



Ako Panuku: →
An evaluation of the programme's
effectiveness

August 2012

Foreword

The Education Review Office (ERO) is an independent government department that reviews the performance of New Zealand's schools and early childhood services, and reports publicly on what it finds.

The whakataukī of ERO demonstrates the importance we place on the educational achievement of our children and young people:

Ko te Tamaiti te Pūtake o te Kaupapa
The Child – the Heart of the Matter

In our daily work we have the privilege of going into early childhood services and schools, giving us a current picture of what is happening throughout the country. We collate and analyse this information so that it can be used to benefit the education sector and, therefore, the children in our education system. ERO's reports contribute sound information for work undertaken to support the Government's policies.

This evaluation looks at the Ako Panuku programme, which is funded by the Ministry of Education for Māori secondary/kura teachers. ERO conducted an online survey of all teachers involved in the programme and also visited a number of schools and kura. Our findings show that a high proportion of teachers found the programme to be highly effective or effective for them. Ako Panuku has had positive outcomes for participants and their students.

Successful delivery in education relies on many people and organisations across the community working together for the benefit of children and young people. We trust the information in ERO's evaluations will help them in their work.



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August 2012

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Overview

Māori teachers often undertake additional formal and informal responsibilities beyond their immediate teaching work. This includes the support of Māori students and assistance with the cultural life of the school. *Ako Panuku* is a programme funded by the Ministry of Education (the Ministry) for Māori secondary/kura teachers, and implemented by Haemata Ltd. It “*supports and builds on the expertise and professionalism of Māori teachers, acknowledging and valuing their contributions to improving outcomes for students.*”¹ Translated, *Ako Panuku* means ‘*to learn and teach to the very best of one’s abilities*’.

In 2011, the Ministry asked the Education Review Office (ERO) to carry out an evaluation of the current design and implementation of the *Ako Panuku* programme, outcomes and impacts for Māori teachers and schools, and the strengths and weaknesses of this provision. During August and September 2011 ERO conducted a national online survey for all teachers involved in *Ako Panuku*.² Fifty-three percent of survey respondents said *Ako Panuku* was highly effective for them. A further 31 percent considered it to be effective.³ The main findings from the survey included:

- 84 percent of teachers surveyed believed that participation in *Ako Panuku* had helped them positively influence Māori student achievement
- 82 percent of leadership teams were either very supportive or supportive of their participation in *Ako Panuku*. School leadership teams were not supportive in only three percent of schools
- 67 percent of those surveyed said that *Ako Panuku* had helped lower their workload related stress by assisting with planning and prioritising strategies.

In February 2012, as part of this investigation, ERO visited 11 mainstream schools and two kura Māori. ERO spoke to teachers who were Māori and to school leaders, and observed classes taught by teachers who had participated in *Ako Panuku*. Māori teachers⁴ were very positive about their participation in *Ako Panuku*.

Teachers at the schools/kura ERO visited valued the opportunity to learn in a Māori environment and spoke positively of the quality of facilitators’ pedagogy across all courses. They said that participation in *Ako Panuku* had strengthened their sense of identity as Māori teachers. It had increased their understanding of the special contribution they could make to raising Māori student achievement and raised their confidence as teachers.

Many teachers identified an increased and improved range of teaching strategies, tools and practices through their participation. While there was some variation in the quality of teaching practice, ERO observed most of the teachers used teaching and learning strategies

¹ *Ako Panuku* website home page (<http://akopanuku.tki.org.nz/>).

² Data supplied by Haemata Ltd indicates that in December 2010, 779 Māori teachers were registered with *Ako Panuku* and that 439 had attended *Ako Panuku* professional learning development over the previous two years. The survey was sent to 1300 teachers on Haemata Ltd’s database, and of this 275 responded. All respondents had actively participated in *Ako Panuku*.

³ Twelve percent considered that it was somewhat effective and four percent that it was not. Number of respondents (N)=221.

⁴ Both in the survey and those spoken to during school/kura visits.

that were culturally responsive to Māori students and reflected pedagogy currently recognised as effective for all students.

Teachers surveyed and spoken to by ERO were enthusiastic about the useful teaching and learning resources provided by *Ako Panuku* and their accessibility via the website. ERO observed teachers using these resources in classrooms. Provisionally registered teachers (PRTs) felt very well supported by the PRT programme provided by *Ako Panuku*.

ERO's discussions with school leaders indicated that, while they were supportive, there was considerable variability in their understanding of the value and purpose of *Ako Panuku*. Leaders in schools ERO visited, that already had initiatives in place for raising Māori student achievement, were more likely to demonstrate an understanding of the potential strengths and leadership that Māori staff were able to bring to the whole-school focus. Where there was a large number of Māori staff in a school, they had a much greater impact on the school's approach to raising Māori student achievement than in schools where there were few. These teachers were confident to share their good practice with all staff, and leaders provided them with opportunities to do so.

Ako Panuku has had positive outcomes for participants and their students. It reflects a kaupapa Māori ethos while providing participants with learning that is firmly anchored in best practice pedagogy. Its impact is evident in teachers' classrooms. Teachers demonstrate a growth in confidence and empowerment in providing leadership on issues related to Māori students and developing an understanding of tikanga Māori by all staff and students. While ERO acknowledges that the achievement of Māori students is the responsibility of all teachers in a school, such ongoing support for Māori teachers has the potential to have a significant impact on raising student achievement.

Neither teachers nor school leaders were able to identify a specific correlation between improvements in Māori achievement and participation in *Ako Panuku*. Schools sometimes had data that showed improvement in Māori student achievement, but *Ako Panuku* was just one of a number of initiatives targeting this goal. School leaders were also generally unable to quantify the impact of *Ako Panuku* on teaching practice. While they might acknowledge growth in teacher knowledge and skills, they were not able to directly attribute this to *Ako Panuku* as other teacher development initiatives were also seen as being a factor in this.

Funding for relief teachers to release teachers to attend courses was a significant strength. Without this many teachers believed that school budgetary considerations would have meant that their opportunities for participation would have been limited. However, some teachers saw a tension between participation in the programme and the time required for them to be out of school and away from their students.

While all teachers spoken to valued their participation in *Ako Panuku*, some also identified barriers to participation and areas that could be considered for further development of the programme. More opportunities for in-classroom support as part of the *Ako Panuku* programme was seen as one way of addressing this issue. Intermediate teachers, in particular, suggested extending *Ako Panuku* to primary teachers and tailoring courses to more specifically meet the needs of intermediate and primary Māori teachers. Haemata Ltd have identified working in partnership with iwi as an area they would like to develop further.

Next steps

ERO recommends that the Ministry of Education:

- continues to provide ongoing, high quality support and professional learning for Māori teachers in secondary schools, extending support for teachers into the classroom
- considers extending support programmes for Māori teachers to include those working in the primary sector, with a consequent increase in funding
- continues to provide resourcing that allows for high levels of teacher participation in such programmes
- seeks opportunities to develop school leaders' understanding of the contribution Māori teachers are able to make to raising Māori student achievement.

