

Building Capability in te reo Maori
in the Mainstream

A Scoping Report on Teachers' Professional
Development Needs

for the
Ministry of Education

Prepared by
Gardiner & Parata Ltd

July 2004

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Executive Summary

1. Gardiner & Parata Ltd (Gardiner Parata) was retained by the Ministry of Education (the Ministry) to undertake a scoping exercise to identify the professional development needs of a cross section of teachers in the mainstream compulsory sector who are interested in up-skilling in te reo Maori. The Ministry had an interest in establishing teacher responses to the following key questions:
 - 1.1 What needs do teachers have in this area?
 - 1.2 What barriers currently prevent them from having these needs met?
 - 1.3 What strategies would teachers like to see put in place to meet their needs?
 - 1.4 What do teachers consider to be the priority in respect of professional development in this area?
2. The Ministry was keen to ensure that this scoping exercise sought the views of a range of mainstream teachers, across all year levels and subjects, from State and Integrated primary, intermediate, area and secondary schools of different deciles.
3. 174 interested teachers participated in individual or focus group interviews out of a possible pool of 404.8 from 16 schools representative of all deciles with varying Maori student populations ranging from 2% - 79%. Due to budget constraints only one South island school was included. Three secondary schools, one area school, two intermediates, nine full primary schools and one primary school (year 0-6) make up the schools' profile. 35% of participants were from secondary schools and 65% from intermediates and primary schools. 17% presented as Maori, 78% as Pakeha with the remaining made up of other ethnic groups (Pacific Islanders; British and Indian).
4. This report provides details of the participating teachers' feedback to the four key questions canvassed during this scoping exercise carried out over a two month period May - June 2004.
5. In June 2003 the Ministry of Education published a first draft of *Maori in the New Zealand Curriculum* statement designed by a team at Waikato University, led by Professor Winifred Crombie in consultation with the Ministry of Education. This statement will guide, inform and support the teaching and learning programmes of te reo Maori as a subject as well as a part of integrated curriculum in mainstream schools where English is the first language.
6. No one involved in this scoping exercise was aware that the Draft Maori in the New Zealand Curriculum statement existed, but all without exception believed it was long overdue and while concerned about the additional demands and pressures this will create in what many describe as an already "over crowded and congested school curriculum," they are extremely pleased that "finally something is being done" and look forward to getting access and practical support to implement the requirements, as is appropriate and necessary within their school communities.
7. The findings of this consultation exercise contribute to the streams of information the Ministry has, and is currently co-ordinating, to prepare the compulsory sector for the formal introduction and implementation of the draft curriculum in or about 2007. They will be specifically used to inform the design and delivery of pilot professional development programmes that focus on building capability in te reo Maori me ona tikanga.
8. It is important to note that these teachers did not know the new draft curriculum exists because the reference point for the identification of the teachers' needs is not directly aligned to the draft statement, future practice and expectations. Instead they are based on subjective factors, in

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response to reflective and current practice and their existing operating environment. There will obviously be a correlation between the two but there is a significant difference between a teacher having an interest in up-skilling in te reo Maori and choosing when and where they might incorporate this, and a teacher being required to deliver formal curriculum as a second language and whether they have the knowledge and skills to do so.

Teacher Needs

9. Teacher needs are wide ranging and fall in to the following categories with specific examples provided in this section of the report.

- Linguistic;
- Cultural;
- Pedagogy;
- Academic;
- History, tradition, custom and practice;
- Relationship establishment and management;
- Material resources; and
- Knowledgeable advice, guidance and support personnel.

Barriers to Up-Skilling

10. The barriers identified by teachers fall in to six main categories that are often inter-related. They are in order of importance as ranked by participants. Many reported that often it would not necessarily be a single factor but a combination of these factors which impacted negatively on teachers' endeavours to up-skill in te reo Maori.

- Time;
- Availability, quality and accessibility of appropriate personnel, programmes and resources;
- Teacher confidence, competence and comfort levels;
- Retention and opportunities to practice and or apply what has been learned;
- School community attitudes and demands (positive and negative); and
- Funding

Proposed Strategies

11. Teachers were not particularly creative in identifying what the way forward is in respect of practical solutions to their developmental needs and seemed to be constrained by what is rather than what could be. That is, almost everyone focused on, or was reconciled to one or more of the following:

- a. the Ministry providing advisers, funding and curriculum resources;
- b. more Maori or te reo speaking teachers in schools; and
- c. tertiary providers and programmes.

12. All of these exist and will need to be an ongoing part of a broader range of solutions but perhaps used and delivered in new ways. New options must also be explored.

13. They are very clear about the fact that development in this area is essential and that it must be directly relevant and responsive to teachers' specific needs.
14. The urgency with which this was felt was variable. For example many of the teachers that came from schools that had medium to high (over 20%) Maori student populations did not necessarily register impatience but rather a quiet, strong and determined commitment to progress in this area, where as a large number of teachers from schools with low to medium Maori student populations (up to 20%) convey a really strong sense of urgency and frustration about not being able to access what they need and are impatient.

Priorities

15. Most teachers when asked about priorities invariably identified one or more of the following:
 - a. Being given time in the school day to focus on improving te reo capability ("short, sharp, snappy, regular and ongoing");
 - b. Clear direction about what and how to teach with resource support to do it;
 - c. Expert or at least knowledgeable advice and guidance at a school based level to develop te reo as well as integrate it in to other curriculum areas;
 - d. Kapa haka tutors and tuition;
 - e. Interactive, graded, resourced units with teacher guidelines that do not assume prior knowledge;
 - f. Opportunities to be exposed and immersed in te reo, to practice and apply it in a range of situations and to receive feedback;
 - g. Games and fun tasks and activities;
 - h. Facilitated or practical guidelines on how to establish links with the Maori community and potential resource and support personnel; and
 - i. Self paced, structured and progressive te reo programmes that reached an oral/spoken outcome as opposed to fulfilling a time requirement.

