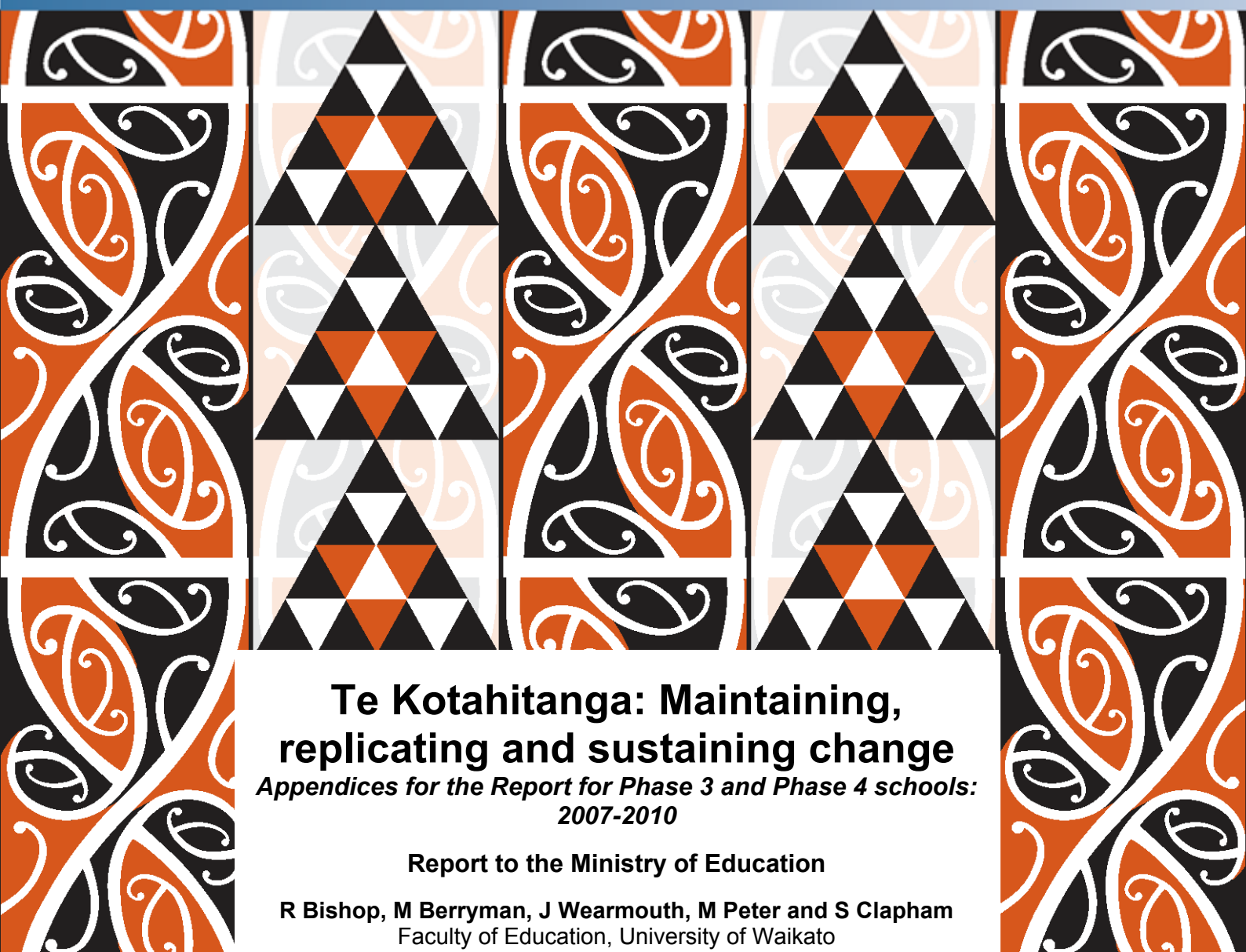




TE TĀHUHU O TE MĀTAURANGA AOTEAROA

Ministry of Education New Zealand



**Te Kotahitanga: Maintaining,
replicating and sustaining change**

*Appendices for the Report for Phase 3 and Phase 4 schools:
2007-2010*

Report to the Ministry of Education

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He Whakamārama

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



MINISTRY OF EDUCATION

Te Tāhuhu o te Mātauranga

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R. Bishop, M. Berryman, J Wearmouth, M. Peter and S. Clapham

Faculty of Education

University of Waikato

Final report

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Chapter 2 Appendix A: Tables 2.1 – 2.21

Table 2.1: Pedagogic interaction codes and their meanings

Discursive style		
C	Co-construction	Effective teachers work as a learner with co-learners, negotiating learning contexts and content.
FFA+	Feed-forward academic positive	Effective teachers support student learning through the provision of appropriate academic feed-forward (e.g. prompting further thought on an issue).
FFA-	Feed-forward academic negative	
FBA+	Feedback academic positive	Effective teachers support student learning through the provision of appropriate academic feedback.
FBA-	Feedback academic negative	
P	Prior knowledge	Effective teachers support student learning through acknowledging and using their prior knowledge and experiences.
Traditional Style		
FFB+	Feed-forward behaviour positive	Effective teachers promote appropriate student behaviour.
FFB-	Feed-forward behaviour negative	
FBB+	Feedback behaviour positive	Effective teachers control students' behaviour positively.
FBB-	Feedback behaviour negative	
M	Monitoring	Effective teachers check if students know what is being taught, or what is being learnt, or being produced. Monitoring should occur in order to make sure the learners understand what they are supposed to be doing or what they have negotiated to do.
I	Instruction	Effective teachers transmit knowledge and instruct how to produce something or undertake a process efficiently.
O	Other	Any other activity that does not pertain to the actual teacher-student interaction such as preparing for the next lesson, talking to a messenger or cleaning the whiteboard.

Table 2.2: Inter-rater reliability ratings**Student engagement**

Student	Pearson's r	Reliability
1	0.74	Ranges from adequate to good
2	0.85	
3	0.84	
4	0.73	
5	0.87	

Student work completed

Student	Pearson's r	Reliability
1	0.84	Ranges from good to very good
2	0.87	
3	0.93	
4	0.88	
5	0.84	

Teacher – related observations

Observation focus	Pearson's r	Reliability
Cognitive level of lesson N=43	0.68	Medium
Teacher location: front N=42	0.80	Good
Teacher location: other N=42	0.85	Very Good

Table 2.3: Number of observations for each cohort in each term of each year of participation in Phase 3 school

		Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5	Cohort 6
At start		350	226	188	152	130	111
Baseline		290	144	85	87	67	53
Year	Term						
2004	1	269	-	-	-	-	-
	2	252	-	-	-	-	-
	3	224	-	-	-	-	-
	4	90	-	-	-	-	-
2005	1	188	194	-	-	-	-
	2	174	179	-	-	-	-
	3	162	173	-	-	-	-
	4	118	98	-	-	-	-
2006	1	108	127	152	-	-	-
	2	139	127	154	-	-	-
	3	131	115	127	-	-	-
	4	77	72	96	-	-	-
2007	1	94	78	93	95	-	-
	2	95	92	98	110	-	-
	3	96	77	88	95	-	-
	4	73	57	67	69	-	-
2008	1	95	79	79	94	79	-
	2	79	70	65	60	74	-
	3	86	62	64	77	72	-
	4	56	45	37	31	42	-
2009	1	57	39	43	40	60	71
	2	41	33	29	34	53	74
	3	31	31	34	27	41	71
	4	25	21	22	22	20	53

Table 2.4: Number of observations for each cohort in each term of each year of participation in Phase 4 schools

		Cohort 1	Cohort 2	Cohort 3
At start		658	354	244
Baseline		468	191	130
2007	Term 1	512	-	-
	Term 2	498	-	-
	Term 3	459	-	-
	Term 4	418	-	-
2008	Term 1	351	266	-
	Term 2	340	273	-
	Term 3	334	270	-
	Term 4	307	232	-
2009	Term 1	273	182	158
	Term 2	274	183	196
	Term 3	238	164	175
	Term 4	211	144	160