ERO recommends that Haemata Ltd:

- considers the challenges and suggestions identified by participants in *Ako Panuku* when developing further professional learning programmes for this group of teachers during 2012 and 2013.

Background

A 1997 Ministerial Review into workload pressures of teachers in secondary schools recommended additional funding for programmes to reduce the effect of workload on Māori teachers in secondary schools. The Ministerial Review found that Māori teachers often undertake additional formal and informal responsibilities beyond their immediate teaching work. These responsibilities include the support of Māori students generally and assistance with the cultural life of the school.

The Ministry of Education funded programmes to provide this support through the Māori Secondary Teachers Workload project. The programme, which began in 2009, is currently implemented by Haemata Ltd, under the name *Ako Panuku*. There are currently about 1300 teachers on the Haemata Ltd database, which includes Māori teachers in secondary schools and kura Māori.⁵

Ako Panuku is designed “to support and build on the expertise and professionalism of Māori teachers, acknowledging and valuing their contribution to improving outcomes for students.”⁶ The goal of *Ako Panuku* is to support Māori teachers in ways that enhance their professionalism, and acknowledge the contribution they make to education and to the achievement of Māori students.

Ako Panuku is intended to be a development programme offered by Māori, for Māori. It aims to provide participants with a learning environment where they feel culturally secure. It seeks to assist them to develop more effective, evidence-based classroom pedagogy that engages students and raises achievement, particularly Māori student achievement.

Ako Panuku supports Māori teachers to:

- plan and develop their career pathways
- participate in professional communities and professional learning
- develop and access resources that support their work.

As well as providing links to professional communities, *Ako Panuku* facilitates a variety of professional development courses:

- beginning teacher hui
- cluster coordinator training
- leadership and management
- raising Māori student achievement – classroom practice
- raising Māori student achievement – school-wide
- wānanga reo (to raise teachers’ knowledge of te reo Māori and language teaching strategies)
- pāngarau/pūtaiao – mathematics and science in Māori medium schools

⁵ Data supplied by Haemata Ltd indicates that in December 2010, 779 Māori teachers were registered with *Ako Panuku* and that 439 had attended *Ako Panuku* professional learning development over the previous two years.

⁶ *Ako Panuku* website home page (<http://akopanuku.tki.org.nz/>).

- career development.

In 2010, an external evaluation of the programme was carried out at the request of Haemata Ltd.⁷ The report focused on the content, quality and organisation of the various programmes offered by *Ako Panuku* and participants' responses to these. It also identified opportunities for improvement, including barriers to participation. Some of these have been addressed and others are also identified as part of this current ERO report. Haemata Ltd also carried out an internal review of its programmes⁸ that included a review of current research on professional learning and development and its application to *Ako Panuku*.

In 2011, the Ministry asked ERO to carry out an evaluation of the current design and implementation of the *Ako Panuku* programme, outcomes and impacts for Māori teachers and schools, and the strengths and weaknesses of this provision. In general terms, the positive findings of the 2010 Haemata Ltd commissioned evaluation are also reflected in ERO's 2012 report. However, ERO's evaluation focused on the impact on teachers, on their schools, and to the extent that evidence was available, on students, rather than course content.

Methodology

This evaluation investigated the impact of *Ako Panuku* as a programme to support Māori teachers and develop their professional capacity. The evaluation focused on the design and implementation of the programme, outcomes and impacts for Māori teachers and schools, and the strengths and weaknesses of this provision.

Evaluation framework

The evaluation sought to answer the following questions:

- To what extent do schools and teachers recognise the *Ako Panuku* vision of the 'unique' contribution of teachers as Māori to raising Māori student achievement?
- To what extent do teachers feel empowered as Māori as a result of their involvement in *Ako Panuku*?
- How well has *Ako Panuku* influenced the sense of identity of Māori teachers?
- How well do school systems support and promote the dissemination of professional learning throughout the school?
- How well does the school support Māori teachers?
- How well does the school monitor the impact of *Ako Panuku* and other initiatives on raising Māori student achievement?

⁷ Smith, R and Harré Hindmarsh, J., *Formative Evaluation of 2010 Ako Panuku Pilot Programmes* (December 2010).

⁸ Haemata Ltd, *Māori Secondary Teachers Professional Learning Needs Analysis Report* (December 2010).

Fieldwork

The evaluation was undertaken in two phases.

Phase One

The first phase was a national online survey, conducted during August and September 2011, of the approximately 1300 Māori secondary teachers on the Haemata Ltd database. In the two years before December 2010, 439 teachers had attended *Ako Panuku* courses. Teachers were identified through the Haemata Ltd database and were asked to participate via an email to their principal/tumuaki. There were 275 responses to the survey.⁹ This phase of the evaluation focused on short- and medium-term outcomes of the project from the perspective of Māori teachers, and the contribution of *Ako Panuku* to those outcomes.

Findings from the first phase of the evaluation were analysed, partly in conjunction with staff from Haemata Ltd, and then presented to the Ministry and Haemata Ltd. The survey findings were used to identify themes to investigate in the second phase of the fieldwork.

Phase Two

In February 2012, ERO visited 11 mainstream schools, including ten secondary schools, one intermediate, and two kura Maori. This phase focused on documentation and practice relating to Māori teachers' workload and professional capacity in selected schools. ERO spoke to teachers who were Māori and school leaders. Classes taught by teachers who had participated in *Ako Panuku* were observed. ERO also met with a group of *Ako Panuku* facilitators.

This second phase examined the strengths and weaknesses of the programme content, design and implementation, and sought further information on the influences of *Ako Panuku* on Māori teachers in terms of identity, empowerment and professionalism. The investigative framework for this second phase is included in Appendix One. The framework focused on:

- Ako Panuku vision
- teachers' voice
- school culture
- communities of influence
- professionalism
- *Ako Panuku* professional development model
- positive success stories.

ERO used these Phase Two visits to confirm and build in the findings of the Phase One teacher survey. This is reflected in the Findings section of this report.

⁹ This is a good response rate in light of the 439 teachers who had attended *Ako Panuku* courses in the two years prior to December 2010. All respondents had actively participated in *Ako Panuku* in some way. Not all survey respondents answered all questions. When this was the case, the number of respondents is shown.

Findings

The findings from the two phases of this evaluation are merged and presented in the following sections:

- teachers' view of overall effectiveness of *Ako Panuku*
- sharing information about *Ako Panuku*
- strengths of the programme
- impact of participation
- *Ako Panuku* in kura Māori
- challenges
- case studies.

The findings in this report mainly focus on information gathered during school/kura visits. Data from the survey is drawn upon to support findings from discussions during these visits. Comments in italics are from discussion with Māori teachers and school leaders.