Recommendations

16. In designing professional development programmes to meet the needs of mainstream teachers the Ministry should give consideration to the following:
17. The design of a set of principles that will underpin all development programmes and a set of ranked criteria against which all programmes are assessed that include but is not limited to non-negotiable oral/spoken language outcomes.
18. Multiple pathways that include:
 - a. Individual, group, school wide and inter-school initiatives that occur during and outside of school hours which are outcomes based;
 - b. Options to cover or replace existing commitments in teacher programmes to release them to up-skill for example playground duties;
 - c. Varying time frames from the short and regular daily commitment, immersion weekends, weeks, fortnights, month/s that are outcomes based;

- d. Mentoring programmes that involve speakers of te reo in a range of combinations, different levels of proficiency/competency and different focus and outcomes (teacher/teacher, teacher/student, teacher/parent, teacher/speaker of te reo)
 - e. Topic focused curriculum modules that are outcome based and are self paced and progressive that can be done independently and or with tutorials both face to face and through email/audio conferencing and similar technologies;
 - f. Fully and partially funded development programmes requiring the teacher/s or the school to contribute;
 - g. Opportunities for the families of teachers to be involved in and supportive of their learning of te reo me ona tikanga;
 - h. Alliances with other parties inclusive of community, business, welfare and social service agencies;
 - i. Students as teachers of teachers and other students;
 - j. Teacher placements with families that have Maori speakers based on a principle of reciprocity and agreed outcomes that can be academic, social, cultural, economic or educational;
 - k. Language competitions, games and fun activities that involve students, teachers and schools collaboratively and as adversaries;
 - l. Teacher exchanges that can be topic, subject, year level specific for varying timeframes that encourage the sharing of knowledge and good practice within and across primary, intermediate and secondary schools;
 - m. Maori television and radio as a classroom resource; and
 - n. Open proposals from students, teachers and schools that encourage them to be innovative as well as take responsibility for the design of their own language development.
19. Agree that the conduct and outcomes of all development programmes must be monitored and reported in a manner that is not onerous but is transparent.
20. Commission or contract for the design of guidelines and templates that will assist teachers to integrate kaupapa Maori into and across the curriculum and then trial with a range of teachers.
21. Identify and then facilitate links between Kapa Haka providers and schools and explore how the Itinerant Music teachers/tutors model used in schools can be applied.
22. Design, document and publish in hardcopy existing language support and development programmes in a form similar to a university calendar as well as a dedicated communications strategy to ensure it reaches the target group. This would include publication and distribution through the following:
- a. Te Kete Ipurangi
 - b. Education Gazette
 - c. Te Mana
 - d. Pouwhakataki

- e. Te reo and other curriculum advisers
 - f. Te Taurawhiri and other government agencies with responsibility for building capability in te reo
23. Resist duplication and the funding of any programmes that tertiary providers already offer. There are a number of scholarships and study awards that already exist for te reo development in this area.
24. Review and examine the level, efficiency and effectiveness of current delivery of professional development and advice functions and mechanisms to mainstream schools in te reo Maori and the use of Maori language factor funding to determine whether this is the best use of these resources.
25. Convene a focus group representative of education professionals involved with the delivery of te reo Maori from all sectors to consider the issues, and implications, opportunities and rewards, as a result of introducing and implementing the draft Maori in the New Zealand Curriculum statement.
26. Design of a communications strategy to manage the progressive receipt in the education sector of this draft curriculum statement and promote the key messages necessary for positive acceptance by teachers and the broader school community.

Introduction

“Kotahi te rongoa mo te reo Maori – me korero”

[Professor Tamati Reedy: Te Hiringa i te Mahara Workshop Whakatane June 1998]

1. Gardiner & Parata Ltd (Gardiner Parata) was retained by the Ministry of Education (the Ministry) to undertake a scoping exercise to identify the professional development needs of a cross section of teachers in the mainstream compulsory sector who are interested in up-skilling in te reo Maori. The Ministry had an interest in establishing teacher responses to the following key questions:
 - a. What needs do teachers have in this area?
 - b. What barriers currently prevent them from having these needs met?
 - c. What strategies would teachers like to see put in place to meet their needs?
 - d. What do teachers consider to be the priority in respect of professional development in this area?
2. The Ministry was keen to ensure that this scoping exercise sought the views of a range of mainstream teachers, across all year levels and subjects, from State and Integrated primary, intermediate, area and secondary schools of different deciles and profiles with a particular emphasis on year 7-10 which is the focus of current government policy in respect of second language learning.
3. Eighteen schools were invited to contribute to this scoping exercise and sixteen agreed to do so with a total of 174 interested teachers participating in individual or focus group interviews out of a possible pool of 404.8.
4. This report provides details of the participating teachers' feedback to the four key questions canvassed during this scoping exercise carried out over a two month period May - June 2004.

Context

5. In June 2003 the Ministry of Education published a first draft of Maori in the New Zealand Curriculum statement designed by a team at Waikato University, led by Professor Winifred Crombie. This initiative is one strand of the Ministry's strategy and contribution toward achieving government's broader goal of revitalising and building capability in te reo Maori through its national Maori Language strategy.
6. This statement will guide, inform and support the teaching and learning programmes of te reo Maori as a subject as well as a part of integrated curriculum in mainstream schools where English is the first language. The Ministry has just recently completed a process of establishing formal trials for this new document that will involve five regions and twenty fives schools exploring the curriculum content and what supplementary materials will need to be produced to support its implementation. The trials are being managed under contract by Learning Media.
7. No one involved in this scoping exercise was aware that the Draft Maori in the New Zealand Curriculum statement existed, but all without exception believed it was long overdue and while concerned about the additional demands and pressures this will create in what many describe as an already *“over crowded and congested school curriculum,”* they are extremely pleased that *“finally something is being done”* and look forward to getting access and practical support

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to implement the requirements, as is appropriate and necessary within their school communities.

8. The significant majority of teachers and all the primary principals who participated expressed very strong views about the lack of a national direction for the teaching and learning of te reo Maori through a coherent, structured and progressive curriculum. They advised that while there were expectations and obligations that schools would do so conveyed through a plethora of documentation, regulations such as the National Education Goals and Administration Guidelines, various subject curriculum and Ministry sponsored projects, there was *“no reference point to say what, how, when, why.....the assumption is schools and teachers know when actually they don’t and worse some don’t care.”*

Scope

9. The focus of this scoping exercise was the identification of the professional development needs of teachers, current barriers to development and potential strategies to address their needs as perceived and reported by them, noting that they had no knowledge of the new draft curriculum statement and its content.
10. This is important because the reference point for the identification of the teachers’ needs is not directly aligned to the draft statement, future practice and expectations. Instead they are based on subjective factors, in response to reflective and current practice and their existing operating environment. There will obviously be a correlation between the two but there is a significant difference between a teacher having an interest in up-skilling in te reo Maori and choosing when and where they might incorporate this, and a teacher being required to deliver formal curriculum as a second language and whether they have the knowledge and skills to do so.
11. The findings of this consultation exercise contribute to the streams of information the Ministry has, and is currently co-ordinating, to prepare the compulsory sector for the formal introduction and implementation of the draft curriculum in or about 2007. They will be specifically used to inform the design and delivery of pilot professional development programmes that focus on building capability in te reo Maori me ona tikanga.

