaketanga levelling was also shared at this level.

At the syndicate level the Literacy Progressions draft was introduced and arrangements for trialling the document were put in place. The facilitator also supported syndicate planning for units of work using the Marautanga Te Reo Māori framework. For example, explicit identification of where āheinga reo, rautaki reo and puna reo are addressed, planning

focused on language specific instruction within the literacy programme and also across to other areas of the Marautanga.

At the individual teacher level, the facilitator developed individual learning plans (objectives, plan of action and review dates) focusing on the Marautanga Te Reo Māori framework and integration of Literacy Progressions. A Marautanga Te Reo/ Ngā Whanaketanga Rumaki Māori: Te Reo focus in staff appraisals was also organised with the tumuaki.

Teachers as a group described many of the activities outlined by the facilitator, in particular those involving the whole school and syndicates. For example:

Kua noho tahi ā kura, ki te tiroiro ki ngā wāhanga o roto i te pukapuka. Ā-syndicate, i tirohia e mātou kia mōhio me pēhea te whakauru atu ētahi o ngā hono o tēnei ki te Marautanga. Ki ngā kaupapa o te kura hoki. I kōnei ia ka whakāmarama ki ia syndicate me pēhea te whakamahi te hono, pērā ki te Manu Tuhituhi, pēhea te hono ki ērā momo rauemi. I te wānanga tuatahi ka noho mātou ki te wetewete he aha ngā wāhanga, te āheinga reo, te rautaki reo, puna reo. I tirohia e mātou tētahi o ngā aromatawai. (K1)

Two teachers described having worked with the facilitator on a one-to-one basis before the time of interview. Another, when describing the work done at whole school and syndicate level, said that she was working with the facilitator the following week:

... introduced the book to us, we tried one of the tauira aromatawai. We worked on Hopukina. Also the literacy progressions for rumaki, coming to do some one-to-one with me. (K6)

2. PL&D effectiveness

Table 25: Kura O ratings of PL&D effectiveness

Kura O	1	2	3	4
N=6*	Very effective	Effective	Okay	Not very effective
	2	4		

* te reo Pākehā teacher did not provide rating.

Teachers rated the PL&D as effective to very effective and the facilitator rated it as effective. Teachers' reasons for giving an effective rating related to: not enough time to develop indepth understandings; preferences for either group or individual work; and extenuating personal circumstances, which interfered with her learning.

The facilitator's gave an effective rating, which related to feedback from teachers on the draft reflecting a depth of understanding developing through PL&D. The facilitator was able to identify the connections teachers were making, particularly in one-to-one work, between what was being covered in PL&D, and their practice and classroom programmes. The facilitator reported that one-to-one work tended to result in the most traction, but that work at syndicate and whole school levels also served particular purposes such as building and sharing common understandings and professional discussion that also facilitated learning.

The majority of teachers identified time and regular PL&D sessions as the main areas in which the PL&D could be improved. The facilitator also identified more regular and systematic contact and support as the main area for PL&D improvement.

3. Ngā Whanaketanga Rumaki Māori: Te Reo PL&D and Te Marautanga o Aotearoa: Te Reo

Teachers were asked to describe any PL&D for the Marautanga that they had prior to their work with Ngā Whanaketanga Rumaki Māori: Te Reo, which had not been extensive "Kaore mātou i tino ruku i te Marautanga" (K5).

One teacher described how her syndicate began to plan from Te Reo Māori in the Marautanga the previous year, only to find out that they had misinterpreted it when they revisited it with the facilitator as part of Ngā Whanaketanga Rumaki Māori: Te Reo PL&D:

I tērā tau i timata ki te mahi i te marau. When [the facilitator] explained āheinga, puna, rautaki, we had got it wrong – they go across the three whenu! We had put puna reo with pānui, āheinga reo with tuhituhi, rautaki reo with kōrero. (K1)

Although not all provided ratings, all teachers agreed PL&D relating to Te Reo Māori in the Marautanga was appropriate for preparing for Ngā Whanaketanga Rumaki Māori: Te Reo. For example:

I hono a [facilitator] ki te marautanga, me te mahi pānui, tuhituhi, kōrero. Ki taku titiro, ko tēnei te mea pai (K5)

Table 26: Kura O appropriateness of Te Marautanga o Aotearoa PL&D to preparing for Ngā Whanaketanga Rumaki Māori implementation

Kura O	1	2	3	4
N=5*	Very appropriate	Moderately appropriate	Not very appropriate	Inappropriate
	4	1		

* teachers who had been on leave during the first half of the year did not provide ratings.

The facilitator saw the Marautanga PL&D as very appropriate to preparing for implementation, stemming from observations that teachers generally had only basic understandings of te wāhanga ako and te reo Māori in the Marautanga. As te reo Māori has undergone significant changes in the Marautanga compared with the earlier Te Reo Māori Marautanga document, the facilitator saw it as necessary for teachers to develop in-depth understandings. Starting or focusing solely on Ngā Whanaketanga Rumaki Māori: Te Reo would provide only narrow understandings of the document and its connections with other significant documents such as the Marautanga.

The facilitator's approach involved ensuring that firstly teachers had a clear understanding of the Āheinga-Puna-Rautaki Reo framework in the Marautanga and secondly exploring how these were contextualised in Ngā Whanaketanga Rumaki Māori: Te Reo and across pānui and tuhi resources.

4. Implications for 2011 implementation of Ngā Whanaketanga Rumaki Māori: Te Reo

Only one teacher referred to any implications for 2011, stating that without deep knowledge of the curriculum, it would be difficult to attain any benefit from Ngā Whanaketanga Rumaki Māori implementation:

He mahi roa te kapo i ngā hua o [Ngā Whanaketanga Rumaki Māori] ki te kore koe e tino mōhio te whakatakotoranga o te Marautanga. (K3)

In contrast the facilitator identified the internal capacity and readiness of the kura, along with its leadership, as placing the teachers in a relatively strong position leading up to implementation. Areas for development that had implications for 2011 implementation included moderation and monitoring processes to ensure the integrity of teacher judgments, and availability of ongoing external support and appropriate resources.

The tumuaki reported that board members and whānau have observed the debate that has been occurring around National Standards. To allay any concerns about that debate, a pānui went out to whānau stating that the kura was looking at Ngā Whanaketanga Rumaki Māori being developed by people in Māori medium for Māori medium, and that the kura would have to implement these in 2011. He also reported that a review of kura policies was happening currently and that part of the process included considering how policies sat with Whanaketanga where appropriate.

5. Areas of strength and areas of need that may impact on implementation

Three teachers identified personal strengths in Māori medium literacy and language areas. One viewed their strengths as a growing familiarity with the Marautanga along with ability in linking teaching and learning goals with appropriate assessment. One saw their understanding of concepts from English literacy approaches as a strength and also as a way she could support her colleagues.