Teachers' view of overall effectiveness of *Ako Panuku*

Teachers surveyed and spoken to by ERO were very positive about their participation in *Ako Panuku*. Fifty-three percent of those surveyed said *Ako Panuku* was highly effective for them. A further 31 percent considered it to be effective. Twelve percent considered that it was somewhat effective and four percent said that it was not.¹⁰

This level of support was consistent across the range of teacher experience and variety of curriculum areas. The greater the level of support by school leaders for teachers' participation, the more highly the teachers rated the programme's effectiveness.¹¹ Those who rated the effectiveness of *Ako Panuku* highly were more likely to:

- share their learning with other teachers
- believe it impacted positively on their teaching and influenced Māori student achievement
- say that it assisted them to realise their leadership potential.

The aspects of *Ako Panuku* that teachers identified as contributing to their positive reaction to the programme, in the survey and in face-to-face meetings, are discussed in detail below.

Sharing information about *Ako Panuku*

Teachers had received information about *Ako Panuku* in a variety of ways. The most common source was information passed on from senior management. In schools where senior managers understood the value of participation in *Ako Panuku*, leaders were often proactive in drawing staff attention to these opportunities. In these schools, teachers were

¹⁰ N=221.

¹¹ The correlation between the level of support by school leaders and the effectiveness of *Ako Panuku* was tested using a Spearman's Rho test. All other statistical relationships (correlations) were also tested using a Spearman's Rho. The level of statistical significance for all statistical tests in this report was $p < 0.05$.

strongly encouraged by senior managers to participate. Managers consciously harnessed the knowledge and skills that *Ako Panuku* provided.

Many other teachers were made aware of *Ako Panuku* by colleagues who were already involved with it and urged them also to participate. A few teachers had discovered *Ako Panuku* for themselves, via the website.

In about half of the mainstream schools visited, leaders, particularly at middle management level, but in some cases also at senior levels, had little knowledge or understanding of the nature and purpose of *Ako Panuku*. In a few schools, the lack of information to staff from school leaders regarding opportunities for participation in *Ako Panuku* was seen as an issue by Māori staff. Haemata Ltd is exploring possibilities for identifying Māori teachers who may be isolated in schools to provide them with personalised information about *Ako Panuku* courses.

Strengths of the programme

Te āhuatanga Māori

Teachers valued the opportunity to learn in a Māori environment. They identified te kaupapa Māori as being one of the significant differences between *Ako Panuku* and other professional learning and development they had attended. Things were done in a Māori way. They mentioned the humour, whānaungatanga and the comfortable use of te reo Māori. They spoke of the warm feeling that pervaded the hui.

Course facilitators

Teachers spoke highly of the quality of facilitators' pedagogy across all courses. The facilitators modelled effective teaching practice. *"It was a very professional programme."* Teachers viewed facilitators as approachable and encouraging. They described them as willing to shape the courses to meet their needs. They said that their approach was practical and accessible. They acknowledged the wide variety of courses available through *Ako Panuku*. Teachers also valued the affirmation of their own good teaching practice that *Ako Panuku* provided. The fact that support was ongoing, particularly through cluster participation, was also seen as a strength. *"I told Ako Panuku of my needs and they sent someone here who gave me some advice."*

Resources

Teachers were enthusiastic about the useful teaching and learning resources provided by *Ako Panuku*. They valued the online support with 85 percent of those surveyed having used the *Ako Panuku* website,¹² and 79 percent of these respondents said it had developed their knowledge, skills and confidence. *He Kohinga Taunaki Portfolio*, the guidebook provided by *Ako Panuku* for provisionally registered teachers (PRTs), and te reo Māori resources were particularly valued by participants. Teachers also appreciated the opportunity for sharing their own resources with each other.

¹² N=228.

Wānanga Reo

Teachers who had participated in the Wānanga Reo were positive about the impact on raising the level of their reo. They particularly valued the resources for lesson and programme planning, and opportunities for moderation of student work that the Wānanga provided. Seventy-seven percent of respondents said that the Wānanga had met their expectations for increasing their knowledge of te reo Māori well. A further 15 percent said that their expectations had been met. Similar numbers expressed their satisfaction with the deepening of their understanding of second language teaching pedagogy. One teacher stated “*after each wānanga my kete was full.*”

Beginning teacher programme

Provisionally registered teachers (PRTs) felt very well supported by the beginning teacher programme. The structured approach of the *He Kohinga Taunaki Portfolio*, and the help it provided with meeting the documentation requirements, facilitated their registration. It increased their understanding of what support they should expect from their school. They appreciated the clear guidelines about what was expected of them as PRTs. “*I felt revitalised. It’s the reason I’m still in teaching.*” One school that understood the value of *Ako Panuku* had implemented the *Ako Panuku* PRT model for all their beginning teachers.

Workload management

Teachers said that *Ako Panuku* had assisted them with the management of their workload. Sixty-seven percent of those surveyed said that *Ako Panuku* had helped lower workload-related stress by assisting with planning and prioritising strategies. “*I felt lighter after Ako Panuku PD.*” They believed that they had learnt to take a more structured approach to achieving their goals.

Professional clusters and communities

The opportunity for networking provided by an *Ako Panuku* cluster was a significant feature for teachers. They spoke of the collegial relationships developed and sustained in these ongoing support groups.¹³ Forty-two percent of teacher respondents belonged to a professional cluster and community. Sixty-nine percent of these said that they were well or very well supported by the cluster.¹⁴ Opportunities provided by bringing in outside speakers, such as representatives from the New Zealand Qualifications Authority, were considered very useful. The survey responses, as well as discussions with teachers, showed that the main deterrent to teachers participating effectively in clusters was a lack of teacher release, which meant attending meetings in their own personal time.

Two cluster coordinators indicated that they valued the coordinator training they had participated in, and found the resource manual provided for coordinators a useful tool. *Ako Panuku* provides support for clusters during their set-up stages and at subsequent meetings where necessary. However, the goal is for them to be self sufficient and sustainable.

In some cases, existing clusters for teachers of te reo Māori were extended to become *Ako Panuku* clusters. These form the largest group of clusters. In schools where large numbers of staff had participated in *Ako Panuku*, they in effect formed a school cluster. Not

¹³ *Ako Panuku* clusters are set up and initially facilitated by *Ako Panuku*.

¹⁴ N=228. Of these, 96 respondents had participated in a cluster or community.

all clusters were necessarily geographically contiguous, but rather a grouping of teachers from schools that had prior links. It is of interest that two of the schools where participation in *Ako Panuku* was having the greatest positive impact were members of the same cluster.

Teachers in Auckland referred to a Facebook *Ako Panuku* cluster that was New Zealand-wide and also had participants in Australia. Other clusters were formed around Māori performing arts, careers and guidance, and raising Māori student achievement. However, the central focus for all clusters was successful teaching and learning.¹⁵

Provision for teacher release

Payment for employment of relief staff to release teachers to attend courses was an important factor in teacher participation. Without this provision many teachers believed that school budgetary considerations would have meant that their opportunities for participation would have been limited. School leaders also acknowledged the value of teacher-release funding.