Approach

12. Given the very tight time frames for the conduct of this scoping exercise the Project Director established a set of criteria that was agreed with the Ministry’s Project Manager. Schools who met a number of the criteria from the Project Director’s professional, cultural and personal networks were identified and invited to participate. Eighteen schools were identified and sixteen agreed to participate. A copy of the letter of invitation appears in appendix one.

The criteria are as follows:

- a. Names of schools would not be provided or reported;
- b. All teachers in each school would be invited to participate but only teachers who were interested in up-skilling in te reo Maori would participate in the focus groups interviews;
- c. State or integrated primary, intermediate, year 7-13, area or secondary school;
- d. Urban, provincial and rural;
- e. A mix and range of deciles; rolls size and Maori student population; and
- f. A geographic mix having regard for budget constraints.

13. Schools were given the choice of individual and or a focus group interview facilitated by Gardiner Parata or conducting one internally led but with documentation provided by Gardiner Parata to guide the process. All the participating schools chose an interview facilitated by Gardiner Parata. This occurred for fourteen schools but due to disrupted flights and the impact of weather on planned school events two schools managed their own focus groups and provided a report on the outcomes.
14. A mix of individual and focus group interviews were held during school time, at lunch times and where significant numbers (more than 6) were involved, after school. Interview times ranged from 15-30 minutes for individuals and 60-90 minutes for group interviews. Two focus group interviews only extended beyond 2 hours.
15. All participating teachers were asked to complete a profile sheet and bring it to their interview. (See Appendix two for a copy). Many teachers did not do so and the results of following up on this were not commensurate with the time invested in trying to secure these forms. It is not possible to provide an accurate report of teacher profiles but an indication of the range is provided in the profile section.
16. All schools were paid \$250.00 gst inclusive in recognition of their contribution to this exercise and to assist with teacher relief where this was incurred.

School Profiles

* 15 schools are in the North Island and one in the South Island.

School Number	Type	Decile	Roll	% Maori	Total Staff Number	No of Teachers Participating	Location
1	Secondary	1	764	53%	46	12	Provincial
2	Secondary	5	1081	39%	67	18	Provincial
3	Secondary	3	763	67%	44	11	Provincial
4	Yr 7-13	8	1325	20%	80	14	Provincial
5	Area	2	271	74%	17	14	Rural
6	Intermediate	2	541	52%	20	18	Provincial
7	Intermediate	4	375	44%	18	10	Provincial
8	Full Primary Integrated Catholic	5	220	8.6%	9	9	Provincial
9	Full Primary Integrated Catholic	7	400	15%	18	12	Urban
10	Full Primary	10	290	4%	12.6	8	Urban
11	Full Primary	6	268	5%	10	10	Urban
12	Full Primary	9	302	2%	17	6	Urban
13	Full Primary	1	112	79%	6	6	Urban
14	Full Primary	7	378	7%	17	12	Urban
15	Full Primary	10	460	3%	19.2	8	Urban
16	Primary	2	325	42%	18	16	Provincial
Total					408.8 Total Pool	174 Participating Teachers	

Full Primary = Year 0 – 8 students.

Teacher Profiles

17. Each focus group participant was asked to complete a profile outlining:

- Position/Title
- Primary/Intermediate/Secondary
- State/Integrated School
- Number of years teaching
- Year/Levels Taught
- Subjects Taught

18. A full and accurate profile cannot be provided due to the fact that not every teacher submitted the profile sheet and for the 102 that did, not all the questions were answered. There are however, some interesting indicative statistics as set out below.

19. Facilitators' data confirms that 31% of participants are from the secondary sector and 65% from the intermediate and primary sectors.

20. Only 21 males in total participated and 14 of these were from the secondary sector, one was an Intermediate principal, two were primary school principals and with the exception of four, the rest were heads of departments in secondary schools or primary school syndicates.

21. Seven female principals participated, one secondary, one area and five from the primary schools.

22. While participants were not asked to identify their ethnicity, the facilitators' data shows that:

- 17% presented as Maori;
- 1% volunteered they were Pacific Islanders;
- 3% stated they were British;
- 1% presented as Indian; and
- 78% presented as Pakeha.

23. Te reo Maori was a second language for all participants. Five participants considered themselves fluent speakers of te reo Maori and twenty others considered they had a reasonable command of conversational Maori and understanding of te reo Maori. The rest neither spoke or understood basic Maori other than greetings or commonly used terms for example, whanau, tangi, marae, koha, kapa haka, kaumatua.

24. 102 profile forms were handed in providing the following information.

- The participant profile includes teachers who have just started teaching in 2004 to the longest serving individual being 40 years across primary and secondary. The significant majority had been teaching between 5 -15 years.
- While all individual year levels are covered the majority are teachers of years 4-8 in all subject areas with some teachers specialising in a particular curriculum area in years 7 and 8, but the information provided is not complete. Where this is indicated the following subjects are listed: mathematics, technology, physical education, music, health and art.
- Where teachers have recorded information against year levels taught the significant majority have stated – All.

- The respondent pool did however, have teachers representative of the full range of year levels from Y0 – Y14.
- Teachers from subjects covering all the eight Learning Areas were represented.

Professional Development Needs Identified

Categories

25. As might be expected in a group as large as that surveyed the range of needs is considerable and variable. They fall into a number of categories which include:

- Linguistic;
- Cultural;
- Pedagogy;
- Academic;
- History, tradition, custom and practice;
- Relationship establishment and management;
- Material resources; and
- Knowledgeable advice, guidance and support personnel.