The facilitator similarly saw knowledge about literacy and language content and pedagogy, particularly in relation to Māori medium as a strength of this group of teachers. The facilitator identified needs similar to those described above under implications for 2011 implementation, that is: moderation processes; monitoring achievement in the context of Ngā Whanaketanga Rumaki Māori; understanding what constitutes multiple sources of evidence and making ‘sound’ overall teacher judgments.

Four teachers focused on the need to get a better understanding and working knowledge of the Whanaketanga document in order to apply it to their planning and assessment. Two teachers identified needs around literacy and language content knowledge. The facilitator was identified as the main support for addressing the needs.

The facilitator identified continuing PL&D, including web-based access to information and developing effective networking across similar Māori medium settings specifically around Ngā Whanaketanga Rumaki Māori: Te Reo as ways to address needs.

6. Moderation and making judgements against Ngā Whanaketanga Rumaki Māori: Te Reo

Teacher descriptions of their moderation processes indicate that moderation of language and literacy assessment is a familiar practice for at least four of the staff. Moderation processes occur regularly at syndicate level.

Table 27: Kura O teacher ratings of ability to work collectively with other teachers to moderate student assessments

Kura O	1	2	3	4
N=6	High	Moderate	Low	Very Low
	1	2	2	1

* te reo Pākehā teacher did not provide rating.

The facilitator rated staff ability to moderate collaboratively as a whole as moderate. Teacher ratings relating to moderation varied the most out of the four case study schools. Although a regular practice, only about half the staff reported feeling confident moderating student assessments with their peers. This may reflect that the process may tend to be carried out by senior staff, rather than collaboratively, as indicated as a reason for their rating by a number of teachers, such as below:

Data analysis at the end of each assessment period. Can see the development of my class. I give my assessments to the team leader who moderates them and staff have a meeting to carry out overall analysis. Because the team leader takes the major role. (KO6)

The facilitator reported that PL&D work had included an informal layering of Ngā Whanaketanga Rumaki Māori: Te Reo expectations over the regular cycle of reporting aggregated student data. The facilitator said there are indications that teachers are considering where their students are at in relation to Ngā Whanaketanga Rumaki Māori: Te Reo in terms of Ngā Kete Kōrero levels. She had also seen written reports that show this may be occurring in one of the syndicates.

All but one teacher (not including te reo Pākehā teacher) noted that they have begun to make informal judgements about where their students might be situated against Ngā Whanaketanga Rumaki Māori: Te Reo. They saw themselves as being very much at the start of this process and rated their progress as going ‘not very well’ to ‘okay’.

E mōhio ana au kei tēhea taumata. E hāngai ana te pūkenga ako ki te taumata. Ētehi [o ngā tamariki] kei te mōhio au kei tēhea taumata. Kei te timata au. (K01)

One teacher noted initially not being convinced that the levelling was appropriate with regards to the examples provided in Tuhituhi. However, by critically reflecting on the classroom programme and the learning experiences of the students, the teacher revised this viewpoint and believes that the students are capable of reaching the particular whanaketanga.

Table 28: Kura O teacher ratings of how making judgements about student progress against Ngā Whanaketanga Rumaki Māori: Te Reo is going

Kura O	1	2	3	4
N=5	Very well	Well	Okay	Not very well
			3	2

Teachers identified Manu Tuhituhi and Ngā Kete Kōrero as the main supporting resources. The facilitator noted Manu Tuhituhi and also included the Māori medium Literacy Progressions. The facilitator's view was that there are available tools for pānui and tuhituhi but Māori medium resources to support oral language (as well as visual language) need to be developed.

7. Te Reo Pākehā

All Level 1 and 2 Māori medium settings will be required to provide programmes in Te Reo Pākehā using the Marautanga.⁷ In Kura O, the programme for te reo Pākehā begins in Year 6. The programme is developed with the learning area Te reo Pākehā in Te Marautanga o Aotearoa as its base. Ngā Whanaketanga Rumaki Māori is to be used by schools and classrooms working from the Marautanga. However it is not the relevant guide for the development of overall judgements about progress in Te Reo Pākehā. Information on the Ministry website identifies the national literacy standards for use in English medium as providing useful information on students' progress and achievement in Te Reo Pākehā.⁸

The reo Pākehā teacher reported needing more support with how best to assess and report on student progress. The teacher saw that the way information is reported to parents about progress in a Te Reo Pākehā programme can reinforce, or otherwise, the benefits of te reo Māori schooling. Parental decisions about keeping their children in Māori medium can be supported or encouraged when students can be shown to make significant progress in their English language literacy development. She described that some networking was developing amongst reo Pākehā teachers to help address some of the challenges.

Summary

Given the nature of case studies, and the relatively small sample of schools and facilitators participating in this project, generalising findings across to MME at a national level to any great degree would not be appropriate. This summary, therefore, discusses some key factors that have emerged out of the case studies that may have implications for Ngā Whanaketanga Rumaki Māori: Te Reo implementation. Some of these factors and possible implications were discussed with the national coordinator and facilitators at a hui for Ngā Whanaketanga Rumaki Māori: Te Reo held on October 21, 2010 in order to help inform PL&D for the remainder of 2010.

⁷ <http://www.minedu.govt.nz/theMinistry/EducationInitiatives/NgāWhanaketangaRumakiMāori/FAQs.aspx>

⁸ Ibid.

Approaches to PL&D facilitation

All facilitators are either Ngā Taumatua graduates or Ngā Taumatua educators. As a group they span a range of roles and responsibilities. Two facilitators are resource teachers providing support, beyond that for Ngā Whanaketanga Rumaki Māori: Te Reo, to a number of schools. One facilitator is a school staff member with additional senior management responsibilities, and the remaining facilitator is also the Ngā Whanaketanga Rumaki Māori: Te Reo national coordinator.

All have longstanding, well-developed relationships with the kura with which they are working. The pre-existing relationships, coupled with the approach that facilitators took with kura to get their agreement to participate in the PL&D were identified as key to their participation by tumuaki and many of the teachers.

The introductory powerpoint provided facilitators the opportunity to discuss constraints and benefits in the development and use of Ngā Whanaketanga Rumaki Māori: Te Reo with teachers and principals in schools and kura that were working from Te Reo Māori in the curriculum document '*Te Marautanga o Aotearoa*'. Teachers and kura having an opportunity to critique and contribute to the development of Ngā Whanaketanga Rumaki Māori from within their school gates strengthened support and acceptance. Many teachers expressed appreciation that along with opportunities to learn, asking for teacher input into the development gave recognition and importance to their professional knowledge and experience teaching and assessing their students. This indicates the importance of PL&D that recognises and draws on professional knowledge and experience as well as identifies learning needs, and that involves opportunities to critically engage with a document or resource's developmental history.

