



Ngā Whanaketanga Rumaki Māori: Summary of written feedback

In 2011, Māori-medium schools that use Te Marautanga o Aotearoa to develop their marautanga-ā-kura (localised curriculum) will implement Ngā Whanaketanga Rumaki Māori for students in Years 1 to 8. They describe te reo and pāngarau skills and knowledge students need to learn at different stages of their schooling.

Over the period March to May 2010, the Ministry consulted with the Māori-medium sector and with parents and whānau through a series of consultation hui held throughout the country. At these hui feedback was sought from the sector on whether the draft Ngā Whanaketanga Rumaki Māori were clearly described, understood and aligned to *Te Marautanga o Aotearoa* and whether they were set at the right curriculum levels. Parents and whānau were asked how they would like to be informed of their children's progress and achievement and how they could be supported to assist their children's learning.

The Ministry collated the oral feedback from the sector and parents who attended the consultation hui and workshops. The Ministry has also collated written feedback through on-line and hard copy questionnaires. The following summary is based on the written feedback.

Summary of findings

- Overall, feedback indicated that there was a relatively high level of understanding of the intent of Ngā Whanaketanga Rumaki Māori. Most, in the education sector, agreed that Ngā Whanaketanga Rumaki Māori showed the expected progress a Māori-medium student should make in Years 1 to 8.
- While parents and whānau found the reporting examples used in the feedback forms relatively easy to understand, they found the trend graphs more difficult to interpret than the snapshot graphs. Parents will need supporting information to ensure they can correctly interpret their child's progress over time.
- Most parents and whānau prefer to receive information about their child's learning and achievement from schools through traditional methods such as parent-teacher interviews and reports that the child brings home. Least popular were text messaging, on-line reporting and reports received through the post.
- Generally teachers are not very confident that the assessment practices they currently use would be sufficient for them to make judgments against some aspects of Ngā Whanaketanga Rumaki Māori. This is particularly the case for written and oral language assessment and some aspects of numeracy. These teachers will need to be supported through adequate professional development to be confident in using assessment practices.
- There was a concern among some in the education sector that Ngā Whanaketanga Rumaki Māori did not align well with te reo Māori and pāngarau levels in *Te Marautanga o Aotearoa*. This could have had the potential to cause confusion amongst the sector.

- Parents and whānau report that progress reports and an open-door policy are ways in which schools can support them in engaging with their children's education.

The full report on the oral feedback from Ngā Whanaketanga Rumaki Māori consultation hui is available on the [Ministry of Education's website](#).