Examples

26. The following is a list of specific examples of needs raised by teachers:

- basic pronunciation (names and places)
- commonly used greetings, words and terms
- differing levels of conversational fluency ranging from greetings to fully interactive (wide ranging needs present)
- frequent, ongoing and regular exposure to spoken Maori – modeling & mentoring
- whaikorero, mihi, karakia
- accessible ongoing advice on what and how to weave “kaupapa and te reo Maori” into and across curriculum content and delivery for all year levels (contexts, content and assessment)
- a formal, structured and progressive guide to teaching and learning te reo Maori
- accommodating Kura Kaupapa Maori students who enter the mainstream
- formal qualifications from tertiary institutions that build knowledge and skills but which are also recognised in the salary pay scales
- grammar rules
- vocabulary lists
- commonly used classroom management phrases
- access to curriculum resources (making and receiving and guided use)
- references to graded, ready and accessible reading, writing, speaking and listening resources in all subject areas that do not assume prior knowledge
- kapa haka (all forms of waiata, haka, poi)
- games, fun tasks and activities
- history, customs, protocols and practices that are generic and then tribal specific
- the historical context and contemporary application of the Treaty of Waitangi
- establishing, building, maintaining, growing and celebrating relationships with the Maori community
- exploration of current events and issues – for example “What’s the foreshore issue really about?”

- facilitated practical advice and guidelines to educate students, teachers, parents and the broader school community about the importance and value of all New Zealanders learning te reo Maori.

Barriers to up-skilling in te reo Maori

Categories

27. The barriers identified by teachers fall in to six main categories that are often inter-related. They are in order of importance as ranked by participants. Many reported that often it would not necessarily be a single factor but a combination of these factors which impacted negatively on teachers' endeavours to up-skill in te reo Maori.

- Time;
- Availability, quality and accessibility of appropriate personnel, programmes and resources;
- Teacher confidence, competence and comfort levels;
- Retention and opportunities to practice and or apply what has been learned;
- School community attitudes and demands (positive and negative); and
- Funding

Time

28. Time was consistently identified as the single greatest barrier to teachers being able to up-skill in te reo Maori and kaupapa Maori in a meaningful, manageable and sustainable manner. They quite simply cannot find the time and or opportunities required to devote to doing so, despite their best intentions.

29. As an indicator over 50% of the participants had attempted at least once to up-skill in te reo Maori with an external provider or programme outside of school hours. Less than half of these had been able to sustain involvement and where they had many found it difficult to apply their new knowledge/language through a lack of opportunities at school to be able to use it with others.

30. Too often, for too many, when they have found the time because they believed it to be important, they have not been able to sustain 'the programme' because of the way it was structured (generally 2-3 hour blocks once or twice a week after school), and the impact of this on the individual's time and other commitments, both personal and professional.

"I would love to be able to develop in this area but I simply cannot find the time given everything else that goes on in my school day....I can't even manage now, it's incredible really what we are asked to do, and I know that te reo is important, and for this school in particular because we are 52% or 53 % Maori....."

"I would do something if I had the time...I tried to last year when I started a course at the local polytech for one night a week. The sessions were two hours and I just couldn't keep it up after school."

"I went with my son who pushed me into doing something instead of just talking about it...twice a week for an hour. He stuck with it but I couldn't afford the time....and it took us about 20 minutes to get there on a good night."

“Ten of us enrolled last year in a wananga course held on Mondays for three hours for 10 or maybe 12 weeks. I’m not sure though because I never got past the fourth one. They were too long after a day at school and I was always worrying about the other things I had to do for the next day at school”

“Our school decided it would be one of our P.D. focus areas last year and staff could apply for funding from the Board. We thought great. About 6 of us started papers and courses only one managed to finish the course...she broke her leg and was off school for six weeks so she had the time...”

“The reality is with everything else we have to do there is no time for this, sad but true.”

“We’re just too busy, its not a lack of interest or recognition of the importance but where do they expect us to find the time.....assessment exemplars, health, p.e., art, technology have all arrived with big time demands...and incidentally make sure you’re doing a great job with everything else as well.....and then I want a life.”

31. A significant number of teachers (approximately 20%) reported that in addition to the time, which initially they did not mind giving up, they did not continue with a particular programme or course because it either did not meet their specific needs - *“too much written”, “not enough oral”, “too advanced”, “too basic”, “more culture than language”*.
32. A small number of teachers reported aborted school based attempts to up-skill both during the lunch hour and after school with colleagues, all attributed to time pressures of various kinds impacting on either the tutor or the participating teachers.

“We used to have a group going here at school. It was run by Sue who could speak Maori, she was great but it was unfair to her because not everyone could make it after school, we tried lunch times but that didn’t work either because people were just too busy with duty, clubs, sports, detentions and numbers started dropping off.....She left after 2 years and went to another school. I’m sure one of the main reasons was the demands we made on her in this area.I meant across the school not just us. Because we were so keen and she was so nice she was too embarrassed to say no to us.”

“I was going to the lunch time sessions but things just got in the way, then I enrolled at a night class but gave that up as well. The thing is you have to be monitored because if you’re not you don’t worry about it but you do worry about the things that are, you know, where someone is checking up or that what you do directly affects someone else. I guess I mean you do the in the face stuff.”

“Literacy and numeracy get monitored, I do it. Te reo Maori doesn’t, I don’t. It was the first thing to go because I didn’t have the time to do everything and no one was checking on it.”

Availability, Quality and Accessibility, of Appropriate Personnel, Programmes and Resources.

33. In addition to a lack of curriculum direction there were countless concerns expressed about the lack of availability, quality and accessibility of school and often community based personnel, programmes and resources that can be used by teachers of different subjects and year levels in a structured and progressive fashion.

“We don’t have the skills or knowledge in our school, we need someone almost on tap who is there whenever you need them or things don’t happen. Teachers are keen but need help at school level.....not going off to a course and then finding you cant do it when you get back to school without help.”

“We have interest and think it is important but because we don’t have the know how it is just easier to default to doing nothing in or about te reo and focus on all the other curriculum areas”

“You can’t ask teachers to integrate te reo into other curriculum when they don’t know what or how and have no language much less expertise.....there are two issues here, knowledge of te reo and then how to incorporate it without being superficial or getting it plain wrong and risking being shot down or accused of being culturally insensitive or ignorant or whatever it is...”