Time factors

Facilitators all expressed concern over the degree of time and priority they were able to give to Ngā Whanaketanga Rumaki Māori work with their schools in light of their other professional roles and responsibilities. They all indicated to some degree that workload issues presented a significant challenge in relation to the PL&D and support they were able to provide. Teachers identified the need for regular opportunities that occurred relatively often to become familiar with Ngā Whanaketanga Rumaki Māori: Te Reo. While some teachers expressed frustration in relation to this, they did however see working with their particular facilitator as the most appropriate and effective way to meet their self-identified areas of need. Teacher ratings reflect that the capability is there to provide effective PL&D. How to best build up its capacity needs to be addressed to avoid overload of those with capability. For instance, formal and transparent secondment strategies may help protect potential facilitators who are also school or resource staff from overload, as well as ensure that their knowledge and skills are not lost from their schools in the long term.

Using information about student achievement for MME sector development

Case study principals and tumuaki all spoke about the desire in their kura to answer what they saw as fundamental questions such as - 'How well are our students doing?' They saw Ngā Whanaketanga Rumaki Māori as contributing to the establishment of a national picture based on common points of reference. Facilitators in turn saw this as partly helping to explain the generally positive reception that the larger group of kura beyond the case study schools have given to the PL&D. In developing strategies to promote national acceptance across Māori medium thought should be given on placing the emphasis on collecting achievement information for the development and growth of the MME sector and MME student achievement, rather than emphasising accountability aspects.

A commonly expressed concern related to the integrity of Māori medium philosophy and principles underpinning Ngā Whanaketanga Rumaki Māori. There is a strong message that care needs to be taken so that these are not subsumed under the principles and philosophies of English medium schooling and by approaches to the implementation of National Standards. This was particularly so for the small rumaki unit.

Systems for assessment, moderation and reporting

Table 29 shows facilitator ratings in comparison with teacher ratings, which are shown below facilitator ratings in [...]. As noted above, given the tailored nature of PL&D, criteria for ratings are likely to be different across the different case study schools. However within each school, facilitator and teachers ratings were relatively consistent for PL&D effectiveness and for the focus on the Marautanga as an integral part of the PL&D. Explanations for ratings given by teachers and by the facilitator in each school also tended to align.

There were greater in-school than across-school differences in teachers' ratings of their abilities to moderate collectively and make judgements against the Ngā Whanaketanga Rumaki Māori: Te Reo. A national PL&D approach will need to consider the possibility that this will be the case across schools by explicitly checking teacher knowledge and skills in a school at the outset and ensuring that there are opportunities to develop or build on these. This was done to some extent through the teacher survey during Phase 1. The school and teacher surveys could be developed into tools for identifying strengths and needs to ensure that PL&D opportunities are tailored to these.

All teachers were able to describe existing moderation practices in their kura. Differences in their ratings appear to reflect factors such as where their syndicate as a whole might be and/or the degree that the overall responsibility for the process is a shared one or rests largely with senior syndicate or kura staff. What syndicate and whole-school moderation practices should look like ideally needs considering – what level of knowledge and involvement in moderation practices should each and every teacher in a school have? What knowledge and practices are more relevant at the level of syndicate and school leadership?

Table 29: Facilitator ratings in comparison with teachers ratings by each kura

	A	E	I	O
PL&D effectiveness during phase 1 revise and refine	Effective-okay <i>*[Very effective-effective]</i>	Effective <i>[Very effective]</i>	Effective-okay <i>[Very effective]</i>	Effective <i>[Very effective-effective]</i>
Focus on Marautanga during phase 2 PL&D	Very appropriate <i>[Very-moderately appropriate]</i>	Very appropriate <i>[Very-moderately appropriate]</i>	Very appropriate <i>[Very-moderately appropriate]</i>	Very appropriate <i>[Very-moderately appropriate]</i>
Teachers ability to collectively moderate assessments	High-moderate <i>[High-moderate]</i>	Moderate <i>[High-low]</i>	High <i>[High-moderate]</i>	Moderate <i>[High-very low]</i>
Teachers progress judgements against Whanaketanga	Well <i>[Very well + okay]</i>	Well <i>[Okay-not very well]</i>	Well <i>[Well]</i>	Okay <i>[Okay-not very well]</i>

* Teachers' ratings in italics.

Two of the four case study kura have developed systems for assessing, analysing, moderating and reporting student achievement to parents and whānau. Teachers from all kura identified the strong relationships existing across the kura whānau between staff and parents as having positive implications for 2011 implementation. Gathering information about a school's current systems will also be an important aspect of Ngā Whanaketanga Rumaki Māori PL&D.

Rolling out new resources and documents

Feedback from teachers indicates that for many, Ngā Whanaketanga Rumaki Māori is emerging as a major pathway to understanding the Marautanga. This raises questions about what might be the most effective ways to introduce and roll out new resources including curriculum documents – for example PL&D that focuses on new resources in isolation or PL&D that explicitly focuses on links and alignments between new and existing documents and resources, and provides concrete opportunities to plan, teach and assess with these in concert.

The overall picture of the PL&D provided by the case studies is one of targeted support for respective kura as a whole, for syndicates (or specific levels in the case of working across rumaki units) through to tailored support for individual

teachers. The approach that has been taken thus far involves facilitators developing fine grained knowledge of individual teacher strengths and needs within the context of the whole school, and tailoring their support accordingly. There is evidence that at least one facilitator was drawing on peer-mentoring and ako approaches to utilise strengths across teachers as well as across schools to address identified needs. Professional networking between like Māori medium schools/settings emerged as particularly important for smaller rumaki units and probably smaller full immersion schools and kura.

Phase 3: Case Study — Reporting to parents and whānau

The focus for the Phase 3 component of the project is kura engagement with whānau and capturing whānau preferences for the reporting of information relating to student achievement and progression.

While there is not a specific research question pertaining to Phase 3 (see appendix 1), a question underpinning this phase is:

What preferences do parents/whānau have for the reporting of student achievement and progression information?

It needs to be noted here that many Māori medium settings prefer to approach ‘engagement’ as holistic, unifying relationships. Rather than kura and whānau being seen as two groups from separate contexts – school and homes – that engage with each other, this approach sees kura staff, students, their parents and families as together comprising the ‘kura whānau’.

In this section of the report a brief overview of engagement/relationship processes used across the case study schools is provided. This is followed by a discussion of parent participants’ experiences and perspectives about reporting student achievement and progress information and about Ngā Whanaketanga Rumaki Māori.

Teachers and principals in three of the four schools believed that the introduction of Ngā Whanaketanga Rumaki Māori would not change greatly the way they reported student achievement information to parents; many described it as ‘pretty much business as usual’ or in similar terms. Teachers and the principal, as well as parents and parent board members at the remaining school described Ngā Whanaketanga Rumaki Māori work as providing strong professional learning and significant shifts in teacher classroom practices. These views mirror that of the facilitator.

Parents from the four case study schools were invited to participate in the Phase 3 case study via a Board of Trustees meeting (2 schools) or a whānau hui (2 schools). Eighteen parents in total participated from the four schools. Eight are parents of children in rumaki units; ten are parents of students in kura. Parents per case study school ranged from three to five. Participating parents included at least one parent Board of Trustees representative from each school. At the time of interview nine of the 18 parents were members of their Board of Trustees, and two were past board members.