Impact of participation

Contribution of Māori as teachers

Teachers stated that participation in *Ako Panuku* had reinforced their sense of identity. “*It makes you feel good to be a Māori teacher.*” It had increased their understanding of the special contribution they can make to raising Māori student achievement. It also strengthened their confidence as teachers. Most teachers spoke of their own and other staff and school leaders’ expectations that they would take on responsibility for pastoral care and guidance for Māori students. They believed that Māori students were better able to relate to someone who shared many of their life experiences and cultural perspectives. *Ako Panuku* provided them with support to meet these expectations.

Raising Māori student achievement

Both Māori teachers and students felt that Māori staff have higher expectations of Māori students than many other staff. All teachers spoken to agreed that raising Māori student achievement was their prime motivator and that this was a direct outcome of their participation in *Ako Panuku*. It had raised their expectations for Māori student achievement. “*It helps you be centred again – it focused me.*”

In many cases, Māori teachers were able to link into school initiatives targeted at raising Māori student achievement. This was particularly evident in the case study schools highlighted later in this report. Eighty-four percent of teachers surveyed believed that participation in *Ako Panuku* had helped them influence Māori student achievement.¹⁶ Eighty-nine percent said that it had had a positive impact on their teaching. ERO observed positive impacts in classrooms visited in phase two of the evaluation.¹⁷ Survey respondents said that it had provided them with a greater awareness of ‘what works for Māori students’.

¹⁵ There was some discussion among teachers as to what was the optimal number of participants for a cluster but no consensus on this.

¹⁶ N=244.

¹⁷ N=248.

While all schools ERO visited had collated and analysed data on Māori student achievement, none were able to specifically attribute improvements in Māori achievement to *Ako Panuku*. One did believe a link was evident but was unable to support this with achievement data. Schools sometimes had data that showed improvement in Māori student achievement, but *Ako Panuku* was just one of a number of initiatives targeting this goal. These initiatives included school-wide goals related to *Ka Hikitia*,¹⁸ whole staff participation in *Te Kotahitanga*,¹⁹ or school leaders' participation in *He Kākano*.²⁰

School leadership support

In ERO's 2011 questionnaire 52 percent of respondents felt their leadership teams were very supportive and a further 30 percent were supportive of teachers' participation in *Ako Panuku*.²¹ In only three percent of schools were school leadership teams not seen as supportive. However, significant variability was evident in the understanding demonstrated by, and the value placed on, teacher participation in *Ako Panuku* by school leaders. The survey also indicated that the more supportive the school leadership team was, the more teachers perceived *Ako Panuku* as being effective. The level of support by school leaders in general reflected their awareness and understanding of the nature and purpose of *Ako Panuku*. Where school leaders were not supportive, this sometimes also reflected a lack of support for kaupapa Māori in the school.

Although all teachers have a responsibility to raise Maori student achievement, in five of the 11 mainstream schools ERO visited, the principal recognised the special contribution that Māori staff could make to raising Māori student achievement. They had adopted a policy of actively recruiting Māori staff. The number of Māori staff and their representation across a wide range of curriculum areas was a feature of the schools in the case studies. One school had increased its number of Māori staff from seven in 1997 to 20 in 2012. It is not possible to attribute the achievement of Māori students directly to the increase in numbers of Māori staff or participation in *Ako Panuku*. However, the achievement of Māori students at this school in NCEA has improved dramatically over the past six years.²² Other schools that had a similarly proactive recruitment policy had numbers ranging from 12 to 20 Māori staff.²³ Not surprisingly, Māori staff in these schools confirmed that they had a much greater impact on the school's approach to raising Māori student achievement than was evident in schools where there were few Māori staff.

Schools involved in other initiatives for raising Māori student achievement were more likely to demonstrate an understanding of the potential strengths and leadership that Māori staff participating in *Ako Panuku* were able to bring to the whole-school focus. These were also likely to be schools where course participants shared their learning with school leaders. In

¹⁸ Ministry of Education (2009) *Ka Hikitia - Managing for Success: Māori Education Strategy 2008 - 2012* is the Ministry of Education's approach to improving the performance of the education system for and with Māori.

¹⁹ Te Kotahitanga is a research and development programme that supports teachers and school leaders to improve Maori students' engagement and achievement.

²⁰ He Kākano is a professional learning programme for secondary and area school leadership teams. The programme focuses on growing culturally responsive school leadership.

²¹ N=273.

²² See case study for Rotorua Girls' High School for details.

²³ This recruitment policy focused on employing good quality teachers who were also Māori.

over half of the mainstream schools ERO visited, staff did not *formally* report back to staff or school leaders about what they learned from *Ako Panuku*.²⁴

Empowerment of Māori staff

Seventy-nine percent of surveyed teachers said that they had shared their *Ako Panuku* learning with their colleagues.²⁵ The opportunities for sharing varied from staff meetings to informal, one-on-one conversations. Sixty percent of teachers surveyed said that *Ako Panuku* helped them realise their leadership potential.²⁶ This was particularly the case for those who had specific leadership responsibilities in the school.

In schools with a significant number of Māori staff who had participated in *Ako Panuku*, Māori teachers experienced a strong sense of empowerment. This, combined with a supportive school leadership team who recognised their potential, gave them the opportunity to assume a leadership role in raising Māori student achievement. They were confident to share their good practice with all staff and were provided with opportunities to do so.²⁷

The impact of teacher participation in *Ako Panuku* was particularly powerful when links with a whole-school focus on raising Māori student achievement were apparent.²⁸ Many Māori staff believed that what is good for Māori students is good for all students. This view was supported by the school leaders who empowered them to share pedagogical practices introduced at *Ako Panuku* courses. Their special contribution as Māori was recognised.

Teacher pedagogy

Over 70 percent of respondent teachers acknowledged the contribution that *Ako Panuku* had made to the development of their pedagogical knowledge and skills.²⁹ They identified an improved range of teaching strategies, tools and practices as an outcome of their participation. They also stated that they had increased the use of te reo Māori and tikanga Māori in their classrooms. ERO's observations supported these comments.

Māori teaching staff who had participated in *Ako Panuku* were observed by ERO teaching across a wide range of curriculum areas, including te reo Māori, English, science, physical education, geography, drama and health. While there was some variation in the quality of teaching practice, most of the teachers observed used teaching and learning strategies (promoted by *Ako Panuku*) that were culturally responsive to Māori students and reflected currently recognised, effective pedagogy for all students.