34. Without exception te reo Maori is a second language for all the teachers interviewed and so specific knowledge and skills are required to allow them to teach te reo at any level. Many of those interviewed felt this did not appear to have been considered in providing professional development, training and resources.
35. Too often the resources that were sent to schools were designed for various levels of immersion and assumed a prior knowledge and level of skill that simply did not exist in the school so the resources could not be used. It was noted on a number of occasions that if the Ministry is going to send mainstream schools resources in te reo Maori then they must send an English translation with them or they are rendered redundant.
36. Many teachers noted a ‘gap’ in resources between basic vocabulary and commands and more conversational language. A common thread was the need for any approach to be focussed at each year level to allow a better progression in te reo teaching and learning.
37. A common example of a successful te reo resource as reported by the teachers is Matariki. Eight schools noted that they had used this as the basis for in-house teacher development in various forms which all staff had found useful.
38. An interesting example of a second language resource that a number of teachers had found useful was from the French language curriculum “Oui”. Teachers using this resource noted that the approach used for this resource should be mirrored for te reo.

“Any teacher of any subject and year level is able to pick this up and run with it and feel good...and the kids love it, everyone wins. Teachers would love something exactly like this in te reo Maori.”

39. Most teachers had done no or very limited curriculum based language training since Teachers’ College and therefore relied heavily on resources provided by the Ministry, developed by

teachers themselves over time or provided by other staff members. They volunteered that they were not sure about the quality of these but that *“they were better than nothing”*.

40. Additionally teachers felt that resources supported by “in-house” sessions for teachers would be the best way to address their needs. These “in-house” sessions would also need to be supported by an external, accessible, knowledgeable and skilled resource.

“One of our parents who could speak Maori came and took us for lessons in pronunciation, basic waiata and marae protocols but we couldn’t pay her and then she got a job.”

“There was a kaumatua who used to come to school regularly and help with everything from language, customs, marae trips, fundraising, the works really. Word got around and some of the other schools asked for his help too but then he got sick...it was too much really.”

41. Kapa haka was a key area mentioned by all primary schools where teachers felt they did not have enough support or resources. As this was now considered an important school activity, many teachers felt this area needed urgent attention. Quite apart from the immense pleasure and pride students and therefore the school community derived from engaging in kapa haka it was considered to be an excellent non-threatening vehicle for the introduction of te reo Maori and encouraged non-Maori to start taking an interest in te reo and Maori culture as well as providing an opportunity for Maori parents to get involved in school activities.

Teacher competence, confidence and comfort levels

42. For many of the reasons described and discussed above teachers do not feel that they have the levels of competence, confidence and comfort required to use te reo Maori in many cases, and for the significant majority to be able to do justice to teaching te reo Maori, either as a single subject focus or as part of other curriculum areas.

“We have to have someone modeling what we are expected to do and who is there to advise and reassure you or redirect you.”

“I start things then I get scared because it might be wrong or stop because I don’t know where to next.”

“I want the kids to laugh with me not at me.”

“I know my pronunciation is bad but I do try. I have stuck with it and now some of the kids correct me. I’m learning heaps from them.”

“Other teachers who are not interested put you down. You know their sarcastic comments like, what you trying to prove? Do you want to be a Maori?”

“It would be great to get past Kia ora and kei te pehea? I want to be able to hold a conversation that lasts longer than 10 seconds.”

“I have quite a bit of reo but I just don’t get opportunities to use it orally and then when I’m with people who can speak I’m so out of practice I start to stutter.”

“I haven’t got any idea where to start....I want to provide Maori examples or use themes and content relevant to Maori but there’s no one to ask or go to in school and while we have Maori parents some of them don’t know either.”

“I asked one of our Maori parents for help and she said, do you ask pakeha parents for help with English?”

43. Some teachers report that the deficit they felt in all three areas was compounded not only by a lack of human, physical and material resources but also by a political and social environment that hindered their willingness to attempt doing things in te reo Maori for fear of exposing themselves to criticism from Maori and Pakeha in their school community. Others advise that while this risk is very real and it has happened and been managed, that they are committed to ensuring te reo Maori is incorporated in to their school programmes in some way, because it is educationally and culturally important for Maori students in particular, and New Zealanders generally.

“I’m keen to use te reo Maori in my classroom and programmes but I don’t want to be attacked by Maori parents or others for doing it or getting it wrong.”

“Man this is high stakes stuff. On the one hand we are criticised for not doing anything and then when you do you get criticised for not doing it this way or that way. Like pakeha parents don’t want too much and Maori parents want their tribe’s specific way. Then you even have Maori parents who don’t want it. ”

“I had parents complain to the principal because I say morena instead of goodmorning. The laugh is I can’t say much more than that but would if I could. Well actually it’s sad. “

“In every unit I do I always have something Maori, it might be as simple as some vocab, or a song, or a story, or art but its there. The kids love it and actually don’t know any different because that’s the way it is. Lately though with all this Brash business there have been parental complaints.”

44. A number of Maori teachers reported that because they are Maori there is an expectation that they will be able to provide all kinds of advice and expertise on te reo Maori, tikanga, kapa haka, links with the Maori community and so on. In many cases they have been able to and in others have not been able to. They feel that while they may in some cases know more than their non-Maori colleagues they are not experts and are loath to be providing the type of advice being sought. Additionally for those who are reasonably competent they have an interest in finding out more about how to integrate kaupapa Maori into and across curriculum as currently for many of them it is done spasmodically and in an ad-hoc manner.

“It’s really embarrassing being Maori and not being able to or feeling uncomfortable about giving advice. I mean I know some things but hell I don’t know if it is the right or the best thing to do.”

“I ring my uncle to ask what we should do.”

“I’m not a science teacher and I don’t really know much about what or how our ancestors used the planets, tides or anything really to guide them. I’d like to learn that myself.”

“I get asked about Maori concepts, examples and beliefs or views and generally I can help, and I do but I don’t want to be responsible for how it gets used or if something goes wrong that it gets tracked back to me.”

“We need guidelines for teachers to follow on what and how they should gather Maori content to use in the various curriculum areas and how themes can be used across curriculum. People talk about kaupapa Maori but I’m not even sure we have a common understanding of what that is much less how to make it happen as a part of your teaching.”