Interviews with parents from two schools occurred earlier in term 4, before facilitators had formally started their work programme on reporting to parents. Two schools that were visited later in the term had begun work relating to reporting to whānau. The interview process varied according to parent or board preferences and/or availability. Parents from three schools were interviewed as a group. Interviews with parents in the remaining school consisted of one group interview, two individual interviews and one email interview.

When considering aspects of reporting student achievement that parents identified as significant in this section, cognizance needs to be given to a point made by a parent during one of the interviews:

“What you have around here is engaged parents, not all parents are like this”.

Whānau engagement

Tumuaki and teachers provided descriptions of whānau engagement and reporting processes in their kura or rumaki classrooms. Any policies and documents relating to whānau engagement and reporting to parents were also collected. Very similar descriptions of whānau engagement/relationship processes emerged across the four schools.

All described operating an ‘open door’ policy and encouraging parents to come into the school and classrooms to share information about their children.

Case study schools also use the following to support relationships with parents:

- Regular whānau hui – at least once a term
- School webpages
- Regular school newsletters and Rumaki pānui
- Text messaging and emails
- Out of school education opportunities (for example, sports, kapa haka wānanga)
- Day to day contact in the school (for example, when children are picked up or dropped off) and in the community (for example, during community activities, at the local shop)
- Encouraging and accepting parent contributions to teaching programmes inside and outside the classroom
- Whanaungatanga (i.e. through practices of relating and through actual familial relationships between staff and students’ whānau).

The only identifiable points of difference between schools are whānau hui, using the school’s webpage to share information, and home visits. One school does not have regular whānau hui in addition to the Board of Trustees hui. However there was evidence in provided documentation that hui were called during the year for specific kaupapa or reasons. Three of the schools have regularly updated webpages, through which parents can access up to date information and regular pānui or newsletters. Teachers from one school also visit homes as a key strategy to share information with parents, particularly when phone and email contact with parents is not an option.

Reporting information about student achievement and progress to parents

All parents were asked:

- i) how information about student achievement in their schools/units is reported to parents / kura whānau as a whole; and
- ii) how information about their own child(ren)’s achievement is reported to parents.

i) Reporting information about student achievement in their schools/units to parents/ kura whānau

Whānau hui

Parents from three case study schools described how information about kura or rumaki wide student achievement and progress is formally reported at whānau hui held each term. This happens in a variety of ways, ranging from student presentations on classroom programmes (1 school) through to visual presentations by staff. Examples of graphs were sighted showing student achievement mapped onto the draft Ngā Whanaketanga Rumaki Māori: Te Reo levels. Parents noted that:

Whānau hui are great arenas for showcasing work achievements over the term.

There have been some presentations by rumaki staff during a recent whānau hui on general trends of the rumaki in reading and most recently curriculum, the thematic approach to the whole programme. It was really great, they used students to tell the stories of what they were learning in a particular area... The first time, the very first piece of evidence they gave as feedback, data on students in general, was during my very first whānau meeting, which was some years ago. They have been building on that, and building on that, and that's great.

At the last whānau hui both teachers explained the programme, what they are doing, kaupapa etc. I think the last whānau hui was one of the best we have had, that I got things out of in the end. ... They did the graph thing again and most of the kids are above the line! Some are right above the line. ... A few are under, one or two just under.

The remaining school may report on student achievement through the weekly pānui, including achievements of students who have moved onto secondary schooling.

ii) Reporting information to parents about their child(ren)'s achievement

All case study schools report to parents twice a year. Two hold student-led conferences in the middle of the year, conducted in te reo Māori. Two schools hold parent-teacher interviews, which occur after written reports have gone out to parents.

a) Student-led conferences

At student-led conferences, students present their work or portfolios to their parents and usually describe what they have achieved, what they need to work on and their goals for the rest of the year. Many parents identified the opportunity to hear their child talking about their own learning in te reo Māori as a significant aspect of the conferences.

Of course there has been the standard reporting process, the formal written report. And in the last two years they have begun student led conferences... I really love having the student-led conferences. I love to hear my tamaiti showing off to me how he's doing i roto i te reo and showing me around the room, that's really invaluable.

First experience I was rapt as. She could kōrero Māori, not that my husband and I could understand, but we could understand a bit. ... I will also ask the teacher how she is doing.

Formal time to discuss information about their child's progress with the teacher is also another significant aspect of the process for parents. For some parents this is because te reo Māori can be a barrier to fully understanding what was being presented, for example a parent who has little fluency in te reo Māori and who wanted time to speak with the teacher in English after student-led conferences said:

I'm not sure what my son's been doing from the student-led report. I listened for 15 minutes smiling at my son. End of year written report is just that, at the end of the year. We do a lot at home, I would like to know what the teacher thinks our son can do two times a year. I would like a bit more information about reading, writing, kōrero and how we might help at home.

Other parents said that they wanted student-led conferences to include the teacher's view of their child's progress and what might need to happen as a consequence:

...the teacher welcomes me into the room, my child is waiting for me... [---] always starts off with a prepared mihi, I know that the teacher has done a lot of work to prepare [---] for the conversation but the teacher doesn't participate in the conversation at all. I make a point to talk with the teacher as well, but its not scheduled. I would like some captured time.... the student-led conferences will have a goal but I worry the goal is perhaps left for the student to create themselves. That would be okay as long as I know that the teacher has a goal for that child and is working towards it. I want to know that he is being extended, he is being developed whether he is middle, bottom, top, whatever.

I quite like the fact that I can ask teachers where my kids might be lacking with anything and they will tell me what it is. I like the student-led conferences but for me at the end of it, it's just easier to go to the teacher, focus on where my child's at, and I've spoken to teachers beforehand that if anything is lacking let me know what I can do at home...

b) Parent-teacher interviews

Parents who experience parent-teacher interviews also identified the opportunity to talk with teachers about their children's progress as a significant aspect of reporting to parents. They also saw opportunities to explore information in the written report in more depth and identify their children's progress in their work as important.

We get reports, and then there are the parent-teacher evenings where you get individual time to discuss how your child is getting on.

The teachers talk to us, its really good, and show us the kids' work. Individually and also as a group if not many parents turn up.

When we go to parent-teacher interviews, I find what they say actually matches the written report. I've always got questions, and they give me [--- 's] books to be able to compare, say, writing from one term to next.

c) Written reports

All case study schools provide written reports. As noted above, those that hold student-led conferences send out a written report at the end of the school year. Those that hold parent-teacher conferences send out mid-year and end of year written reports.

d) Language of reports

Two schools produce written report for parents in te reo Māori. Teachers in one of the schools thought parents either had enough fluency in te reo Māori to understand the reports, or that they approached teachers or others to explain or translate the report as necessary. One school provides reports in English and the remaining school gives parents the option of reports in English or in Māori.

Parents from schools that provide reports in te reo Māori described going to teachers if they needed anything clarified or translated for them. Some also identified their children, friends and family members as people they would go to for help with reports in te reo Māori. Parents from one of these schools reported that at the most recent whānau hui teachers had asked whether they would like te reo Māori, English or bilingual reports in the future, and whether they preferred reports that presented information more visually (for example, using graphs) or in written text.