In most classes, lessons were well planned. Teachers supplied clear expectations for the lesson, including learning intentions and success criteria that were used effectively to support successful independent student learning. Students were provided with relevant contexts for their learning, which often drew on their own experiences. They had opportunities for active and cooperative learning. Lessons moved at a good pace. Teachers demonstrated a good

²⁴ Informal reporting back about learnings from *Ako Panuku* was evident in comments from survey respondents and from teachers at schools/kura visited.

²⁵ N=247.

²⁶ N=245.

²⁷ The case studies for Manurewa High School and Gisborne Intermediate provide particular examples of this.

²⁸ See Rotorua Girls' High School case study.

²⁹ N=248.

understanding of using assessment in an evidence-based approach to teaching and learning. Students were encouraged to reflect on what they had learnt.

Positive relationships were a common feature with teachers showing a genuine interest in students' lives outside the classroom. The use of humour helped reinforce these relationships. Ongoing affirmation of student success further contributed to promoting a positive rapport and building student confidence. Many teachers, across a range of curriculum areas, incorporated tikanga Māori into their classroom practices, including karakia and frequent use of te reo Māori. Teachers had high expectations for student behaviour and achievement and this was frequently reinforced with students.

School leaders were generally unable to solely attribute the impact of *Ako Panuku* to changes in teaching practice. Staff performance goals were not linked to development from participation in this professional learning. While school leaders acknowledged growth in teacher knowledge and skills, they were not able to directly attribute this to *Ako Panuku* as other school development initiatives were also seen as a factor. However, it is of note that in two of the schools, *Ako Panuku* participants had been selected as Specialist Classroom Teachers.³⁰

Regional differences

Some regional variations were apparent in the impact that teachers who had participated in *Ako Panuku* were able to have on whole-school initiatives to improve Māori student achievement. In Auckland, the positive impact of participation in *Ako Panuku* was very apparent. In two of the four schools visited there were significant numbers of Māori staff. In both they were providing strong leadership in supporting a whole-school focus on raising Māori student achievement. They had effectively promoted recognition and understanding of kaupapa Māori among staff and students, and made significant changes to the school culture.

In the Wellington region, numbers of Māori teachers in each school were usually small and their opportunities to formally share their learning with their colleagues limited. Māori staff had fewer opportunities to provide leadership in raising Māori student achievement, or develop a wider school understanding and reflection of kaupapa Māori. School leaders generally had limited knowledge of *Ako Panuku* and the benefits it might provide for Māori staff and students. In one school however, the numbers of Māori teachers were greater because of a policy of active recruitment. Leaders at this school demonstrated a good understanding of the potential impact of *Ako Panuku* and Māori staff were increasingly contributing to the whole-school focus on raising Māori student achievement.

It was not possible to identify patterns in the provincial centres, because of the small number of schools involved.³¹ In both the provincial cities visited there were examples of empowerment of Māori staff to make a strong contribution to initiatives to raise Māori student achievement. Leaders in two of these schools showed a clear understanding of the contribution that Māori staff were making and appreciated the support that *Ako Panuku* had

³⁰ A Specialist Classroom Teacher provides professional development, guidance, mentoring and induction to other staff across all curriculum areas. Specialist Classroom Teachers are identified as highly effective teachers and appointed from a school's permanent staff. They get a Specialist Classroom Teacher allowance, and a certain number of hours per week for their duties.

³¹ One school in Rotorua and two in Gisborne.

provided. In the third school, although there were 20 Māori teachers, only three had participated in *Ako Panuku*, and one of these was while the teacher was employed at another school. Any impact of participation in this school had only benefited the individual teacher. They had no opportunities to share their learning with other staff, or make a particular contribution to raising Māori student achievement across the school.

***Ako Panuku* in kura Māori**

All of the strengths of the programme identified by teachers in mainstream schools were also evident for kaiako in kura Māori. Opportunities to network with kaiako from across the country were seen as a significant strength of the programme. For many kaiako this was the first time they were able to receive affirmation that their teaching was pitched at the right level for their students. In pāngarau and pūtaiao (mathematics and science) specifically, they developed a ‘big picture’ view of learning progressions for Years 1 to 13 learners. They could “*see their own school’s picture of student achievement.*” This was significant for kaiako in kura Māori who often experience a sense of teaching in isolation from other kura across the country.

The high quality of facilitators was reported as a key factor that influenced kaiako motivation to attend courses. Facilitators were seen as highly professional and had high expectations that course participants would also demonstrate high levels of professionalism. They provided ‘hands on activities’ that supported kaiako to take on new learning that was critical for their teaching. Kaiako found that they developed a good understanding of their current pedagogical knowledge. They also developed a sense of the knowledge that they would need to gain to meet the developing learning needs of their students. The content of the courses was comprehensive and covered all strands of the curriculum as well as introducing alignments to Ngā Whānaketanga Rūmaki Māori (NWRM).³² In the current context of introducing and using NWRM in kura, kaiako saw this as a distinct advantage.

Kaiako from kura Māori also appreciated the opportunities to work alongside Māori teachers from mainstream schools. While they worked in different contexts, they valued the specialist skills and knowledge that their colleagues shared. There was a strong sense of mutual and reciprocal benefits. Learning from ‘best practice’ and resources left course participants feeling a sense of achievement and pride.

Emerging challenges for kaiako in kura included whole-school implementation of NWRM. These kaiako saw a need for whole school professional development (including Years 1 to 6) to support the implementation of NWRM pāngarau, pānui and tuhituhi (reading and writing). At present, kura receive strong support from Resource Teachers of Māori for the implementation of NWRM Te Reo Matatini, but felt a ‘one stop shop’ approach for pāngarau would be optimal. Those kura Māori catering for Years 9 to 13 students identified a need for support to understand the realignment of some NCEA standards that have been subject to changes recently. These kaiako also described the challenge of trying to teach an integrated curriculum particularly at the senior secondary levels. They wanted some support with

³² Ngā Whānaketanga Rūmaki Māori (National Standards for Māori-medium education settings) have been developed by Māori-medium leaders in Te Reo Matatini (literacy) and pāngarau (mathematics). They show the ongoing progress of tamariki in Years 1 to 8 in Te Reo Matatini and pāngarau within Māori language immersion education.

planning the curriculum so that it is both consistent with kaupapa Māori philosophy while being able to support achievement in the National Certificates of Educational Achievement (NCEA).

Kaiako in kura Māori were more likely to consider that *Ako Panuku* was effective than teachers in mainstream schools. ERO's survey indicated that leadership of kura Māori were more likely to be supportive of *Ako Panuku* as well.

Kaiako surveyed expressed high levels of satisfaction with the pāngarau/pūtaiao (Māori medium) course. Similar levels of satisfaction were expressed regarding the NCEA course.

Challenges

While all teachers spoken to valued their participation in *Ako Panuku*, some also identified barriers to participation and areas that could be considered for further development of the programme.

