



Ngā Whanaketanga Rumaki Māori: Summary of oral feedback

In 2011, Māori-medium schools that use *Te Marautanga o Aotearoa* will implement Ngā Whanaketanga Rumaki Māori for students in years 1 to 8. They describe the pāngarau and te reo 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 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 oral feedback.

Summary of findings

- Overall, the sector, parents and whānau reported that the implementation of Ngā Whanaketanga Rumaki Māori will be a positive step for students, whānau and schools in Māori-medium education.
- Parents and whānau want to be involved in their children's education to help them learn. They like the idea of discussing their child's progress at school with their teachers.
- The sector indicated that quality professional development needs to be provided to support the sector with the implementation of Ngā Whanaketanga Rumaki Māori.
- Feedback was very positive about the alignment of Ngā Whanaketanga Rumaki Māori to Te Marautanga o Aotearoa.
- A view expressed by some is that there needs to be more discussion around the levelling of Ngā Whanaketanga Rumaki Māori and the alignment with Ngā Kete Kōrero levels to ensure they are accurate and that parents and whānau are accurately informed about their child's progress.
- Feedback also indicated that reporting in plain language would likely be a challenge for some schools. There needs to be some common understandings established about what plain language reporting actually looks like, particularly with respect to technical language and concepts.
- Feedback also suggested that teachers and schools would need to communicate effectively with parents and whānau to ensure they understand the information presented in their child's report.
- An issue that came through in the feedback was whether the reports should be written in English or Māori. Some participants noted that it was

hard to get the information across to parents and whānau if they have limited Māori language proficiency.

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