Retention and opportunities to practice and or apply what has been learned

45. Where teachers have knowledge and skills in te reo Maori many advise that they have found it difficult to retain or draw on it through a lack of opportunities to use the language with others. This applied to conversational Maori as well as its application in classroom situations whether as the language of command or in curriculum content.
46. Irrespective of whether it is te reo acquisition or retention, and regardless of where a teacher is on any scale of proficiency and competency, one of the very clear and strong messages to emerge from this scoping exercise is that for capability to exist and built there must be frequent, regular and ongoing opportunities for exposure to and use of te reo Maori.

“You have to have regular and ongoing opportunities to use te reo or you just forget, you know like the rugby rule, use it or lose it.”

“I need small but frequent bites, then a chance to practice, get some feedback and then go again.”

“I was ok at my last school because there were others who would speak to you in Maori and you found yourself responding and then getting game and trying new phrases. Here there’s no one to talk to, so I just don’t use it except with my own kids who are in a Kura.”

“I get all emotional because it was hard for me to learn and I put so much energy in to doing it and I think I’ve forgotten until someone speaks to me and then some how it all starts to come back but then there’s no one at school to use it with regularly.”

“It’s like learning your times tables, unless you practice every day and get the habit you’ll never develop”

“I have karakia every day in my classroom and then sing a waiata and focus on two sentences each week. It’s great except we need new material because although we have mastered the ones we know there’s no growth and I feel sorry for the kids. They want more and so do I.”

“Practice makes perfect”

“We have lots of staff who are interested and have basic reo but none of us can really lead or push the others up a notch because we’re all at the same level and we get bored using the same old phrases so it just dies.”

47. Many of the teachers in this category have attempted to do refresher courses but for a range of reasons could not sustain involvement and where they did, they could not find opportunities to use it in their school environments. Often for those who were able to, they became fearful of becoming the school’s “te reo or cultural adviser” by default and did not believe they had the knowledge or skills to be able “to deliver”.

“I think it’s funny that in your school you can be thrown in to the role of adviser in te reo Maori, even against your will, because you show an interest or demonstrate some basic language and cultural knowledge but in just about every other curriculum area you must have formal qualifications before anyone will take any notice of you. What does that say?”

School community attitudes and demands

48. Teachers report that the attitudes of principals, colleagues, parents and trustees can and do influence the use of te reo Maori in their school communities both in the broader school environment and in the curriculum. This influence can be both positive and negative. They are very clear about the two most powerful attitudes and influences being that of the principal and the parents.
49. In those school communities where there is a low percentage of Maori students teachers report that parents do not consider it either appropriate or necessary for anything related to te reo Maori to be introduced and that in some cases they are openly hostile. In one of these schools a pakeha principal has led the staff and students in an organised strategy to change negative parental attitudes to te reo Maori to now having *“something small at every school assembly either delivered by a visitor, teacher, student or herself related to te reo Maori or culture.”* The strategy has led to increased teacher, student and parent interest in te reo related activities. In another case the principal followed the school community and very little if anything happens other than *“token gestures in ceremonial occasions.”*
50. Teachers also report that many of their colleagues have no interest in developing in te reo Maori and this has a detrimental impact on school wide initiatives which they believe has to be the way forward in order that *“te reo becomes a routine part of the school curriculum and practices and everyone has to be involved if not committed.”*

“For as long as teachers can choose many of them won’t do anything about improving in te reo Maori . It’s great that the curriculum is going to be introduced then they won’t have a choice. I mean they can’t choose whether they will do maths or science or English why should they be allowed to opt out of doing Maori?”

51. Teachers (16) report incidents of students refusing to participate in activities related to Maori culture or object to their classroom and subject teachers using te reo Maori. This has happened across all sectors. These situations have been resolved by involving any combination of the principal, parents and students in a series of meetings. The fact that te reo Maori is an official language of New Zealand appears to have been the most commonly used rationale and explanation given by schools/teachers and accepted by students and parents for its continued use.
52. Teachers who are new to the system (have been teaching for less than 3-4 years) report that while te reo Maori is given a lot of attention at Teachers’ College, though they did not necessarily believe what they did there was useful when they eventually got in to a school, this is not the case in the schools they are in.

“You come out of t coll all fired up and ready to go and it’s not even an issue in your school. Like no one knows anything or does anything.”

“At Teachers’ College I learned all this stuff about numbers, colours, days of the week and how to tell the time but after week one where do you go to?”

“I asked my supervising teacher for assistance and she said, Don’t worry about it, the parents don’t want it, and there are more important things for you to focus on.”

“I did a marae protocol course and basic reo at Teachers’ College because we had to. In my first school the roll was 24% Maori and none of the staff, I mean none of them had ever

been on a marae and knew nothing. Some of them had been teaching for 20 years. Can you believe that? Over night I became the expert. I got out of there smartly.”

53. Maori parents have become increasingly demanding in their expectations of schools to deliver high quality te reo programmes and kapa haka. Many are also willing to assist the school to achieve this result but cannot be directly involved in the delivery in the classroom. Where schools have not been able to meet expectations there have been unpleasant situations develop both when the school has tried and failed and when it has resisted or not moved at the pace parents would like. Invariably these situations arise because there is not the knowledge, skills or other resources to deliver and sometimes an unwillingness by the school to consider or act on parental wishes. Very occasionally though teachers reported it was due to “blatant racism” and the principal or teachers thinking that the parents’ demands are excessive.
54. There was a strong and consistent call for the provision of a rationale and supporting information that all schools and teachers could use to engage their full school communities in positive discussion and debate about the value of te reo Maori and culture to all New Zealanders, to our future as a nation and as the basis for better and stronger relationships.
55. Some teachers believed that without discussion and debate led by schools on the value of te reo and educating New Zealanders generally about indigenous and second language acquisition inclusive of international comparisons, approaches and achievements, the appeal to and of an international multi-lingual global society, te reo Maori would not live. They also thought that by highlighting the positive influences it has on student pride and attitude to learning, and ability to contribute to better student and teacher relationships demand would grow and that this would attract the appropriate resources. Comparisons were drawn with the plight of literacy and numeracy which was fueled by public concerns and debate leading to a national initiative and significant resources being allocated.