Time constraints

Some teachers saw a tension between participation in the programme and the time required for them to be out of school and away from their students. There was a concern about having courses in Term 4 before NCEA, taking teachers away from their students. A few saw being away from their classes as adding to the pressure on them.

Teachers at some of the schools visited believed that participation in cluster meetings was not funded and therefore took place out of school hours adding further pressure.³³ A need for more financial support in a school where there are a large number of Māori staff was identified as being necessary to enable full participation. A small number saw the challenge to change their pedagogy to better engage Māori students as increasing their workload.

It should be noted that these workload concerns, although a minority view, were still a very real consideration for a few teachers.

School-based learning

A view at one school was that *Ako Panuku* should help them to develop their own school-based learning community through coaching teachers in their classrooms rather than at hui. Other schools had effectively achieved this through their school-based clusters. Teachers and school leaders talked of *Ako Panuku* responding positively to requests for assistance in the classroom, but this was more of an exception, as the professional development model is not funded to do this.

Catering for the needs of intermediate and primary teachers

Teachers at one intermediate school felt that much of the material at the courses they had attended was more relevant to secondary teachers. This was because they felt the approach to teaching and learning that was presented was already '*business as usual*' for intermediate schools. However, they found the sharing of the Wānanga Reo with secondary colleagues

³³ Haemata fund cluster meetings including teacher release days and facilitators for PLD sessions. In some cases, a regional coordinator and travel are also funded.

useful. They would like to see *Ako Panuku* also extended to primary school teachers with targeted courses.

Suggestions for further programmes

Teachers suggested further areas for consideration for future programmes including:

- developing stronger partnerships with the whānau of Māori students
- developing wrap-around support for students through a partnership between whānau, external support agencies and the school
- access to *Ako Panuku* for non-Māori – particularly for members of school leadership teams to participate in the programmes on raising Māori student achievement
- face-to-face coaching and mentoring in schools by *Ako Panuku* coordinators.

Haemata Ltd have identified that working in partnership with iwi is an area they would like to develop further, but are constrained by resourcing and other priorities that iwi sometimes have.

Case studies

ERO's 2009 evaluation of professional learning and development in secondary schools³⁴ found that good quality, school-wide professional development initiatives were more likely to lead to improved teaching and learning than a less coordinated approach, involving one-off course attendance.³⁵ While *Ako Panuku* is available to kura Māori as whole-school professional learning and development provided by Māori, for Māori teachers, this whole-school model is not available to mainstream schools. However, where numbers and participation levels of Māori staff in these mainstream schools were high, and they had the full support of school leaders, then they were able to be agents for whole-school change.

Below are examples of five schools/kura where *Ako Panuku* has had a direct impact on the schools' policies and practices. In each of these schools/kura an enthusiastic and capable Māori teacher has participated in the programme, shared her experiences with her colleagues and encouraged their participation. Consequently, a sizeable group of Māori teachers have been empowered by a supportive school leadership team to contribute to positive change for Māori students at each of the schools.

The positioning of Māori in formal leadership roles was also a key factor contributing to positive change. In two of these schools the deputy principals were Māori and participants in *Ako Panuku*. They were well placed to influence school leadership decisions. In two other schools, Māori staff had designated responsibility for raising the quality of teaching and learning, particularly for Māori students. In all the mainstream schools Māori teachers were in middle management roles. This network of Māori leadership across the schools assisted with the embedding of effective practices that cater for the needs of Māori students. Massey High School and Manurewa High School are both part of the same *Ako Panuku* cluster, which also includes a third school.

³⁴ ERO, 2009, *Managing Professional Learning and Development in Secondary Schools (January 2009)*: Wellington.

³⁵ This is acknowledged in Haemata Ltd's 2010 professional learning needs analysis report - *Māori Secondary Teachers Professional Learning Needs Analysis Report (December 2010)*.

Massey High School

Massey High School is an urban, coeducational, decile 5, Years 9 to 13, secondary school with a roll of 2383. Twenty-one percent of the students and eight percent (12) of the teachers are Māori.

The school was an early participant in *Te Kotahitanga* and the principal describes this as “*the pedagogical model for the school*”. They were also initial participants in The University of Auckland programme, *Star Path*.³⁶ This research-based programme has supported and complemented the school’s own research-based approach to raising Māori student achievement.

Twelve Māori teachers are at the school, one of whom is a member of the school leadership team. They teach across a wide range of curriculum areas. All Māori staff were given the opportunity to participate in *Ako Panuku*. Participation started with one teacher who became a cluster coordinator and promoted *Ako Panuku* to other staff. The numbers expanded until most Māori staff were participating in what became a school-based cluster. It is significant that one of the Deputy Principals has also participated in *Ako Panuku*, providing Māori staff with a strong voice in the school leadership team.

A teacher-only day was held, with the full participation of school leaders, to discuss the establishment of a Faculty of Mātauranga Māori. The faculty incorporates Māori achievement, Te Reo Mahana (Māori medium programmes), Te Reo Māori (mainstream te reo programmes) and the Academy of Performing Arts. This day was followed by ongoing hui over subsequent months to further develop the model.

The faculty works with an advisory group of iwi representatives including kaumātua and kuia. The faculty provides leadership on kaupapa Māori for the school. Staff believe that this faculty structure has provided a sustainable model for ongoing support and development for Māori staff and students at the school. Teachers say that the drive and enthusiasm gained from participating in *Ako Panuku* has led to the establishment of the faculty, which in turn has promoted a higher profile in the school for things Māori.

Teachers continue to participate in *Ako Panuku* courses of their choice. Some participate in the external *Ako Panuku* cluster, in addition to their school-based cluster. The original cluster coordinator now acts as an advisor for the group.

Manurewa High School

³⁶ The Starpath Project is a University of Auckland research project. The focus of the research is on New Zealand students currently under-achieving in the secondary system and under-represented in tertiary education. It aims to address New Zealand’s comparatively high rate of educational inequality, with Māori and Pacific Island students, and students from low socio-economic backgrounds showing significant rates of educational under-achievement compared with their peers.

Manurewa High School is an urban, coeducational, decile 2, Years 9 to 13, secondary school with a roll of 1943 students. Twenty-six percent of the students and 11 percent (14) of the teachers are Māori. One staff member participated in *Ako Panuku*. Her improved pedagogy has seen her promoted to the Specialist Classroom Teacher. This means she is able to influence other teachers' practice. Her energy and enthusiasm, which she attributes to *Ako Panuku*, means she has been the driving force in initiatives to raise the profile of tikanga Māori at the school. Māori staff, under her leadership, have come together as a group known as *Kahui Kaiako Māori*. This group also incorporates a number of non-Māori staff, including some members of the school leadership team. They meet after school on Friday afternoons with an average attendance of about 30 percent of the school's teachers. They support the whole-school focus on raising student engagement and Māori student achievement, through participation in the *Positive Behaviour for Learning* (PB4L) programme.³⁷ A stated aim of the group is also "*normalise tikanga Māori in a school setting*".