Table 2.5: Numbers of teachers in Phase 3 with 4 observations by cohort in 2004 – 2009

Year	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5	Cohort 6
2004	76	-	-	-	-	-
2005	95	78	-	-	-	-
2006	48	59	67	-	-	-
2007	43	33	35	30	-	-
2008	43	32	22	24	19	-
2009	12	7	9	7	8	28

Table 2.6: Numbers of teachers in Phase 4 with 4 observations by cohort in 2007 – 2009

	Cohort 1	Cohort 2	Cohort 3
2007	349	-	-
2008	226	163	-
2009	131	92	95

Table 2.7: Numbers of Phase 3 teachers observed in Term 3 of three consecutive years

Cohort 1	Cohort 2	Cohort 3	Cohort 4
86	50	40	17

Table 2.8: Numbers of Phase 4 teachers observed in Term 3 of three, two or one consecutive year(s) for cohorts 1, 2 or 3 respectively

Cohort 1	Cohort 2	Cohort 3
129	79	96

Table 2.9: Number of students with asTTle pre – post test results in Phase 3 schools 2006

School	Mathematics		Reading	
	Māori	Non-Māori	Māori	Non-Māori
1	0	0	60	229
2	67	22	69	28
3	95	23	125	25
4	95	376	100	375
5	52	125	41	117
6	0	0	220	257
7	48	58	61	60
8	0	0	106	304
9	0	0	0	0
10	0	0	0	0
11	0	0	0	0
12	0	0	0	0

Table 2.10: Number of students with pre – post test results in Phase 3 schools 2007

School	Mathematics		Reading	
	Māori	Non-Māori	Māori	Non-Māori
1	0	0	20	48
2	95	55	64	41
3	133	33	72	15
4	178	660	191	687
5	77	228	0	0
6	121	175	192	187
7	46	87	61	93
8	0	0	52	155
9	0	0	0	0
10	0	0	0	0
11	214	233	233	232
12	143	164	85	81

Table 2.11: Number of students with pre – post test results in Phase 3 schools 2008

School	Mathematics		Reading	
	Māori	Non-Māori	Māori	Non-Māori
1	38	98	92	160
2	76	58	83	31
3	0	0	0	0
4	204	609	240	632
5	104	313	69	161
6	285	316	192	209
7	36	55	48	58
8	0	0	145	366
9	0	0	0	
10	0	0	0	0
11	121	185	142	202
12	145	109	168	127

Table 2.12: Number of students with pre – post test results in Phase 3 schools 2009

School	Mathematics		Reading	
	Māori	Non-Māori	Māori	Non-Māori
1	10	89	84	369
2	110	50	103	55
3	138	35	0	0
4	94	267	86	246
5	119	325	58	160
6	318	397	192	226
7	0	0	48	66
8	0	0	211	432
9	0	0	0	0
10 ¹	(40)	(102)	(59)	(135)
11	231	308	256	299
12	142	107	0	0

¹ School 10 followed a different testing schedule, hence the students data were not included in the analyses.

Table 2.13: Number of students with pre – post test results in 2007 in Phase 4 schools

School	Mathematics		Reading	
	Māori	Non-Māori	Māori	Non-Māori
1	31	1	28	1
2				
3	62	112	16	43
4				
5				
6	40	126	66	276
7	0	0	140	103
8	0	0	85	272
9	56	238	0	0
10				
11	0	0	32	66
12	131	449	144	467
13	13	6	141	241
14				
15 ²				
16	45	80	82	140
17	157	41	135	37
18				
19				
20	0	0	23	81

² Data for schools 15 and 18 were not included in the analyses in this report. See introductory section of Chapter 5 for an explanation of this.

Table 2.14: Number of students with pre – post test results in Phase 4 schools 2008

School	Mathematics		Reading	
	Māori	Non-Māori	Māori	Non-Māori
1	34	0	31	0
2	74	6	173	9
3	101	178	99	190
4	0	0	19	41
5	0	0	36	136
6	103	394	0	0
7	83	68	156	130
8	88	298	143	509
9	98	476	91	462
10	54	229	54	237
11	20	50	88	221
12	140	447	140	447
13	0	0	195	326
14	66	32	57	27
15				
16	63	84	73	90
17				
18				
19	17	15	20	14
20	81	166	85	235

Table 2.15: Number of students with pre – post test results in Phase 4 schools 2009

School	Mathematics		Reading	
	Māori	Non-Māori	Māori	Non-Māori
1	0	0	0	0
2				
3	95	188	106	196
4				
5	27	113	0	0
6	75	314	0	0
7	181	148	0	0
8	152	605	0	0
9	95	458	90	491
10	78	462	45	218
11				
12	140	390	140	390
13				
14	54	22	104	42
15				
16				
17				
18				
19	18	15	109	63
20				

Table 2.16: Leadership Configuration Map (after Hall and Hord, 2006, Robinson, in press; Davies, 2006, Bishop, O’Sullivan & Berryman)³
Effective leaders are vital to realising institutional attempts to improve the learning outcomes of Māori students

Leaders:	5 Highly effective leaders demonstrate the following characteristics.	4 Leaders who are developing effectiveness demonstrate the following characteristics.	3 Leaders who are beginning to demonstrate effectiveness demonstrate the following characteristics.	2 Leaders who have not yet begun to move towards effectiveness demonstrate the following characteristics.	1 Don’t Know
1. set goals for the school based on a strong social justice vision and agenda.	As a leader, I have led the development and establishment of specific measurable goals related to Māori student attendance, retention, engagement and achievement (AREA) in our institution/ my classroom in order that progress can be shown, monitored over time and acted upon.	As a leader, I am leading the development and establishment of specific measurable goals related to improving Māori student AREA in our institution/ my classroom in order that progress can be shown, monitored over time and acted upon.	As a leader, I have just begun to lead the development and establishment of specific measurable goals related to improving Māori student AREA in our institution/ my classroom in order that progress can be shown, monitored over time and acted upon.	As a leader, I have not yet begun to lead the development and establishment of specific measurable goals related to improving Māori student AREA in our institution/ my classroom in order that progress can be shown, monitored over time and acted upon.	
2. align the people, the organisation and the vision/goals (spread).	As a leader, I strive to inspire and motivate others, including parents and community members, as evidenced by the establishment of a group committed to and able to implement the common vision and goals on an ongoing basis.	As a leader I am developing the skills and knowledge needed to inspire and motivate others so as to develop a group committed to a common vision and goals.	As a leader I am beginning to inspire and motivate others so as to develop a group committed to a common vision and goals.	As a leader, I am not yet able to inspire and motivate others so as to develop a group committed to a common vision and goals.	
3. provide instructional leadership	As a leader I support the implementation of discursive pedagogic relationships and interactions in the classroom, including assisting with planning, coordinating and evaluating teaching and the curriculum.	As a leader I am developing the skills and knowledge necessary for me to support the implementation of discursive pedagogic relationships and interactions in the classroom, including assisting with planning, coordinating and evaluating teaching and the curriculum.	As a leader I am beginning to support the implementation of discursive pedagogic relationships and interactions in the classroom, including assisting with planning, coordinating and evaluating teaching and the curriculum.	As a leader I am not yet able to support the implementation of discursive pedagogic relationships and interactions in the classroom, including assisting with planning, coordinating and evaluating teaching and the curriculum.	