Funding

56. A small number of teachers (15) think that they should be given an economic incentive to up-skill in the form of a direct payment. Others believe they do not receive this in other curriculum areas, it is expected that as a teacher they will deliver and te reo Maori should be the same. Some teachers believe that because te reo Maori is not and will not ever be compulsory unlike other curriculum areas, that if an economic incentive is not provided, teachers would not be motivated to up-skill. Currently it relied on teachers’ goodwill and given everything else they were expected to do te reo Maori would always be a low priority. Others thought that until you demonstrated some tangible knowledge and skill you should not expect any payment unless you had formal delegated responsibility and were providing support for other teachers to assist their learning and development through a structured school based programme.
57. Many teachers after discussion around building internal capability and sustainability acknowledged that increased funding was a desirable interim measure that could assist schools and teachers to address many of the challenges and issues presenting. It would allow schools to purchase external expertise and resources. While necessary and helpful they also recognised that this could only be one strand of a bigger pool of potential solutions.
58. When asked where and how funding should be invested to build te reo capability in teachers the usual response was *“in curriculum resources”*. When asked to focus on themselves rather than what they would use, many struggled to articulate what they would need but in essence the responses can be summarized as there is a need for a broad range of pathways that must be responsive to the specific needs of teachers.

59. Many of the Maori teachers who participated are very keen to take paid leave to go and learn more about how to integrate kaupapa Maori into and across curriculum in an organised fashion. Many of them report they have become the default position of the school in this area and are not necessarily competent or confident to be providing this kind of advice. If this type of leave cannot be funded then they would be keen to work in clusters with other teachers as a part of professional development initiative to explore this area.
60. Some thought that funding should definitely be given to schools and tagged for teacher development, many others thought it should only be given to schools who had a demonstrated track record in trying to build capability. The significant majority thought that funding in isolation of tailored professional development and responsive to specific teachers' needs, and which is not cognisant of the factors that are in play in the broader school environment, would not fix anything. When "the factors in play" was explored this related to the impact of all the other barriers:
- a. school time to build capability;
 - b. curriculum direction and resources;
 - c. the provision of accessible and responsive developmental opportunities resources and expert advice;
 - d. principal, teacher and community attitudes; and
 - e. a school environment that fostered commitment and an ongoing focus on te reo Maori.

Future Directions and Strategies

A lack of creative thinking

61. Teachers were not particularly creative in identifying what the way forward is in respect of practical solutions to their developmental needs and seemed to be constrained by what is rather than what could be. That is, almost everyone focused on, or was reconciled to one or more of the following:
- a. the Ministry providing advisers, funding and curriculum resources;
 - b. more Maori or te reo speaking teachers in schools; and
 - c. tertiary providers and programmes;
62. All of these exist and will need to be an ongoing part of a broader range of solutions but perhaps used and delivered in new ways. Other options must also be explored.
63. They are very clear about the fact that development in this area is essential but reiterate that it must be directly relevant and responsive to teachers' specific needs.
64. The urgency with which this was felt was variable. For example many of the teachers that came from schools that had medium to high (over 20%) Maori student populations did not necessarily register impatience but rather a quiet, strong and determined commitment to progress in this area, where as a large number of teachers from schools with low to medium Maori student populations (up to 20%) convey a really strong sense of urgency and frustration about not being able to access what they need and are impatient.

Priorities

65. Most teachers when asked about priorities invariably identified one or more of the following:
- a. Being given time in the school day to focus on improving te reo capability ("short, sharp, snappy, regular and ongoing");
 - b. Clear direction about what and how to teach with resource support to do it;
 - c. Expert or at least knowledgeable advice and guidance at a school based level to develop te reo as well as integrate it in to other curriculum areas;
 - d. Kapa haka tuition and tutors;
 - e. Interactive, graded, resourced units with teacher guidelines that do not assume prior knowledge;
 - f. Opportunities to be exposed and immersed in te reo, to practice and apply it in a range of situations and to receive feedback;
 - g. Games and fun tasks and activities;
 - h. Facilitated or practical guidelines on how to establish links with the Maori community and potential resource and support personnel; and
 - i. Self paced, structured and progressive te reo programmes that reached an oral/spoken outcome as opposed to fulfilling a time requirement.

Recommendations

66. In designing professional development programmes to meet the needs of mainstream teachers the Ministry should give consideration to the following:

- a. The design of a set of principles that will underpin all development programmes and a set of ranked criteria against which all programmes are assessed that include but is not limited to non-negotiable oral/spoken language outcomes.
- b. Multiple pathways that include:
 - a) Individual, group, school wide and inter-school initiatives that occur during and outside of school hours which are outcomes based;
 - b) Options to cover or replace existing commitments in teacher programmes to release them to up-skill for example playground duties;
 - c) Varying time frames from the short and regular daily commitment, immersion weekends, weeks, fortnights, month/s that are outcomes based;
 - d) Mentoring programmes that involve speakers of te reo in a range of combinations, different levels of proficiency/competency and different focus and outcomes (teacher/teacher, teacher/student, teacher/parent, teacher/speaker of te reo)
 - e) Topic focused curriculum modules that are outcome based and are self paced and progressive that can be done independently and or with tutorials both face to face and through email/audio conferencing and similar technologies;
 - f) Fully and partially funded development programmes requiring the teacher/s or the school to contribute;
 - g) Opportunities for the families of teachers to be involved in and supportive of their learning of te reo me ona tikanga;
 - h) Alliances with other parties inclusive of community, business, welfare and social service agencies;
 - i) Students as teachers of teachers and other students;
 - j) Teacher placements with families that have Maori speakers based on a principle of reciprocity and agreed outcomes that can be academic, social, cultural, economic or educational;
 - k) Language competitions, games and fun activities that involve students, teachers and schools collaboratively and as adversaries;
 - l) Teacher exchanges that can be topic, subject, year level specific for varying timeframes that encourage the sharing of knowledge and good practice within and across primary, intermediate and secondary schools;
 - m) Maori television and radio as a classroom resource; and