Achievements to date include changing the school motto from Latin to te reo Māori, whole-staff participation in regular waiata practice, and annual professional development for all staff on a local marae. With the assistance of the music department, teachers have written a school song in te reo Māori, which is sung by all students. "*Māori now have the cultural upper hand.*"

The group contributes to whole-school professional development, providing staff with strategies that promote the engagement of Māori students. They identify a consequence of these initiatives as the high turnout (over 80 percent) of Māori whānau at recent parent interviews. Currently 50 of the school's teachers are participating in an external wānanga for a 'mauri ora' te reo Māori certificate. "*We are focusing on staff and changing their belief system.*"

These initiatives have positively impacted on Māori students, in particular their confidence, visibility in the school, and achievement. NCEA results for Māori over a five-year period have improved between 19 and 40 percent across the three levels of NCEA. The successes of all Māori students were celebrated at a special evening with a very high turnout of whānau. Teachers say "*Māori students now hold their heads high and are proud to be Māori. Whereas once they were invisible now they have a high profile in the school.*" All students respect and support these Māori initiatives.

Te Kura Māori o Porirua

³⁷ Positive Behaviour for Learning is a Ministry of Education initiative that supports schools to create a culture where positive behaviour thrives. Participating schools go through a stepped process to find out why students are behaving a certain way, and then allow all the students and wider school community to come up with solutions.

Te Kura Māori o Porirua is a designated special character kura that provides Māori immersion education for students in Years 1 to 13. It is decile 3 and located in the Ngāti Toa Rangatira region, Porirua. The majority of the kura roll of 214 identify as Māori, with Samoan and Cook Island students who are also members of the kura whānau.

Kaiako have participated in *Ako Panuku* courses for pūtaiao, pāngarau and rūmaki Māori. In addition, a team of six middle managers (pouako) have also worked with *Ako Panuku* facilitators in the leadership and management programme. This programme was specifically designed to meet the needs of this group of pouako. On attending their first course with *Ako Panuku* two kaiako exclaimed “*these are the right people for us.*” They refer to the connection that they felt with a group of highly professional Māori facilitators who delivered professional development that is consistent with kaupapa Māori theory and practice and therefore consistent with practice in kura. *Ako Panuku* facilitators have worked with kaiako to develop specific teaching strategies for pāngarau as well as supporting the kura to develop its own pūtaiao programme.

A strategic goal of the kura was to increase the leadership and management capacity of its middle managers and support succession planning. A new appraisal system was introduced where kaiako and pouako choose a colleague as a peer appraiser and critical friend. The pouako spent time together developing a sense of team as well as exploring their individual and collective strengths. An *Ako Panuku* facilitator was instrumental in supporting them to build strong trusting relationships that allow them to participate fully in the new appraisal process. They appreciate the space that was created so that they could celebrate their individual successes and talk openly about their next steps for development. They use a tool from *Ako Panuku* for gathering and analysing data about their own progress. They make greater use of self and team reflection in order to improve their practice and ultimately improve outcomes for students.

Rotorua Girls’ High School

Rotorua Girls’ High School is a provincial, decile 4, Years 9 to 13 school with a roll of 886. Sixty-three percent of the students are Māori. Thirty percent (20) of the teachers are also Māori. One is a member of the school leadership team, six are heads of faculties and one is the Specialist Classroom Teacher. They teach across a wide range of curriculum areas. The school was an early participant in *Te Kotahitanga*. The Deputy Principal first attended *Ako Panuku* and then encouraged others to also participate. Teachers have attended a range of courses including the course for beginning teachers, Wānanga Reo, leadership, raising Māori student achievement and Pūtaiao. The principal identifies *Ako Panuku* as being ‘*a strong thread*’ in the significant improvement in Māori student achievement over the past six years. During that period:

- the number of Māori students leaving with NCEA Level 3 or better has risen from nine percent to 28 percent (from 8 to 30 students)
- those leaving with Level 2 or better has risen from 27 percent to 58 percent (from 24 to 63 students)
- those leaving with Level 1 or better has risen from 44 percent to 79 percent (from 39 to 85 students).

Eight years ago, Rotorua Girls’ High School had 32 percent of Māori students who left in the ‘no formal qualifications’ category. In 2011, this had dropped to one percent. It is of note that during this period Māori as a proportion of the student population has increased. Māori

student achievement data is still below that of other students at the school. However, the 2011 NCEA Level 2 pass rate was 85 percent for both the whole school and for Māori students. Staff are continuing to work towards eliminating this gap.

Students spoken to by ERO all had high aspirations for their future. They said “*Māori teachers see the potential in you that you don’t see yourself. They really push you.*”

In 2009, the progress the school was making in raising student achievement was recognised by ERO and it was one of the first secondary schools in New Zealand to be placed on the four to five years return cycle.

Gisborne Intermediate

Gisborne Intermediate is a provincial, decile 4, Years 7 and 8, coeducational school with a roll of 502 students. Forty-nine percent of the students and 10 percent (3) of the teachers are Māori.

The three Māori teachers have all been participants in *Ako Panuku*. Two of the teachers have leadership responsibilities and are members of the school *Ka Hikitia* team that developed an action plan and is overseeing its implementation. Central to the plan is an evidence-based approach to identifying students who are not succeeding and supporting teachers to develop strategies to help them achieve success. There is a member of the *Ka Hikitia* team in each syndicate. They have facilitated professional development for staff on reducing deficit thinking and discussing agentic positioning.³⁸ This evidence-based approach to teaching and learning has resulted in Māori students making significant gains in achievement in literacy and numeracy. This is particularly apparent for girls.

Other initiatives promoted by this team relate to strengthening manaakitanga and whānaungatanga within the school, and developing staff understanding of te ao Māori. The teachers report that school leaders have been fully supportive. Other teachers are receptive. A positive shift in their perceptions about Māori students is evident, along with higher expectations and a move away from deficit thinking.

³⁸ Agentic positioning/teaching: teachers believe they have the power to make a difference for Māori students. It identifies and challenges existing beliefs about Māori students, embracing the opportunity to effect change through building students’ self-belief.

Conclusion

The Māori teachers surveyed who have participated in *Ako Panuku* clearly value the support that it has provided them. The role modelling of high quality pedagogy by facilitators, and their responsiveness to individual teacher needs, has had a positive impact on the quality of teachers' practice. Classroom programmes are further enhanced by provision of useful teaching and learning resources, including a structured approach to planning. It has not been possible to qualify the impact of this on students, in spite of evidence of real progress for Māori students in many of the schools visited. *Ako Panuku* has coincided with other initiatives that are also strongly focused on raising Māori student engagement and achievement.

Ako Panuku has strengthened teachers' identity as Māori. They value the opportunity to learn in a cultural environment that they relate to, and that is authentic for them. For many it has provided an opportunity to grow their knowledge and confidence in the use of te reo Māori. For those participants who do not teach te reo Māori this strengthens their cultural distinctiveness, which they are then able to share with students and other staff.