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4. build new mental models for thinking	As a leader, I select, develop and use 'smart' tools to prioritise my own strategic thinking and learning.	As a leader, I am developing the skills and knowledge to select, develop and use 'smart' tools to prioritise my own strategic thinking and learning.	As a leader, I am beginning to select, develop and use 'smart' tools to prioritise my own strategic thinking and learning.	As a leader, I have not yet begun to select, develop and use 'smart' tools to prioritise my own strategic thinking and learning.	
5. undertake institutional change	As a leader, I have changed the institution's framework, organisation and structure so as to ensure an orderly and supportive environment that supports reaching goals of the school.	As a leader, I am changing the institution's framework, organisation and structure so as to ensure an orderly and supportive environment that supports reaching goals of the school.	As a leader, I have begun to change the institution's framework, organisation and structure so as to ensure an orderly and supportive environment that supports reaching goals of the school.	As a leader, I have not yet begun to change the institution's framework, organisation and structure so as to ensure an orderly and supportive environment that supports reaching goals of the school.	
6. create networks	As a leader, I have created educationally powerful connections such as networks with other similar institutions.	As a leader, I am creating the development of educationally powerful connections such as networks with other similar institutions.	As a leader, I have begun to create the development of educationally powerful connections such as networks with other similar institutions.	As a leader, I have not yet begun to create educationally powerful connections such as networks with other similar institutions.	
7. Create powerful home and school connections	As a leader, I have led the development of educationally powerful home and school connections.	As a leader, I am leading the development of educationally powerful home and school connections.	As a leader, I have begun to lead the development of educationally powerful home and school connections.	As a leader, I have not yet begun to develop educationally powerful home and school connections.	
8. use Evidence 1	As a leader, I have led the development of the capacity of people and systems to produce and use evidence of student experiences and progress to inform change.	As a leader, I am leading the development of the capacity of people and systems to produce and use evidence of student experiences and progress to inform change.	As a leader, I have begun to lead the development of the capacity of people and systems to produce and use evidence of student experiences and progress to inform change.	As a leader, I have not yet been able to lead the development of the capacity of people and systems to produce and use evidence of student experiences and progress to inform change.	
9. Use Evidence 2	As a leader, I use evidence of student experiences and progress to engage fully in constructive problem-talk so as to inform institutional changes.	As a leader, I am developing the skills and knowledge to use evidence of student experiences and progress to engage fully in constructive problem-talk so as to inform institutional changes.	As a leader, I am beginning to use evidence of student experiences and progress to engage fully in constructive problem-talk so as to inform institutional changes.	As a leader, I do not yet use evidence of student experiences and progress to engage fully in constructive problem-talk so as to inform institutional changes.	

10. take ownership	As a leader, I am sure that the responsibility and authority for the goals of the institution are owned by the institution.	As a leader, I am developing the responsibility and authority for the goals of the institution are owned by the institution.	As a leader, I am beginning to develop the responsibility and authority for the goals of the institution to be owned by the institution.	As a leader, I am not sure that the responsibility and authority for the goals of the institution are owned by the institution.	
11. allocate resources strategically	As a leader, I demonstrate ownership of the goals of the institution by managing, prioritising and allocating resources strategically.	As a leader, I am developing ownership of the goals of the institution by managing, prioritising and allocating resources strategically.	As a leader, I am beginning to demonstrate ownership of the goals of the institution by managing, prioritising and allocating resources strategically.	As a leader, I am not yet able to demonstrate ownership of the goals of the institution by managing, prioritising and allocating resources strategically.	
12. ensure that actions are followed through to completion.	As a leader, I ensure that all the actions I expect of others are followed through to completion.	As a leader, I am developing a means of ensuring that all the actions I expect of others are followed through to completion.	As a leader, I am beginning to develop a means of ensuring that all the actions I expect of others are followed through to completion.	As a leader, I have not yet developed a means of ensuring that all the actions I expect of others are followed through to completion.	

Table 2.17: Institutional Analysis: Configuration Map (after Hall and Hord, 2006) ⁴

What does our institution look like in our attempt to improve the learning outcomes of Māori students? What areas need improvement? How might we get there? (Using the GEPRISP and GPILSEO acronyms).					
	5 Effective institutions demonstrate these characteristics.	4 Institutions that are developing towards effectiveness demonstrate these characteristics.	3 Institutions that are beginning to move towards effectiveness demonstrate these characteristics.	2 Institutions that have not yet begun to move towards effectiveness demonstrate these characteristics.	1 Don't know
1. Current Achievement Patterns.	In our institution, Māori students' performance statistics, in terms of attendance, retention, engagement and achievement (AREA), are the same as, or better than, national averages for all students.	In our institution, Māori students' performance statistics, in terms of attendance, retention, engagement and achievement, show consistent improvement year on year.	In our institution, Māori students' performance statistics, in terms of attendance, retention, engagement and achievement, are beginning to improve.	In our institution, Māori students' performance statistics, in terms of attendance, retention, engagement and achievement, are lower than national averages for Māori and show no improvement.	
2. Student Experiences	Māori students enjoy educational success as Māori in all areas of our institution.	Māori students enjoy educational success as Māori in some areas of our institution.	Māori students are beginning to enjoy educational success as Māori in some areas of our institution.	Māori students in our institution enjoy little educational success as Māori.	
3. Positioning	All teachers understand that many factors influence Māori students AREA, but are adamant that they are able to improve Māori students educational AREA within their institution.	Most teachers understand that many factors influence Māori students AREA, but feel that they are able to improve Māori students educational AREA within their institution.	Some teachers understand that many factors influence Māori students AREA, but feel they are able to improve Māori students educational AREA within their institution.	Teachers understand that many factors influence Māori students AREA, and do not believe that they are able to improve Māori students educational AREA within their institution.	
4. Relationships	All teachers in our institution demonstrate caring relationships and high expectations of Māori students learning on a daily basis.	Most teachers in our institution demonstrate caring relationships and high expectations of Māori students learning on a daily basis.	Some teachers in our institution are beginning to develop caring relationships and high expectations of Māori students learning.	Teachers in our institution do not demonstrate caring relationships and high expectations of Māori students learning on a regular basis.	

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5. Interactions	All teachers in our institution use a range of discursive teaching interactions including using student's prior knowledge, providing feedback and feed-forward and engaging in the co-construction of new knowledge with students on a regular basis.	Most teachers in our institution use a range of discursive teaching interactions including using student's prior knowledge, providing feedback and feed-forward and engaging in the co-construction of new knowledge with students on a regular basis.	Some teachers in our institution use a range of discursive teaching interactions including using student's prior knowledge, providing feedback and feed-forward and engaging in the co-construction of new knowledge with students on a regular basis.	Teachers in our institution do not yet have the skills and knowledge necessary for them to use a range of discursive teaching interactions including using student's prior knowledge, providing feedback and feed-forward and engaging in the co-construction of new knowledge with students.	
6. Strategies	All teachers in our institution use a wide range of teaching strategies on a daily basis and these tend to promote interactive, collaborative learning among students.	Most teachers in our institution use a wide range of teaching strategies on a daily basis and these tend to promote interactive, collaborative learning among students.	Some teachers in our institution are beginning to use a wide range of teaching strategies on a daily basis and these tend to promote interactive, collaborative learning among students.	Teachers in our institution do not yet use a wide range of teaching strategies on a daily basis that promote interactive, collaborative learning among students.	
7. Planning	All teachers' lesson planning is based on their responding to a detailed understanding of Māori and other students' progress and prior knowledge.	Most teachers' lesson planning is based on their responding to a detailed understanding of Māori and other students' progress and prior knowledge.	Some teachers are beginning to develop an approach to lesson planning which is based on their responding to a detailed understanding of Māori and other students' progress and prior knowledge.	Teachers' lesson planning shows little understanding of Māori and other students' progress and prior knowledge.	
8. Goals	Our institution has established an academic vision, goals and targets that are focused on improving Māori student attendance, retention, engagement and achievement by specified measures.	Our institution is developing an academic vision, goals and targets focused on Māori student attendance, retention, engagement and achievement by specified measures.	Our institution is beginning to develop an academic vision, goals and targets focused on Māori student attendance, retention, engagement and achievement by specified measures.	Our institution has not yet established an academic vision, goals and target focused on Māori student attendance, retention, engagement and achievement.	