- n) Open proposals from students, teachers and schools that encourage them to be innovative as well as take responsibility for the design of their own language development.
67. Agree that the conduct and outcomes of all development programmes must be monitored and reported in a manner that is not onerous but is transparent.
68. Commission or contract for the design of guidelines and templates that will assist teachers to integrate kaupapa Maori into and across the curriculum and then trial with a range of teachers.
69. Identify and then facilitate links between Kapa Haka providers and schools and explore how the Itinerant Music teachers/tutors model used in schools can be applied.
70. Design, document and publish in hardcopy existing language support and development programmes in a form similar to a university calendar as well as a dedicated communications strategy to ensure it reaches the target group. This would include publication and distribution through the following:
- a. Te kete Ipurangi
 - b. Education Gazette
 - c. Te Mana
 - d. Pouwhakataki
 - e. Te reo and other curriculum advisers
 - f. Te Taurawhiri and other government agencies with responsibility for building capability in te reo
71. Resist duplication and the funding of any programmes that tertiary providers already offer. There are a number of scholarships and study awards that already exist for te reo development in this area.
72. Review and examine the level, efficiency and effectiveness of current delivery of professional development and advice functions and mechanisms to mainstream schools in te reo Maori and the use of Maori language factor funding to determine whether this is the best use of these resources.
73. Convene a focus group representative of education professionals involved with the delivery of te reo Maori from all sectors to consider the issues, and implications, opportunities and rewards, as a result of introducing and implementing the draft Maori in the New Zealand Curriculum statement.
74. Design of a communications strategy to manage the progressive receipt in the education sector of this draft curriculum statement and promote the key messages necessary for positive acceptance by teachers and the broader school community.

APPENDIX ONE

Letter of Invitation

May 2004

Principals

Various Schools: Primary/Intermediate/Secondary – Integrated & State

Tena koe

Building Teacher Capability Te Reo Maori: Invitation To Participate In Needs Analysis Focus Group Interviews – A Scoping Exercise

Tena ano koutou e noho mai na i tena pito i tena pito o te whenua.

The Ministry of Education has retained the services of Gardiner Parata to canvass by 30 June 2004, a cross section of all teachers of all subjects and year levels nationally, from a range of schools of different profiles, to identify the following:

1. Their level of interest in up-skilling in te reo Maori.
2. The nature and extent of needs in order to achieve the above.
3. Barriers to having their needs met.
4. Strategies that could be implemented to address the identified needs.
5. Priorities as identified by teachers with needs.

A scoping report based on the findings of the needs analysis will be prepared and submitted to the Ministry of Education. It is their current intention based on the feedback received to pilot a range of models that will meet selected needs in the next financial year (2004/2005).

Additionally the Ministry of Education is in the process of trialing with selected schools the new *draft* Learning Progression Framework – Maori in the New Zealand Curriculum designed for students whose first language is English (new entrant to Year 13). It is expected that this scoping report will contribute to preparatory work done in the context of developments that occur in this area.

The purpose of this letter is to establish whether or not your school has an interest in participating in this scoping exercise. It would require a minimum of 6 and a maximum of 20 teachers being prepared to attend and contribute to discussions that focus on the 5 questions outlined above. The interview session would be approximately one hour. All information would be non-attributable, the profile of your school however, along with the numbers of teachers, the subjects and year levels they teach, and the positions they hold would be submitted.

It should be clearly noted at the outset that participation in this exercise does not in anyway guarantee participation in a pilot programme. Any decisions in respect of future directions and actions are solely at the discretion of the Ministry of Education.

If you are interested in participating would you please contact the writer as soon as possible but **no later than ... May 2004** either by calling 0800 FOR GPL (367 475) or email apryll.parata@gardinerparata.co.nz

Schools will receive \$250.00 gst inc to cover the release of teachers for an hour during the school day. If you are a school that has 20 teachers and the meeting is held after school the school will still receive the payment. Alternatively 2-3 1 hour meetings might take place with 4-6 teachers in attendance. It is really a matter of what the school can manage pragmatically without undue disruption.

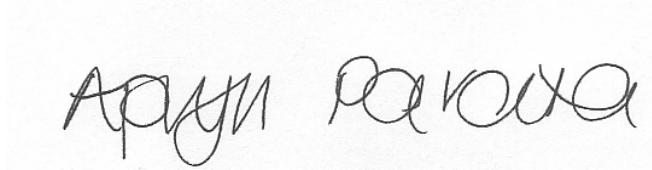
Attached as a separate document you will find a Participant Profile Information Sheet. You can give this to teachers who would like to participate. It explains the background to this project.

On confirmation of your interest in participating based on the conditions set out above, the Project Director will contact you to make arrangements to hold the focus group interview on a mutually acceptable date, at an agreed time.

Thank you for considering this request.

I look forward to hearing from you.

Heoi ano

A handwritten signature in black ink, appearing to read 'A H Parata', written on a light-colored background.

A H Parata
Project Director

APPENDIX TWO

Focus Group Participant

Focus Group Participant – Profile
(Please complete and bring to interview)

Position/Title: _____

School: Primary / Intermediate / Secondary

State / Integrated

Year Level/s Taught: _____ **Number of years teaching** _____

Subject/s Taught:

Background Information:

Kia ora

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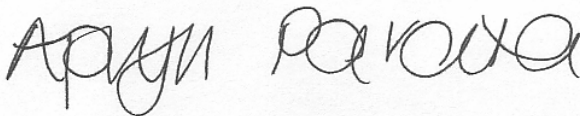
- i. The level of interest in up-skilling in te reo Maori.
- ii. The nature and extent of needs in order to achieve the above.
- iii. Barriers to having needs met.
- iv. Strategies that could be implemented to address the identified needs.
- v. Priorities as identified by teachers with needs.

A scoping report based on the findings of the needs analysis will be prepared and submitted to the Ministry of Education. It is their current intention based on the feedback received to pilot a range of models that will meet selected needs in the next financial year (2004/2005).

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It should be clearly noted at the outset that participation in this exercise does not in anyway guarantee participation in a pilot programme. Any decisions in respect of future directions and actions are solely at the discretion of the Ministry of Education.

Thank you for agreeing to participate in this focus group interview.



Apryll Parata
Project Director

Building capability in te reo Māori in the mainstream – A scoping report on teachers' professional development Needs for the Ministry of Education. Prepared by Gardiner & Parata Ltd, July 2004.

From: TKI | Māori education | Te reo Māori in school (mainstream) | Professional development
http://www.tki.org.nz/r/maori_mainstream/te_reo_in_schools/profdev/secondary2006_e.php

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