Most of the parents who receive written reports in te reo Māori supported the practice:

The reports have already been in Māori as long as I've been here and I've preferred it that way. I can understand some of it and I usually find someone to help me to translate. ...

The reports are in Māori, I ask teachers to explain, no problem with reports being in Māori.

The teachers have asked us how we would like the written report, if we wanted it in English or Māori cos a lot of us parents don't kōrero Māori. There is an option now to get it in English or Pākehā and I've asked the teachers to write it in Māori so my kids can read their report in Māori but write it in English next to it for me.

For some of the parents, the parent-teacher interview is an opportunity to understand more fully reports written in Māori:

The report is in Māori. The teacher is going to explain it to me. I think I will have a good grasp of how they are doing once its explained in English, I think I will.

e) Role of written reports

Parents identified a key role of written reports about their children's achievement was to confirm in writing where their child is at and to show the whānau what the child could do. Another important role was that other whānau members (including siblings) could read how a child was progressing and talk with the child about his or her learning. What this means is that ideally, reports should not present any huge surprises to parents and whānau, but reinforce regular messages they should get about their child's learning through sources such as the work children bring home, anecdotal or day to day information from teachers and the school, or from more formal, direct pieces of information they are given about learning issues or achievements to celebrate, and so on.

For me its more a professional thing to confirm in writing that my child is where she is supposed to be at, where I can support her if needs be, where she is excelling, to be able to show the whānau - See this is what my child can do.

At the end of the year [report] I came to realise my son was 'at' when it had felt like he was 'above', and my hands are on my hips, I'm thinking well what have we been doing all year? How come I didn't know this. Why didn't you tell me this at the beginning of the year, and therefore what the plan was in order to address any gaps or whatever?

Yes. I would like to see proof of ongoing anecdotal notes in the work. I would like to have more insight into what motivates a teacher's decision to make a comment about my child. The overall teacher's judgement is not evident in a report with just an evaluative comment.

f) Information in reports

The role of reports is to provide clear information to parents about where their child is at and where they need to go in their learning. What parents said they want to get from reports can be summarised as information concerning the following:

- i. Whether their child is happy;

Want to know whether something is going on with my child, concerned that their wairua is good.

- ii. Whether their child is achieving;

I want to know where the teacher sees the progress of my child. I don't necessarily want my son to think or know that he is above, below or at, but I want to know where he is at in his class. First of all is he happy, secondly how is he going in all aspects, what are his strengths, what are his weaknesses?

It's a bit hard being someone in education, I'm going to ask for more, trying to be fair to everybody, for me I don't want to know below, at or above, I want to know where is she, where does she need to be, how has she gotten to where she is and what does she need to work on. ... during the next year I can be, okay this is where she needs to work and I'm going to want to see some progress towards that.

- iii. What their child is learning;

If he's learning tikanga and kawa from where he is from.

- iv. Goals for their learning and what needs to happen in order to reach the goals;

[Written reports] are imperative to not only the future, but also in terms of direction. I'm talking about goals, if you have written information you can recall back to that information. And if you have an ideal goal, goals that you want your children to aspire to, those written reports help you see that progress.

- v. How their fluency in te reo Māori is developing;

How fluent are they in te reo and if they are progressing in it? Do they actually understand? ...Outside of the school they pick up bits and pieces when others talk with them, but they don't seem to understand all of it.

- vi. The benefits of keeping them in Māori medium;

Is it worth keeping them in full immersion, or moving them into mainstream. Are they achieving, are they learning here?

I guess as a parent, its really important to know where your child stands, especially when you're in what you might call not necessarily mainstream...

- vii. Their behaviour, confidence levels, preparation to move on to new things/ transition to new learning contexts, such as secondary, English medium.

To know behaviours, like does she give up, does she take risks? What's her behaviour towards her learning?

Another thing is my child is going to high school next year. So can my child handle it in an English mainstream?

A number of parents' comments reflected that the amount and depth of information in written reports (be they in Māori or English) needs to be carefully balanced in order for parents to receive clear messages about their children's progress.

The written report ... it's like this mass, its too much information, ngā mea katoa. I appreciate the teachers took a lot of time to write that, to analyse the data but there's so much detail there that again you need to be able to have a conversation to decipher what it means.

For me they are really clear, and simple, not bogged down with too many words that don't give you the essence of what they are trying to say. You have the different areas, literacy, numeracy, pāngarau, tuhituhi and so on. You have comments from the teachers about where they think they are at the moment. And where they think they need to work a little bit more before they will be at those levels. I can read it and understand the majority of it. If I get stuck I'll go back to the teacher [and ask them to] tell me about that.

Clearer graphed information about where they are at. How's she going, are there any problems? There is nothing [now] to show what they are doing, what she needs to be doing.

Highlighting a 'tino pai', or 'ahua pai' in my opinion in insufficient. I want to know how my child has proven his capability in accordance to achievement objectives. I want to know how the teacher made that overall judgement and why.

Reporting information about student learning and achievement to boards

Parents who were board members were asked what sort of information was shared with them as board members and how it was shared. All reported that information about students' achievement and progress was provided regularly at Board meetings through the principal's reports. Visual presentations using diagrams and graphs is a common reporting strategy used across all boards, as is reporting against targets or goals and about identified groups (for example, on ethnicity, gender, class levels, rumaki, English medium).

Parents identified features of reporting information about student achievement and progress at board level that they saw as important, either because they worked effectively for their boards, or because they thought they needed to be a feature of their board meetings. The features included:

i. Opportunities to discuss information and data,

I'm a new board member and what I've seen at meetings is there is discussion of general excellence. So if children achieve, that's discussed and also how we can keep it happening. Any challenges are discussed, how do we get around those.

We often meet outside the hours of normal board meetings to develop ...[as] effective board members... that ensures we know how to draw attention to certain areas and what areas we can benefit from by drawing attention to them... All of this is done for the betterment of the student's learning and achievement.

No discussion really, there was an assumption that everyone was understanding where it was at. ...

There was like a graph and a line ... and there was nothing afterwards to say how we were going to raise the achievement.

ii. Staff at the meetings able to discuss student achievement information:

We ask teachers what they are doing to address the bottom end and the top end.

No rumaki teacher representation at the meetings. If you asked questions they [staff board members] couldn't answer.

iii. Regular, integrated information about rumaki programmes and rumaki student achievement rather than as an add-on, for example,

Rumaki always seems to be an afterthought, go through business and then remember the unit.

You would have to ask, and find that its mainstream information.

iv. Information related to language development

Mainly numeracy and literacy, nothing really about te reo. They were being measured sort of like, alongside the mainstream in the same sort of way.