9. Institutional reform	The policies, organisational structures and practices of our institution have all been aligned to support the improvement of Māori students' AREA.	Our institution is changing its policies, organisational structures and practices in order to develop a total institutional reform aimed at improving Māori student AREA.	Our institution is beginning to change its policies, organisational structures and practices in order to begin to develop a total institutional reform aimed at improving Māori student AREA.	Our institution is has not yet changed its policies, organisational structures and practices in order to develop a total institutional reform aimed at improving Māori student AREA.	
10. Pedagogies	Pedagogies for improving Māori student learning and associated AREA is clearly prioritised in the professional learning opportunities provided for our teachers.	Pedagogies for improving Māori student learning and associated AREA is more and more a focus of the professional learning opportunities provided for our teachers.	Pedagogies for improving Māori student learning and associated AREA is beginning to be a focus of the professional learning opportunities provided for our teachers.	The professional learning opportunities provided for our teachers include little focus on improving our Māori student learning and associated AREA.	
11. Leadership	Leaders in our institution demonstrate their understanding that pedagogic (instructional) leadership has powerful effects on student outcomes and that such leadership is distributed throughout the institution.	Leaders in our institution are developing an understanding that pedagogic (instructional) leadership has powerful effects on student outcomes and that such leadership is beginning to be distributed throughout the institution.	Leaders in our institution are beginning to understand that pedagogic (instructional) leadership has powerful effects on student outcomes and that such leadership needs to be distributed throughout the institution.	Leaders in our institution do not yet understand that pedagogic (instructional) leadership has powerful effects on student outcomes and that such leadership needs to be distributed throughout the institution.	
12. Networks	Our institution has strong evidence-driven networks with other institutions of a similar nature with a strong focus on how we together might address the need to improve Māori students' AREA performance.	Our institution is developing strong evidence-driven networks with other institutions of a similar nature with the aim of developing a strong focus on how we together might address the need to improve Māori students' AREA performance.	Our institution is beginning to develop strong evidence-driven networks with other institutions of a similar nature to begin to develop a strong focus on how we together might address the need to improve Māori students' AREA performance.	Our institution has not yet begun to develop strong evidence-driven networks with other institutions of a similar nature to investigate how we together might address the need to improve Māori students' AREA performance.	

13. Evidence	Our institution has established quality systems to identify Māori student attendance, retention, engagement and achievement that allow us to monitor their progress over time and to inform our institutional responses.	Our institution is developing quality systems to identify Māori student attendance, retention, engagement and achievement so as to allow us to monitor their progress over time and to inform our institutional responses.	Our institution is beginning to develop quality systems to identify Māori student attendance, retention, engagement and achievement so as to allow us to monitor their progress over time and to inform our institutional responses.	Our institution has not yet begun to develop quality systems to identify Māori student attendance, retention, engagement and achievement as to allow us to monitor their progress over time and to inform our institutional responses.	
14. Evidence	All teachers in our institution use evidence of student progress to inform changes in their teaching practice and to inform- collaborative problem-solving with their colleagues and with students.	Most teachers in our institution use evidence of student progress to inform changes in their teaching practice and to inform- collaborative problem-solving with their colleagues and with students.	Some teachers in our institution are beginning to develop the skills and knowledge necessary to use evidence of student progress to inform changes in their teaching practice and to inform- collaborative problem-solving with their colleagues and with students.	Teachers in our institution are not yet able to use evidence of student progress to inform changes in their teaching practice and to inform- collaborative problem-solving with their colleagues and with students.	
15. Evidence	Our institution has developed systems for teachers to assist Māori learners to use evidence of their own progress in order to identify what they need to learn next.	Our institution is developing systems for teachers to assist Māori learners to use evidence of their own progress in order to identify what they need to learn next.	Our institution has begun to develop systems for teachers to assist Māori learners to use evidence of their own progress in order to identify what they need to learn next.	Our institution has not yet begun to develop systems for teachers to assist Māori learners to use evidence of their own progress in order to identify what they need to learn next.	
16. Ownership	All institutional leaders understand that many factors influence Māori students AREA, but are adamant that they are able to improve Māori students educational AREA within their institution.	Most institutional leaders understand that many factors influence Māori students AREA, but feel that they are able to improve Māori students educational AREA within their institution.	Some institutional leaders understand that many factors influence Māori students AREA, but feel they are able to improve Māori students educational AREA within their institution.	Institutional leaders understand that many factors influence Māori students AREA, and do not believe that they are able to improve Māori students educational AREA within their institution.	

Table 2.18: Analysis grid for Education Review Office (ERO) reports

Name of school (ERO report year)	Goal	Pedagogy	Institutions	Leadership	Spread	Use of Evidence	Ownership	Improved student achievement
Name (year of report)								
Name (year of report)								

Key

- ✓ Mentioned favourably
- ✓✓ Mentioned very favourably
- * Specifically attributed to Te Kotahitanga

Table 2.19: Template for analysis of challenges and achievements identified in ‘State of the Nation’ reports

Particular categories of pedagogy, leadership and institutions are singled out as of special importance:

P*: Maori students’ achievement

L**: staff resistance

I***: finances/resources

School name	GPILSEO codes			
	2006	2007	2009	2010

Table 2.20: Summary of questions within each aspect of GPILSEO: Leaders' survey

Dimension	Questions	Likert Scale	Closed choice	Open-ended	Total
Goals	1-9	7		2	9
Pedagogy	10-16, 18-25	13		2	15
Institutions	26-30, 63-88	24	2	5	31
Leadership	31-35, 55-62, 90-91	13		2	15
Spread	17, 36-38, 89	2		3	5
Evidence	39-52	12		2	14
Ownership	53-54			2	2
TOTALS		71	2	18	91

Table 2.21: Summary of questions within each dimension: teachers' survey

Dimension	Questions	Likert Scale	Closed choice	Open-ended	Total
Goals	1-8	6		2	8
Pedagogy	9-19	9		2	12
Institutions	20-28, 53-62, 65-67	12	6	4	22
Leadership	45-52	8		0	8
Spread	29-35	5		2	7
Evidence	36-41, 63-64	8		0	8
Ownership	42-44, 68	2		2	3
TOTALS		50	6	12	68

Chapter 2 Appendix B: Templates 2.1 – 2.14

Template 2.1: Te Kotahitanga In-class Observation Sheet

Name of Observer: _____

Date: _____ Class and Level: _____ Period in day: _____

School: _____ Banding of Class: _____ Lesson Outline: _____

Teacher: _____

Ethnicity of Teacher: Māori Non Māori _ Years of teaching: 0-5 _____ 6-10 _____ 11-16 _____ 16+ _____

Observe for 10 seconds then record for 5 seconds	Target	1	2	3	4	5	6	7	8	9	10	% Engaged	Work completed 1-5
	Student 1												
	<i>Teacher</i>												
	Student 2												
	<i>Teacher</i>												
	Student 3												
	<i>Teacher</i>												
	Student 4												
	<i>Teacher</i>												
	Student 5												
<i>Teacher</i>													
Check Location													

Code	Whole	Indiv	Group	Total
Co				
FFA+				
FFA-				
FBA+				
FBA-				
P				
FFB+				
FFB-				
FBB+				
FBB-				
M				
I				
O				
Total				50

Cognitive Level					Student Location*			Teacher Location*		
1	2	3	4	5						
Not challenging		Medium		Challenging						
Work Completed										
1	2	3	4	5						
None		Some		All						

*NB: Top front of class

*NB: Top front of class

Template 2.2: Evidence of Relationships

Relationships:	What evidence is there of the teacher:		Range:
Manaakitanga Caring for Māori students	a) caring for the Māori student as (culturally located) individuals		<u>1 2 3 4 5</u> Low Medium High
Mana Motuhake Caring for the performance of Māori students	b) having high expectations for the learning performance of the Māori students		<u>1 2 3 4 5</u> Low Medium High
Mana Motuhake Behaviour expectations	c) having high expectations for the behaviour performance of the Māori students		<u>1 2 3 4 5</u> Low Medium High
Whakapiringatanga Management of the classroom	d) providing a well-managed learning environment		<u>1 2 3 4 5</u> Low Medium High
Culturally appropriate context (C)	e) providing a culturally appropriate learning context for Māori students		<u>1 2 3 4 5</u> Low Medium High
Culturally responsive context (c)	f) providing a context where Māori students can bring their own cultural experiences to their learning		<u>1 2 3 4 5</u> Low Medium High
Positive feedback to teacher 1. 2. 3.		Feedforward to teacher 1. 2. 3.	
Teacher reflections on the lesson and the observer feedback			
Future directions: Notes/ideas for co-construction meeting / suggestions for improvements			