Ako Panuku has provided teachers with a structured approach to managing workload pressures. Most teachers acknowledge the usefulness of this strategy. This has been of particular value to provisionally registered teachers, clarifying their rights and the schools' expectations of them, while mapping a clear pathway through their early years of teaching.

Possibly the most significant outcome of participation in *Ako Panuku* has been a growth in teachers' realisation of the special contribution that they, as Māori teachers, are able to make to raising Māori student achievement, and their strengthened commitment to this kaupapa. In those schools where this commitment and confidence has been recognised, valued and utilised, an effective partnership between Māori staff and school leaders has resulted. When Māori are also employed in designated school leadership roles, the impact of this partnership is even greater. Where this has occurred Māori teachers have been empowered to provide leadership, sharing their knowledge and strengths, as part of a whole-school focus on meeting the needs of Māori students.

Funding of teacher release to participate in *Ako Panuku* has been a crucial factor in its success. Both teachers and school leaders identify that without this resourcing the numbers of teachers able to participate would be greatly reduced.

The challenges that teachers have identified have not reflected negatively on the quality of the programme. Ironically, as the motivation of teachers to have a positive impact for students has grown, they have become increasingly sensitive to time lost with their students. At the same time they have learned to work smarter.

Some Māori teachers have suggested that the programme be extended to primary school teachers, or even non-Māori. This is an outcome of wanting to widen the impact of the quality learning experience that they have had, to provide further benefits for Māori students. Such an extension has the potential to benefit Māori students at an earlier stage of their education. Just as in many secondary schools Māori teachers share their learning with other teachers, with consequent benefits for Māori students, it is likely primary teachers would do the same.

Some school leaders do have a good understanding of *Ako Panuku* and its positive impact for Māori teachers. However most have not recognised the contribution that this group is able to make to Māori students as priority learners. This is an issue that needs to be addressed through targeted information and professional learning opportunities for school leaders.

The pressures on Māori teachers, and the need for support and development for their special role, have not decreased since *Ako Panuku* was established. They are increasingly expected to take on a support role for Māori students. They are also often the reference point for tikanga and kaupapa Māori in a school. They continue to require ongoing, high quality support, such as *Ako Panuku*, to carry out these roles. In view of the positive impact that *Ako Panuku* graduates have been seen to make, continuation of such initiatives has the potential to make an important contribution to supporting Māori learners to realise their full potential.

Next steps

ERO recommends that the Ministry of Education:

- continues to provide ongoing, high quality support and professional learning for Māori teachers in secondary schools, extending support for teachers in the classroom
- considers extending support programmes for Māori teachers to include those working in the primary sector with a consequent increase in funding
- continues to provide resourcing that allows for high levels of teacher participation in such programmes
- seeks opportunities to develop school leaders' understanding of the contribution Māori teachers are able to make to raising Māori student achievement.

ERO recommends that Haemata Ltd:

- considers the challenges and suggestions identified by participants in *Ako Panuku* when developing further professional learning programmes for this group of teachers during 2012 and 2013.

Appendix One: Phase two investigative framework

Evaluative Questions	Investigative Prompts	Data Gathering
<p>Ako Panuku vision To what extent do schools and teachers recognise the AP vision of “the ‘unique’ contribution as Māori to RMSA”?</p>	<ul style="list-style-type: none"> • What do you know about the vision of <i>Ako Panuku</i>? • How well is the vision for AP realised in your school? • To what extent did the vision of AP influence your decision to be involved in the programme? 	<p>Conversations with:</p> <ul style="list-style-type: none"> • Individual Māori teachers • students • school leaders/managers • whānau • <i>Ako Panuku</i> facilitators • cluster groups
<p>Teachers’ Voice To what extent do teachers feel empowered as Māori teachers as a result of their involvement in AP? How well has AP influenced the sense of identity for Māori teachers?</p>	<ul style="list-style-type: none"> • What are the most significant characteristics of AP for you? Why? • How do you use what you have learnt from AP? • What do you know about the impact of your work for RMSA in your school? • What are you planning to do next to continue to RMSA? • How has learning from AP impacted on your overall workload? Explain. • What is your role in RMSA – in class, across the school, wider community? How well prepared are you for each of these roles? What support does the school provide for each of these roles? • How would you describe your identity as a Māori teacher in your school? 	<p>Class Observations:</p> <ul style="list-style-type: none"> • follow up interview with teacher, students
<p>School Culture How well do school systems support and promote the dissemination of professional learning throughout the school? How well does the school support Māori teachers? How well does the school monitor the impact of AP and other initiatives for RMSA?</p>	<ul style="list-style-type: none"> • Why do you support staff to attend AP? • What is your expectation of AP, staff who attend AP? • How do you support staff to attend AP? • How do you monitor the impact of AP on teachers and students? • What is the impact of AP on individual teachers, groups of teachers, students and the school as a whole? How do you know? • How is information and learning shared throughout the school in regard to AP? Who is responsible? 	<p>School Documents:</p> <ul style="list-style-type: none"> • PLD planning and evaluation • Teacher appraisal • Student achievement information • School targets and annual planning and reporting

Communities of Influence

To what extent do whānau, hapū and iwi influence and inform school initiative for RMSA?

How well prepared are school personnel to respond to expectations of whānau, hapū, iwi?

- What do you know about the expectations of whānau, hapū and iwi in your community?
- How do whānau, hapū or iwi expectations guide planning and evaluation in your school in regards to RMSA?
- How have whānau, hapū and iwi benefited from your school's involvement in AP? Describe.

Professionalism

growth and development of Māori teachers, growing sense of professionalism among Māori teachers, raised expectations, willingness to 'step up'

- What are the features of 'a professional' teacher? What are your own expectations of a 'professional teacher'?
- How well has AP prepared you to become a 'professional teacher'?
- How has AP influenced your plans for teaching in the future?
- What are your expectations for Māori student achievement in your school?
- How do you work within the school 'systems' to RMSA? What are the barriers? How do you overcome the barriers?
- How has your school responded positively to RMSA as a result of your involvement in AP?

Ako Panuku Professional Development model
Value of a model for professional development

- What do you like, dislike about the AP professional development model?
- Overall, how does the AP professional development model feel different from PLD delivered in or by the school? What are the significant characteristics that make the AP model different (and better)?
- Can you suggest improvements to the model?

Positive Success Stories

- Find success stories of teachers who have a positive ripple effect in the school.
- How are they impacting on the practice and beliefs of colleagues and the achievement of Māori students?

Other Lines of Inquiry where applicable

- Find out about those teachers who cannot take their learning wider than the classroom – why, what's happening in the school to make this happen?
- Good practice – what are the contextual factors when good practice

is evident? How do teachers successfully work when barriers are in place?