Te reo Pākehā teacher provides narratives and graphs explaining student progress, and provides percentages and student numbers for different progress levels. Its similar for senior school Y6 to 8 as to how pānui, tuhituhi, Hopukina [te reo Māori development assessment] data is reported for the kura.

v. Information about how students are doing at a national level, for example:

These are given in graph form and show the gains over the year, the comparison to the national level of expectancy, and the amount of children who are below, at, or above the expected level.

As a parent, it is really important to know where your child stands, especially when you're in what's not necessarily called mainstream. It's really important to have those markers where someone has said this is where you're at. Especially for a board to see if not hitting the mark then we can try and do something about it.

I would like to see how information compares to the rest of New Zealand, national comparisons across immersion. We can get it for English.

Implications of Ngā Whanaketanga Rumaki Māori for Boards

Parent board members were also asked whether the board had considered Ngā Whanaketanga Rumaki Māori and any implications it had for their work. All board members had heard about the document at the time of interview, although the level of detail differed greatly. Those who had not received a great deal of information at the board level, expected this to happen at some time.

We have not really delved into Ngā Whanaketanga Rumaki Māori but I am sure we will.

Ngā Whanaketanga was mentioned, that there was going to be funding to roll it out.

The tumuaki provided information that they were coming in, that immersion had one year for developing them. gave regular updates at board meetings. And how we can have more input into the development. More two-way communication and updates [providing developers with feedback and being updated about ongoing development].

We were given quite a good report by the tumuaki and the understanding of how it works definitely not so much the detail...

We were introduced to it..., the kinds of NCEA connections and stuff like that and I'm still learning.

We were given quite a good report by the tumuaki and the understanding of how it works ... I'd be interested in understanding more about it as a board member, it would be nice to get a bit more of the detail.

Board members from three case study schools also described how they saw their participation in the Information Gathering Project as a positive thing for their school. Having an opportunity to participate in PL&D leading up to 2011 implementation was viewed positively by the majority of parent board members:

I think we also discussed that it was a good thing for us to be involved up front early, because we had a better understanding of it, we'd already measured ourselves to a certain point, we knew how to measure, being a part of this kind of pilot allows the teachers to understand what you're asking. At the moment you've got everyone jumping up and down going - We're not going to do National Standards. And that's because they have not engaged. When you've engaged in something and this is a good thing, it so much better to implement. For us we almost saw it as a coup to be invited to engage, that's how we saw it as a board.

Requests to participate, be part of trialing, a trial school. Information about who's involved in its development. The work provides more access to [facilitator].

Board members also described getting more detailed information at whānau hui than at board level,

The tumuaki mentioned it at the board meeting but I didn't understand it then, there was no discussion. It was raised and that was it. The facilitator explained it well at the whānau hui.

I think the facilitator was trying to explain to us that our unit has been chosen to assess whether the Whanaketanga will work, and give feedback cos its still in draft form.

We had a presentation for the board, parents and whānau on Ngā Whanaketanga from the Ministry during Term 2. I remember the graphs and coloured coding and reporting back to parents. I thought we were already doing this, I felt confident as a board member that we were gathering data compared to mainstream.

Parent board members from three case study schools did not think there were huge implications or need for change in the way the board did things. This was because, as also noted in the quote above, the board was already doing much of what would be called for in 2011:

No cos we are already doing what Ngā Whanaketanga is about in our kura. I'd like to think that achievement is one of the high priorities in our school. High expectations of the board for achievement.

I don't think there's been any talk about changing. I think its come across more as an enhancement, this will add on to what we are already doing.

Parents' knowledge and views about Ngā Whanaketanga Rumaki Māori

At the close of interviews parents were asked if they had any comments to make relating to their knowledge of Ngā Whanaketanga Rumaki Māori and their views of its implementation in their school.

There was a wide range in parents' descriptions of their knowledge about Ngā Whanaketanga Rumaki Māori. Nearly all parents described it as a Māori medium equivalent to National Standards. Some understood it as differing from National Standards in that, for example, it focuses on learning progressions and that it takes into account length of time in MME. A smaller number made links between the document and *Te Marautanga o Aotearoa*. Three parents described having developed relatively in-depth knowledge of the document in their professional roles (unconnected with Kia Ata Mai work).

Themes that emerged out of comments made by parents can be grouped into what they see as positive aspects of the document for teaching and learning and what they have concerns about with regards to perceptions of 'what counts' as valuable achievement and what happens to information about schools generated by its use.

i. Implications for teaching and learning

I really feel that some teachers are going to find this difficult because they will be more accountable.

I think it's a good thing cos I can see it developing and improving the teachers' practices and I notice that the teachers are enthused and its working for them and assessments are showing that its working, and my girl's gone from there to there so I think its good.

I think it's a good thing, it keeps the teachers up to date, they know what they have to be doing. ...Also about keeping teachers accountable for their teaching and making sure every child in their class is learning.

I think this is great, it will be good for parents who are unsure about education. At the end of the day parents want to know how their children are doing and progress and see it written down... I think that's what we need as parents, see where our kids are, where they need to be and get them on track.

I can understand the levelling system.

ii. Positioning of learning and achievement not focused on by Ngā Whanaketanga Rumaki Māori

How do we capture all the stuff that is not written? The achievements that don't fit into Whanaketanga? We don't know enough.

I'm concerned about the political drive. To me I think it's a cover in terms of a mainstream tool using a Māori name, it may be setting up our children to fail.

How will iwi knowledge and differences be addressed?

I guess one of the things I would be wondering about with the information that is going to be gathered using the whanaketanga, how is that going to be used? Is there going to be a national way of reporting which will give the Ministry an indication of which kura are doing well and doing not so well? Because I would worry about that. Because every school and every community has different strengths and different areas of need, so comparing our kura with a kura in [...] could be really detrimental depending on how its done and why its done.

After you do this measuring for two years what is the language that you use to say you guys are doing alright, you're doing above average, you are actually below par? And do we get to see what the others look like cos we are going to get told where we are at. And what is the support mechanism for those that don't achieve and probably already maxed out on teaching staff, resource and they've just been told they don't make the grade? I'm not saying this is going to happen but the potential is how you manage the information. ...It's not just telling people where they are at given a whole lot of measurements, it's also

what you do with that...its not going to be any help if you get told you're about there but we can't tell you anymore.

Parents also expressed the desire that they and the Māori medium sector in general are able to access non-biased information about the development in order to form their understandings and views.

I will read a brochure that outlines the purpose, the process, the issues from both sides, arguments for and against. A non biased perspective. The stuff from the ministry of course is pro national standards, it readies parents to say we need this but it doesn't show the teacher perspective of being able to interpret, to be clear about what it means. I'm happy with brochures accompanied by an opportunity to come together after to discuss in the whānau forum what does this mean, after we've had the brochure of course.

An understanding from all the parents about the implications of engaging and I guess the benefits.... its part and parcel of if we go this way every parent here should have the opportunity to freely understand this is the way we are going, these are the implications, this is the measure of the kura.

[Its development] has been quite different, the way in which the English National Standards have been put out into their sector compared to the Māori medium. The disappointing thing for me for Māori medium is that the media hype around it has been based on what's happening in English medium. But many of our schools ... think that it's our standards as well, but it's quite different.