Template 2.3: Template for shared summary sheet

Page 1: Teacher and Student Interactions										Page 2: Teacher and Student relationships				
Observer 1:					Observer 2:									
Date:					Lesson Description:									
Time:														
School:														
Interactions	Observer 1:			Observer 2:			Student Engagement	Observer 1:	Observer 2:		Observer 1:		Observer 2:	
	Whole	individual	Group	Whole	individual	Group					Evidence	Score: /5	Evidence	Score: /5
Co							Student 1 Engagement			Caring	Evidence	Score: /5	Evidence	Score: /5
FFA+							Work Completion							
FFA-							Student 2 Engagement							
FBA+							Work Completion							
FBA-							Student 3 Engagement							
P							Work Completion			Performance	Evidence	Score: /5	Evidence	Score: /5
Totals Dis							Student 4 Engagement							
FFB+							Work Completion							
FFB-							Student 5 Engagement							
FBB+							Work Completion							
FBB-							Teacher (Under teacher positioning identify % agreement)			Behaviour	Evidence	Score: /5	Evidence	Score: /5
M														
I								Teacher Positioning						
O							Cognitive Level			Management	Evidence	Score: /5	Evidence	Score: /5
Totals Trad														

Overall Comparison Discursive Traditional Whole Individual Group Calculate Differences	Overall Comparison Student Engagement Work Completion Teacher Positioning Cognitive Level	Culture	Evidence Score: /5	Evidence Score: /5
	Calculate Differences	culture	Evidence Score: /5	Evidence Score: /5

Template 2.4: Interview schedule for Principals

This is what you said about your Maori students in 2003 (show response from 2003 application). What would you say about them now?

To what extent would you say you have highlighted improvement in Maori student achievement in your overall school goals? What does this look like in practice? How far would you say that everyone in your school is aware of this goal? How have you achieved this – what systems have you established to achieve this?

What does Te Kotahitanga look like in this school? Have you adapted it in any way to fit the school context? Have there been any changes in school structures to maintain it?

Have there been changes in teachers' pedagogy in classrooms in this school since Te Kotahitanga was introduced? If so, how would you describe these?

Who leads the project in this school? What part does SMT play? What part do HoFs and HoDs play (if any)?

Has there been any change in the relationship between the school and its Maori community since Te Kotahitanga was introduced?

This is what you said about your reasons for wanting to join Te Kotahitanga in the first place (show response from 2003 application). Do you feel that your membership of the project has lived up to your expectations? In what ways?

Template 2.5: Interview schedule for HoFs and HoDs

This is what the school said about your Maori students in 2003 (show response from 2003 application). What would you say about them now?

To what extent would you say improvement in Maori student achievement is highlighted in your overall school goals? What does this look like in practice? How far would you say that everyone in your school is aware of this goal? How has the school achieved this? What are you doing in your Faculty/department to achieve this?

What does Te Kotahitanga look like in this school? Have there been any changes in school structures to maintain it?

Have you seen changes in teachers' pedagogy in classrooms in this school since Te Kotahitanga was introduced? If so, how would you describe these?

Who leads the project in this school? What part does SMT play? What part do HoFs and HoDs play (if any)?

Has there been any change in the relationship between the school and its Maori community since Te Kotahitanga was introduced?

This is what was said about the school's reasons for wanting to join Te Kotahitanga in the first place (show response from 2003 application). Do you feel that membership of the project has lived up to these expectations? In what ways?

Template 2.6: Leaders' survey template, May 2010

Te Kotahitanga Project

2010 Survey for School Leaders

Section 1: your details

First Name:

Surname:

Gender:

Ethnicity:

Your School:

Your Position:

Number of years in that position (please round up):

Number of years in Te Kotahitanga (please round up):

As a response to our participation in Te Kotahitanga, we have:

Q: 1 established an academic vision and goals focussed on improving Maori student achievement.

strongly disagree disagree agree strongly agree

Q: 2 ensured that appropriate systems are in place to reach these goals.

strongly disagree disagree agree strongly agree

Q: 3 Please explain what these systems are:

Our school has also:

Q: 4 assisted teachers to set both long-term and short-term goals in their classrooms.

strongly disagree disagree agree strongly agree

Q: 5 helped all staff to understand the importance of having school-wide goals for raising Maori students' achievement.

strongly disagree disagree agree strongly agree

Q: 6

a) created a means of supporting teachers' professional learning to meet these goals.

strongly disagree disagree agree strongly agree

If you (strongly) agree, please describe the means you have created:

Q: 7 shared our goals with the Maori community.

strongly disagree disagree agree strongly agree

Q: 8 Who helped set the goals? (Tick all those that apply)

- teachers, facilitators, lead facilitator only, HoDs, HoFs, SMT, Principal, BoT,
other (please specify)

Q: 9 How did the(se) group(s) contribute to the goals?**As a leader in this school I:****Q: 10 am actively involved in professional learning associated with Te Kotahitanga.**

- strongly disagree, disagree, agree, strongly agree

Q: 11 understand the theoretical foundation of Te Kotahitanga.

- strongly disagree, disagree, agree, strongly agree

Q: 12 can apply its principles to new circumstances as they arise in the school.

- strongly disagree, disagree, agree, strongly agree

Q: 13 support staff to understand the theoretical foundations of Te Kotahitanga.

- strongly disagree, disagree, agree, strongly agree

Q: 14 ensure that new pedagogic interactions in the classrooms are supported by appropriately trained staff.

- strongly disagree, disagree, agree, strongly agree

Q: 15 directly support teachers to implement new pedagogies in their classrooms.

- strongly disagree, disagree, agree, strongly agree

Q: 16 ensure that students are aware that the focus of Te Kotahitanga is on improving teachers' practice.

- strongly disagree, disagree, agree, strongly agree

Q: 17 ensure that the Maori community is aware of the focus of Te Kotahitanga.

- strongly disagree, disagree, agree, strongly agree

In my experience, teachers in our school:**Q: 18 have developed in-depth knowledge of the theoretical principles of Te Kotahitanga.**

- strongly disagree, disagree, agree, strongly agree

Q: 19 can apply these principles flexibly in their classrooms.

- strongly disagree, disagree, agree, strongly agree

Q: 20 set challenging goals for Maori students.

- strongly disagree, disagree, agree, strongly agree

Q: 21 structure learning situations so Maori students can reach those goals.

- strongly disagree, disagree, agree, strongly agree

Q: 22 share learning objectives with Maori students.

- strongly disagree, disagree, agree, strongly agree

Q: 23 assist Maori students to set their own challenging goals.

strongly disagree, disagree, agree, strongly agree

Q: 24 Has your support of teachers to improve their classroom practice changed since you have been part of Te Kotahitanga?

yes, no

If 'yes', please explain how it has changed:

Q: 25 Has your support of teachers to critically reflect upon student learning outcomes changed since you have been part of Te Kotahitanga? yes, no

If 'yes', please explain how it has changed:

From your experience as a leader:

Q: 26 which components of the Te Kotahitanga professional development programme have you found to be the most effective in helping teachers to improve their classroom practice? (Tick all those that apply):

classroom observation, feedback sessions, co-construction meetings, shadow coaching

Q: 27 which components of the Te Kotahitanga professional development cycle should become a permanent part of your school's professional development programme? (Tick all those that apply):

classroom observation, feedback sessions, co-construction meetings, shadow coaching

Q: 28 Please explain why the(se) component(s) should become permanent:

Q: 29 Please explain how and why one school policy and/or school wide system has changed to support Te Kotahitanga.

How:

Why:

Q: 30 do you need additional help at a school-wide systems level to enhance the gains you are making in Maori student achievement? yes, no

If 'yes', please explain what help you need:

As a leader in our school I:

Q: 31 ensure that all staff I am responsible for have the opportunity to participate fully in Te Kotahitanga.

strongly disagree, disagree, agree, strongly agree

Q: 32 ensure that all teachers I am responsible for are able to apply the principles and practices of Te Kotahitanga in their classrooms.

strongly disagree, disagree, agree, strongly agree

Q: 33 establish networks external to our school to enhance Te Kotahitanga practices in our school

strongly disagree, disagree, agree, strongly agree

Q: 34 ensure that improvements in student achievement are regularly shared with Maori parents and community members.

strongly disagree, disagree, agree, strongly agree

Q: 35 ensure that Maori parents and community members are able to provide feedback on our efforts to raise Maori students' achievement.

strongly disagree, disagree, agree, strongly agree

Q: 36 have seen an improvement in our relationship with Maori parents and community since we joined Te Kotahitanga.

strongly disagree, disagree, agree, strongly agree

Q: 37 Has Te Kotahitanga spread within the school since you joined? yes, no

If 'yes', please explain how it has spread:

Q: 38 As a leader, what advice would you give to the research team about spreading Te Kotahitanga to other schools?

Using the systems we have in place, we use evidence to:

Q: 39 identify Maori student's participation and progress.

strongly disagree, disagree, agree, strongly agree

Q: 40 monitor Maori student's participation and progress.

strongly disagree, disagree, agree, strongly agree

Q: 41 inform our educational responses to Maori students' educational needs.

strongly disagree, disagree, agree, strongly agree

Q: 42 show Maori student progress in terms of their *presence* over time.

strongly disagree, disagree, agree, strongly agree

Q: 43 show Maori student progress in terms of their *engagement* over time.

strongly disagree, disagree, agree, strongly agree

Q: 44 show Maori student progress in terms of their *achievement* over time.

strongly disagree, disagree, agree, strongly agree

Q: 45 demonstrate that focusing on raising Maori student achievement results in benefit to other students also.

strongly disagree, disagree, agree, strongly agree

Staff in our school use evidence of student progress to:

Q: 46 inform changes in their teaching practice.

strongly disagree, disagree, agree, strongly agree

Q: 47 inform collaborative problem-solving with colleagues.

strongly disagree, disagree, agree, strongly agree

Q: 48 review student progress.

strongly disagree, disagree, agree, strongly agree

Q: 49 share with students themselves so that students can better determine their next learning steps.

strongly disagree, disagree, agree, strongly agree

Q: 50 inform parents of progress being made by their children.

strongly disagree, disagree, agree, strongly agree

Q: 51 Has the collection and processing of student outcomes data changed since you have been part of Te Kotahitanga?

yes, no

If 'yes', please explain how:

Q: 52 Does the collection and processing of student outcome data need to be improved?

yes, no

If 'yes', please explain how:

Q: 53 Have you adapted the practices of Te Kotahitanga in your school?

yes, no

If 'yes', please explain how:

Q: 54 Has the overall culture of the school changed since you have been part of Te Kotahitanga?

yes, no

If 'yes', please describe some of the changes that have occurred:

Please rate the following in terms of their importance to your leadership role and the amount of time you are able to spend on each activity.

Q: 55 Inspiring and motivating staff so as to develop a group committed to a common vision and goals.

Importance never, sometimes, mostly, always

Time never, sometimes, mostly, always

Q: 56 Managing, prioritising and allocating resources strategically.

Importance never, sometimes, mostly, always

Time never, sometimes, mostly, always

Q: 57 Planning, coordinating and evaluating teaching and the curriculum.

Importance never, sometimes, mostly, always

Time never, sometimes, mostly, always

Q: 58 Providing and participating in teacher learning and development.

Importance never, sometimes, mostly, always

Time never, sometimes, mostly, always

Q: 59 Ensuring an orderly and supportive environment.

Importance never, sometimes, mostly, always

Time never, sometimes, mostly, always

Q: 60 Creating educationally powerful connections.

Importance never, sometimes, mostly, always

Time never, sometimes, mostly, always

Q: 61 Engaging in constructive problem talk.

Importance never, sometimes, mostly, always

Time never, sometimes, mostly, always

Q: 62 Selecting, developing and using smart tools.

Importance never, sometimes, mostly, always

Time never, sometimes, mostly, always

Please indicate whether change has occurred in the following activities since joining Te Kotahitanga:

Q: 63 Timetables to allow for feedback sessions and/or co-construction meetings within school time.

no change, beginning, developing, completely

Q: 64 Clarity of times, agendas and purposes of meetings.

no change, beginning, developing, completely

Q: 65 Staffing to include permanent positions for professional development staff in our school.

no change, beginning, developing, completely

Q: 66 Greater regularity in strategic meetings with the Lead Facilitator.

no change, beginning, developing, completely

Q: 67 The lead facilitator is a member of the senior management decision-making process.

no change, beginning, developing, completely

Q: 68 The lead facilitator is a member of the senior management team.

no change, beginning, developing, completely

Q: 69 The role of HODs to include responsibility for focusing on Maori students' achievement.

no change, beginning, developing, completely

Q: 70 Staff recruitment procedures to include reference to te Kotahitanga.

no change, beginning, developing, completely

Q: 71 Staff promotion procedures to take account of personal engagement with raising the standard of Maori students' learning and achievement.

no change, beginning, developing, completely

Q: 72 The provision of space for in-school professional development staff.

no change, beginning, developing, completely

Q: 73 Policies and practices related to discipline to link clearly to supporting students' learning and engagement.

no change, beginning, developing, completely

Q: 74 Policies and practices in student streaming/banding to be designed to support students' learning and achievement.

no change, beginning, developing, completely

Q: 75 Project goals are included in department plans.

no change, beginning, developing, completely

Q: 76 Te Kotahitanga goals are included in school plans.

no change, beginning, developing, completely

Q: 77 Maori student outcomes are included in department reporting mechanisms.

no change, beginning, developing, completely

Q: 78 Maori student outcomes are included in school reporting mechanisms.

no change, beginning, developing, completely

Q: 79 Te Kotahitanga aims, methods and purpose are visible in staff handbooks for the school.

no change, beginning, developing, completely

Q: 80 Te Kotahitanga aims, methods and purpose are visible on the school's website.

no change, beginning, developing, completely

Q: 81 Te Kotahitanga aims, methods and purpose are visible in the school brochure.

no change, beginning, developing, completely

Q: 82 Te Kotahitanga aims, methods and purpose are visible in other forms of communication from the school (please list):

no change, beginning, developing, completely

Q: 83 Student data management systems offer teachers real-time evidence of student *attendance*.

no change, beginning, developing, completely

Q: 84 Student data management systems offer teachers real-time evidence of student *achievement*.

no change, beginning, developing, completely

Q: 85 All professional development programmes/projects are compatible with each other in our school.

no change, beginning, developing, completely

Q: 86 Funding has been reallocated to support the implementation of Te Kotahitanga.

no change, beginning, developing, completely

Q: 87 Other activities (please specify).

no change, beginning, developing, completely

Q: 87 Please identify from the above list one activity that has changed, and explain why.

Q: 89 Do you network with leaders in other schools in relation to Te Kotahitanga?

yes, no

If 'yes', please provide us with examples:

Q: 90 Overall, what is the most useful thing that you have done to *sustain* the gains being made for Maori students?

Q: 91 If you had your time over again, what would you do differently in supporting the implementation and/or spread of Te Kotahitanga in your school?

Thank you very much for your time!