Summary

Key messages emerging out of the parents' voices discussed in this section reinforce the emphasis kura whānau often place on 'engagement' as relational processes involving school staff, families and students as one group, rather than 'engagement' that is about two separate contexts - home and school - engaging with each other. This can be seen in their experiences with reporting of information about student achievement at a school or unit wide level.

Observations of whānau hui, examination of weekly pānui and discussions with facilitators and teachers showed that links to Ngā Whanaketanga work in the schools were being made. Although parents were not always able to identify the links information and the forms in which information was presented at hui to Ngā Whanaketanga Rumaki Māori for instance, they were able to describe what they understood from the presentations and appreciated the opportunities to learn about achievement and teaching programmes in their school or rumaki unit.

Parents identified some key preferences they would like to see included in reporting processes. These included:

- The opportunity to hear their child talking about their own learning in te reo Māori in student-led conferences;
- Formal time to discuss information about their child's progress with the teacher, especially if they had low levels of fluency in Māori, but also to find out the teacher's view of their child's progress and what might need to happen as a consequence; and
- Formal time to explore information in written reports in more depth and identify their children's progress in their work.

Parents identified a key role of reports about their children's achievement was to confirm in writing where their child is at and to show the whānau what the child could do. They preferred reports that provide clear information about their child's progress and where they need to go in their learning. The size of written reports (be they in Māori or English) needs to be carefully balanced in order for parents to receive clear messages about their children's progress, without being overwhelmed. Generally parents identified being interested in a range of information related to their child(ren)'s progress:

- Whether their child is happy;
- Whether their child is achieving;
- What their child is learning;
- Goals for their child's learning;
- What needs to happen in order to reach the goals;
- How their child's fluency in te reo Māori is developing;
- The benefits of keeping their child in Māori medium; and
- Their behaviour, confidence levels, preparation to move on to new things/ transition to new learning contexts, such as secondary, English medium.

Parents who are board of trustee members focused on a number of things that facilitated the reporting of information about student achievement, including:

- Opportunities to discuss information and data;
- Staff at the meetings able to discuss student achievement information;
- Regular, integrated information about rumaki programmes and rumaki student achievement in their school, rather than as an add-on to English medium information;
- Information related to language development; and
- Information about how students are doing at a national level.

The majority of parents, including parent board members viewed their schools' involvement during the revise and refine phase for Ngā Whanaketanga Rumaki Māori: Te Reo and having an opportunity to participate in PL&D leading up to 2011 implementation positively. They described positive benefits relating teaching and learning in their kura or rumaki unit they were seeing coming out of facilitator work with their kaiako.

Parents indicated a preference for 'unbiased material' that lay out different views and provide opportunity to identify and discuss strengths and potentially problematic aspects of Ngā Whanaketanga Rumaki Māori.

Finally, two main areas of concern were identified by parents during interviews. One related to potential uses and reporting of information generated about student achievement and progress in a school. While there are parents who reported wanting to know how their children were doing in relation to national patterns of achievement, they also expressed some wariness about implications of information being used in punitive ways against schools and Māori medium education as a sector.

Another related to how areas of valued learning and achievement that fall outside the document would be positioned. Parents wanted to know about how their children were faring, not only in 'academic areas' such as literacy and numeracy but also socially and emotionally and in terms of te reo Māori me ōna tikanga - Māori language and knowledge, a valued outcome that was often the key reason for choosing Māori medium schooling for their children.

Revising and refining: Creating opportunities to learn

In preparation for its introduction in 2010 the Ministry of Education made provision to gather information to revise, refine and complete the development of Ngā Whanaketanga Rumaki Māori: Te Reo. Information gained from this project has supported its implementation in 2011 by providing information:

- About improvements needed to the draft document;
- On professional development and resourcing needs; and
- Related to parents experiences and preferences related to reporting their children's progress and achievement.

The development of Ngā Whanaketanga Rumaki Reo has been part of a larger programme, aimed at strengthening Māori medium education schooling provision. The programme also includes the implementation of *Te Marautanga o Aotearoa*; plain language reporting to parents, families and whānau; further developing literacy and numeracy assessment tools for Māori medium and professional development for teachers, principals and boards of trustees. A significant aspect of the information gathering project on which this report is focused, is that the revising and refining exercise has contributed to all the areas identified for improvement that are listed above.

Alongside the creation of the final version of the whanaketanga - 'Whanaketanga Reo: Kōrero, Pānui, Tuhituhi'⁹ – the revising and refining exercise has provided opportunities for a range of groups to provide input into the development of the document. It has also provided opportunities to learn for a range of groups, not only teachers, but also schools, principals and parents.

Information from school surveys showed that in general schools and teachers do not have ready access to relevant, accurate information that is helpful when examining students' achievement and progress in Māori medium settings. Management systems are required that are able to support systematic collection and recording of information that include information about the kinds of educational programmes students have attended, and the duration and consistency of that attendance, in order to contextualise decisions about student placement on Ngā Whanaketanga Rumaki Māori progressions.

Parents and teachers have appreciated the opportunity to participate directly in the development of Ngā Whanaketanga Rumaki Māori: Te Reo as significant for encouraging critical engagement with Ngā Whanaketanga Rumaki Māori. This has provided an opportunity to learn about and consider first-hand how its development might be beneficial to their school and students, as well as consider critiques and concerns that have been raised around National Standards development.

The project has assisted facilitators to develop and refine their approaches to providing learning and development opportunities. It was evident while the project was being carried out that capability does exist within the MME sector to provide effective PL&D. Previously existing professional networks and relationships were drawn on in order to provide PL&D facilitation and effective learning opportunities for MME teachers in a short time period (approximately

⁹ Te Tāhuhu o te Mātauranga. (2010). Whanaketanga Reo: Kōrero, Pānui, Tuhituhi. Wellington: Te Tāhuhu o te Mātauranga.

two school terms). However the case studies also showed that how its capacity might be best built needs to be addressed to avoid overload of those with capability. Developing capacity is also important:

- to protect those who are upskilling potential facilitators from overload; and
- to ensure that knowledge and skills are not lost from schools as a result of taking out skilled experienced teachers to provide PL&D across the Māori medium sector.

Teachers viewed their involvement as not only allowing them to have input into Whanaketanga development but also providing them rich learning opportunities to develop their pedagogical, content and assessment knowledge about Te Reo in Te Marautanga o Aotearoa.

Teaching-related learning that was highlighted by teachers, facilitators and parents included opportunities provided for teachers:

- to develop their content pedagogical knowledge about Te Reo in Te Marautanga o Aotearoa; plan teaching programmes from this
- develop knowledge about assessing Te Reo and assessments that are currently available as well as their skills in using available assessments
- understand the principles underpinning the development of Ngā Whanaketanga Rumaki Māori: Te Reo and its alignment to the Marautanga.

The approach used in the information gathering project to revise Ngā Whanaketanga has provided important information that should be considered when developing and rolling out, not only Whanaketanga documents but any, new resources or tools - particularly if the roll-out and use of these will be a legislative requirement.

Since the project reported on here was completed, Ngā Whanaketanga Rumaki Māori: Te Reo and Pāngarau have been introduced for compulsory use in Māori medium contexts that are implementing *Te Marautanga o Aotearoa*. The Māori medium sector's diversity has made developing and setting Ngā Whanaketanga a complex task. Undoubtedly, implementing whanaketanga will be a similarly complex task, which will provide further information and findings with accompanying opportunities to learn.

Appendix 1: Research questions relating to revising and refining Ngā Whanaketanga Rumaki Māori: Te Reo

The purpose of the research was to inform the revision and refinement of Ngā Whanaketanga Rumaki Māori: Te Reo and to inform the professional development and support needed to strengthen its implementation. The questions below guided the overall revision and refinement process. The research project focused on 2a, 2b, 9 and 10 and on 6 to a lesser extent.

1. Appropriateness to time in immersion

To what extent are the progression expectations realistic?

School survey data shows that student schooling and programme history is currently not collected or recorded in any systematic way across the Māori medium sector. This will be required in order that schools and teachers can ensure teaching programmes respond effectively to correlations between time in immersion and learning.

Evaluation Associates Ltd (Auckland) has provided Kia Ata Mai Trust with an analysis of student achievement data collected in order to help investigate the above question. To ensure such an analysis is possible Kia Ata Mai developed a spreadsheet that enables schools and teachers to include information about an individual student's time in immersion and any other special circumstances that may impact on learning progress.

A key question has emerged out of facilitators' initial work with schools and their feedback on the extent progressions are pitched at realistic or 'the right' levels was - What does 'right' mean? The developers have aimed at identifying achievement, as opposed to underachievement, as a means to identify those most at need of targeted, specific assistance.

*The hardest question to answer is - have we got the levels at the right place? - because we are still trying to work out what does right mean. One of the questions we have asked schools is - if you have a choice over where those levels are pitched what do you think they should do?... So teachers have said they want them [progressions] to highlight achievement rather than focus on underachievement. That gives us as writers a sense that they have to be at a place where most students would achieve, see it aligned to [finding out] - if there is a distribution of resources for those kids that need more support who should that go to? - looking for levels that most children would achieve to identify those who need help.
(National Coordinator)*

One aspect of Ngā Whanaketanga Rumaki Māori: Te Reo found to need specific attention as a result of teacher reaction were the draft tuhituhi exemplars, which are supposed to represent what a child can do independently at the given level. These did not match with what teachers expect those children to be able to do independently. Teachers' views were that they resemble more what would be expected at the end of a writing process involving feedback and editing. This was addressed via facilitators collecting more realistic exemplars showing progression from children's unassisted first drafts through to edited versions.

2a. Teacher Judgement

What formal and informal assessment practices are teachers using to make judgements

- Against Ngā Whanaketanga Rumaki Māori?
- To inform judgements of student progressions?

2b. Teacher confidence

- To what extent are teachers confident in making judgements and how are these judgements moderated?

3. Appropriateness of Ngā Whanaketanga Rumaki Māori

- How appropriate/valid are Ngā Whanaketanga Rumaki Māori Te Reo for:
 - Level 2 immersion programmes?
 - Kura Kaupapa Māori -Te Aho Matua?
 - Kura ā Iwi etc?

The very small sample of Level 2 bilingual settings participating in the Information Gathering Project and responding to the survey makes it difficult to draw any definitive conclusions about the appropriateness of Ngā Whanaketanga Rumaki Māori: Te Reo for this type of programme. However, there are a range of Level 1 programmes that do provide opportunities to examine their validity or appropriateness. There are also indications of alignment of philosophical underpinnings of Ngā Whanaketanga Rumaki Māori with Level 1 setting philosophies.

4. Alignment with Te Marautanga o Aotearoa

- How well and to what extent are the levels aligned to Te Marautanga o Aotearoa?
- To what extent is the alignment clear and obvious?

Explicit links are evident between the two documents, which is to be expected as the Ngā Whanaketanga Rumaki Māori Te Reo are developed out of the curriculum.

Feedback from facilitators (Google page; facilitator comments in hui; recorded feedback from workshop attendees to facilitators) and the National Coordinator indicate that while there were teachers who said they did not see clear links and alignments with *Te Marautanga o Aotearoa*, there are also teachers who do. There are strong indications that this is influenced by teacher knowledge and understanding of the Marautanga document and Te Reo Māori learning area.

5. Differentiation of learning progressions

- How effectively do Ngā Whanaketanga Rumaki Māori: Te Reo differentiate progressions of learning?

This was being investigated during this phase via the analysis of student achievement data being undertaken by Evaluation Associates Ltd (Auckland) and is also reported on in Kia Ata Mai milestones.

6. The effectiveness and appropriateness of tauira aromatawai

- How well and to what extent are the tauira aromatawai in modelling learning experiences and assessment approaches for making judgments about student learning?
- How well and to what extent do the tauira aromatawai activities map onto the whāinga?
- How well and to what extent does the tool actually measure what it is intended to measure (validity)?
- What is the nature of the relationship (if any) between the tauira aromatawai and everyday classroom practice?

Phase 2 of the Information Gathering Project focused more closely on this. Phase 2 of this project, also includes some information relevant to this set of questions.

7. Presentation of Ngā Whanaketanga Rumaki Māori

- *To what extent is the layout/format clear and easy to follow?*
- *To what extent is the layout/format consistent across Te Reo and Pāngarau?*

Kia Ata Mai Trust has systematically collected and collated all feedback received relating to layout and format (see Kia Ata Mai report/s on Phase One: Revision and refinement of Te Reo Manual).

8. Understanding of the language used

- *To what extent is the language and terminology used in Ngā Whanaketanga Rumaki Māori understood by teachers?*
- *What terms or phrases are not understood or ambiguous and (1) which ones should be reworded and (2) which ones should appear in a glossary?*

Words and phrases that have been identified as unfamiliar by teachers have been compiled and are being considered for inclusion in the final version of the document's glossary (see Kia Ata Mai reports on Phase One: Revision and refinement of Te Reo Manual).

9. Resourcing needs (materials) to support teaching and assessment of Te Reo

- *What materials do teachers require to assist them with Ngā Whanaketanga Rumaki Māori: Te Reo?*
- *What existing materials or resources might assist with using Ngā Whanaketanga Rumaki Māori: Te Reo?*
- *What new resources/materials and types of resources need to be developed?*
- *- For what reasons?*

These questions are explored in the section reporting on Phase 2.

10. Professional development needs

- *What professional support has been provided to teachers in this collecting information phase?*
- *How well has it been implemented and to what extent has it been effective?*
- *Based on experiences supporting teachers, what recommendations are there for future PL&D?*
- *What professional development or further learning opportunities has the school itself organised?*

These questions are explored in the section reporting on Phase 2.