Template 2.7: Teachers' survey template, May 2010

Te Kotahitanga Project

2010 Survey for Teachers

Section 1: your details

First name:

Surname:

Gender:

Ethnicity:

Your school:

Your position:

Number of years in that position (please round up):

Number of years that **you personally** have been in Te Kotahitanga:

≤ 1 year	≤ 2 years	≤ 3 years	≤ 4 years	≤ 5 years	≤ 6 years	≥ 6 years
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Section 2: Your experiences**I am aware that, as a response to participation in Te Kotahitanga, our school has:****Q: 1 established a clear academic vision and goals focussed on improving Māori student achievement.**

Strongly agree agree disagree strongly disagree

Q: 2 established appropriate systems to reach these goals:

Strongly agree agree disagree strongly disagree

Q: 3 Please explain what these systems are:**Our school has also:****Q: 4 created a means of supporting teachers' professional learning to meet these goals:**

Strongly agree agree disagree strongly disagree

Q: 5 assisted all teachers in Te Kotahitanga to set both group and individual goals in their classrooms:

Strongly agree agree disagree strongly disagree

Q: 6 shared our goals with the Māori community:

Strongly agree agree disagree strongly disagree

Q: 7 Who helped set the goals? (Please tick more than one group where relevant.)

Teachers facilitators lead facilitator only HoDS HoFs SMT Principal BoT
 other (please specify)

Q: 8 How did the(se) group(s) contribute to the goals?**As a teacher in this school I:****Q: 9 am actively involved in professional learning associated with Te Kotahitanga:**

Strongly agree agree disagree strongly disagree

Q: 10 have the opportunity to participate fully in Te Kotahitanga:

Strongly agree agree disagree strongly disagree

Q: 11 have developed in-depth knowledge of the underlying theoretical principles of Te Kotahitanga:

Strongly agree agree disagree strongly disagree

Q: 12 am able to apply the principles and practices of Te Kotahitanga to the classes I teach:

Strongly agree agree disagree strongly disagree

Q: 13 am supported to implement new pedagogies in my classroom:

Strongly agree agree disagree strongly disagree

Q: 14 set challenging goals and structure learning situations so that Māori students can reach those goals:

Strongly agree agree disagree strongly disagree

Q: 15 share learning objectives with Māori students:

Strongly agree agree disagree strongly disagree

Q: 16 support Māori students to use evidence of their own progress to identify what they need to learn next:

Strongly agree agree disagree strongly disagree

Q: 17 assist Māori students to set their own challenging goals based on evidence of their performance:

Strongly agree agree disagree strongly disagree

Q: 18 Please explain how you have been supported in improving your classroom practice since you have been part of Te Kotahitanga:**Q: 19 Please explain how you have been supported to reflect critically upon student learning outcomes since you have been part of Te Kotahitanga:**

How many times in the past 12 months have you:**Q: 20 been observed in your classroom by a facilitator**

None one two three four other (please state)

Q: 21 received feedback after the observation

None one two three four other (please state)

Q: 22 attended a co-construction meeting

None one two three four other (please state)

Q: 23 received shadow coaching

None one two three four other (please state)

Q: 24 Which components of the Te Kotahitanga professional development programme have you found to be the most effective in helping you to improve your classroom practice. (Tick all those that apply):

classroom observation feedback sessions co-construction shadow coaching

Q: 25 From your experience, which components of the Te Kotahitanga professional development cycle should become a permanent part of your school's professional development programme. (Tick all those that apply):

classroom observation feedback sessions co-construction shadow coaching

Q: 26 Please explain why the(se) component(s) should become permanent:**Q: 27 Please explain how and why one school policy and/or school wide system that affects you, your practice and/or the students you teach has changed to support Te Kotahitanga.**

How:

Why:

Q: 28 What additional help do you need to enhance the gains you are making in Māori student achievement in your classroom?**As a teacher in our school I:****Q: 29 am in touch with networks external to our school so as to enhance Te Kotahitanga practices in our school:**

Strongly agree agree disagree strongly disagree

Q: 30 am involved in sharing the beneficial outcomes of our combined reform efforts with Māori parents and community members on a regular basis:

Strongly agree agree disagree strongly disagree

Q: 31 am able to support Māori parents and community members to provide feedback on our efforts to raise Māori students' achievement:

Strongly agree agree disagree strongly disagree

Q: 32 have noticed that our relationship with Māori parents and community has improved since we joined Te Kotahitanga:

Strongly agree agree disagree strongly disagree

Q: 33 Have relationships with Māori parents and communities changed in the past few years?

Yes no

If 'yes', please explain how:

Q: 34 Please explain how, in your experience, the project has spread within your school:

Q: 35 What advice would you give to other schools about spreading Te Kotahitanga among their staff:

Using the systems we have in place, I use evidence to:

Q: 36 review student progress:

Strongly agree agree disagree strongly disagree

Q: 37 inform my responses to Māori students' educational needs:

Strongly agree agree disagree strongly disagree

Q: 38 inform changes in my teaching practice:

Strongly agree agree disagree strongly disagree

Q: 39 inform collaborative problem-solving with colleagues:

Strongly agree agree disagree strongly disagree

Q: 40 share progress with students so that students can better determine their next learning steps:

Strongly agree agree disagree strongly disagree

Q: 41 inform parents of progress being made by their children:

Strongly agree agree disagree strongly disagree

Q: 42 Has the collection and processing of student outcomes data changed since the school and/or you have been part of Te Kotahitanga:

Yes no

If 'yes', please explain how the collection and processing of data has changed:

Q: 43 Does the collection and processing of student outcome data need to change to support the improvement of Māori students' learning and achievement further?

Yes no

If 'yes', please explain how:

Q: 44 Please describe some of the changes that have occurred in the overall culture of the school since you have been part of Te Kotahitanga.

Please rate the following in terms of the support you have received from the facilitation team in your school:

Q: 45 Inspiring and motivating staff so as to develop a group committed to a common vision and goals;

Always effective mostly effective sometimes effective never effective

Q: 46 managing, prioritising and allocating resources strategically;

Always effective mostly effective sometimes effective never effective

Q: 47 planning, coordinating and evaluating teaching and the curriculum.;

Always effective mostly effective sometimes effective never effective

Q: 48 providing and participating in teacher learning and development;

Always effective mostly effective sometimes effective never effective

Q: 49 ensuring an orderly and supportive environment;

Always effective mostly effective sometimes effective never effective

Q: 50 creating powerful connections to the Maori community to support Maori students' learning and achievement;

Always effective mostly effective sometimes effective never effective

Q: 51 engaging in constructive problem talk;

Always effective mostly effective sometimes effective never effective

Q: 52 selecting, developing and using smart tools for supporting improved learning and achievement for Maori students.

Always effective mostly effective sometimes effective never effective

Please indicate whether the following activities have occurred since you joined Te Kotahitanga in your school:

Q: 53 your timetable has changed to allow for feedback sessions and/or co-construction meetings within school time:

Completely developing beginning no change

Q: 54 times, agenda and purposes of meetings have been clarified:

Completely developing beginning no change

Q: 55 staff promotion procedures now take account of personal engagement with raising the standard of Māori students' learning and achievement:

Completely developing beginning no change

Q: 56 policies related to discipline are focused on supporting students' learning and achievement:

Completely developing beginning no change

Q: 57 policies related to student streaming/banding have been designed to support students' learning and achievement:

Completely developing beginning no change

Q: 58 Te Kotahitanga goals are included in your department's plans:

Completely developing beginning no change

Q: 59 Te Kotahitanga goals are included in the school's plans:

Completely developing beginning no change

Q: 60 Māori student outcomes are included routinely in your reports of your teaching and/or the classes you teach:

Completely developing beginning no change

Q: 61 Māori student outcomes are included routinely in your department's reporting mechanisms:

Completely developing beginning no change

Q: 62 Te Kotahitanga aims and/or methods and/or purpose are included in the policy documents (or other forms of communication) of your department:

Completely developing beginning no change

Q: 63 you can access real-time evidence of student *attendance* from the school's student data management systems:

Completely developing beginning no change

Q: 64 you can access real-time evidence of students' *achievement* from the school's student data management systems:

Completely developing beginning no change

Q: 65 all professional development programmes/projects are compatible with each other in your school:

Completely developing beginning no change

Q: 66 school funding has been made available to support the implementation of Te Kotahitanga:

Completely developing beginning no change

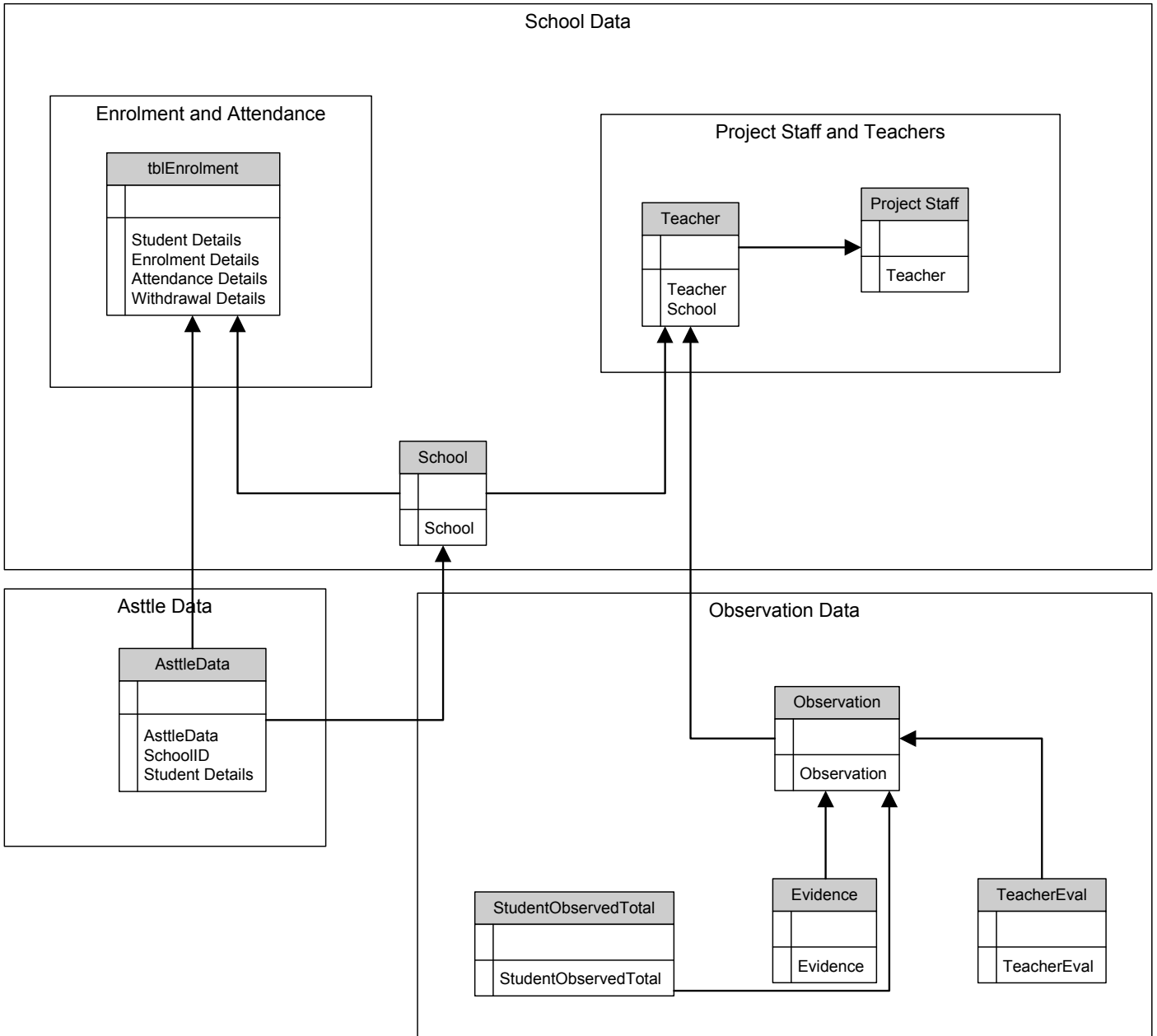
Q: 67 Please add any other comments about the degree to which, in your experience, the aims and practices associated with Te Kotahitanga have been embedded into your school:

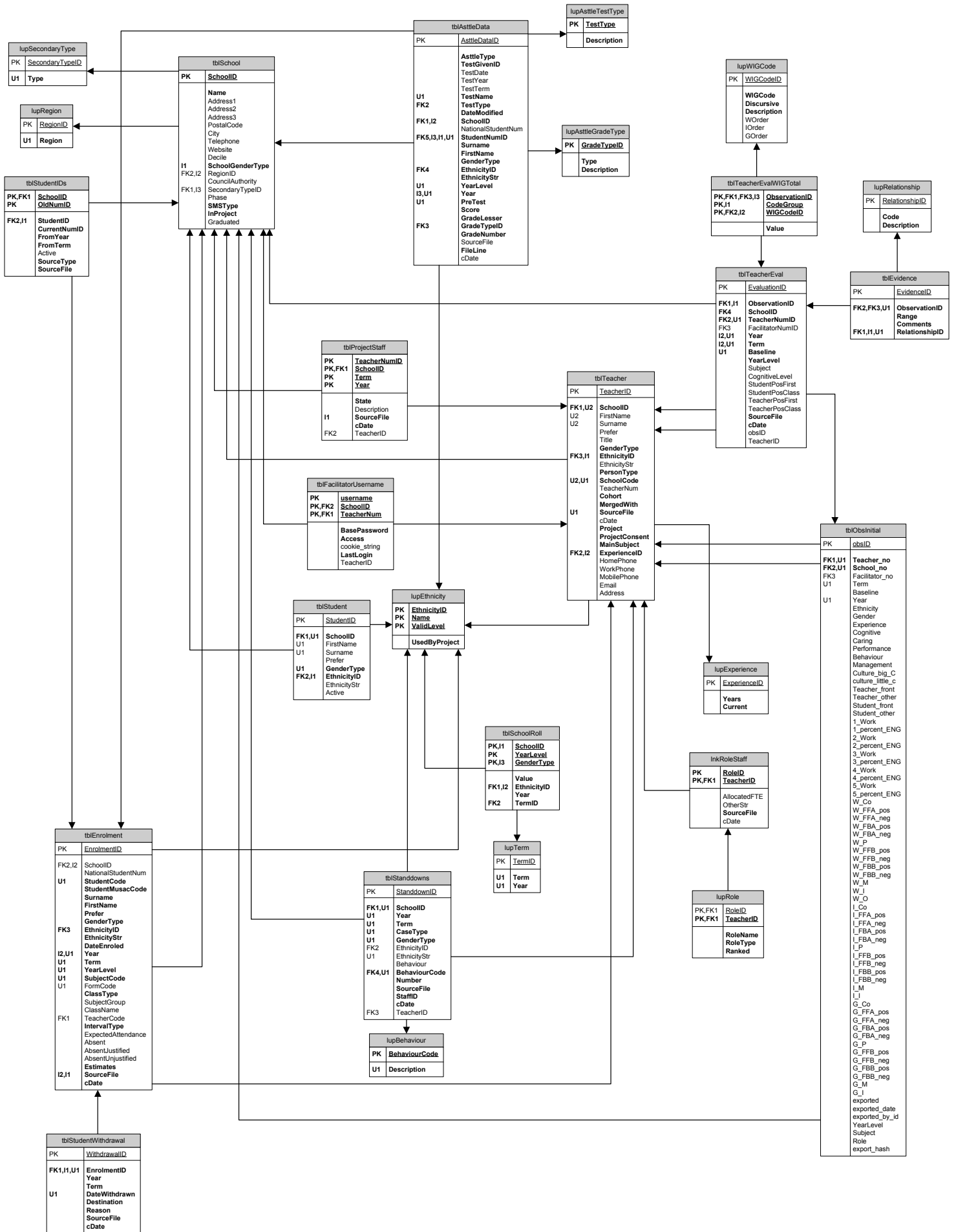
Q: 68 Overall, what is the most useful thing you have done to ensure that the gains made in Māori students' learning and achievement in your classroom are maintained?

Thank you very much for your time!

Template 2.8: Database Content Logical Data Layout

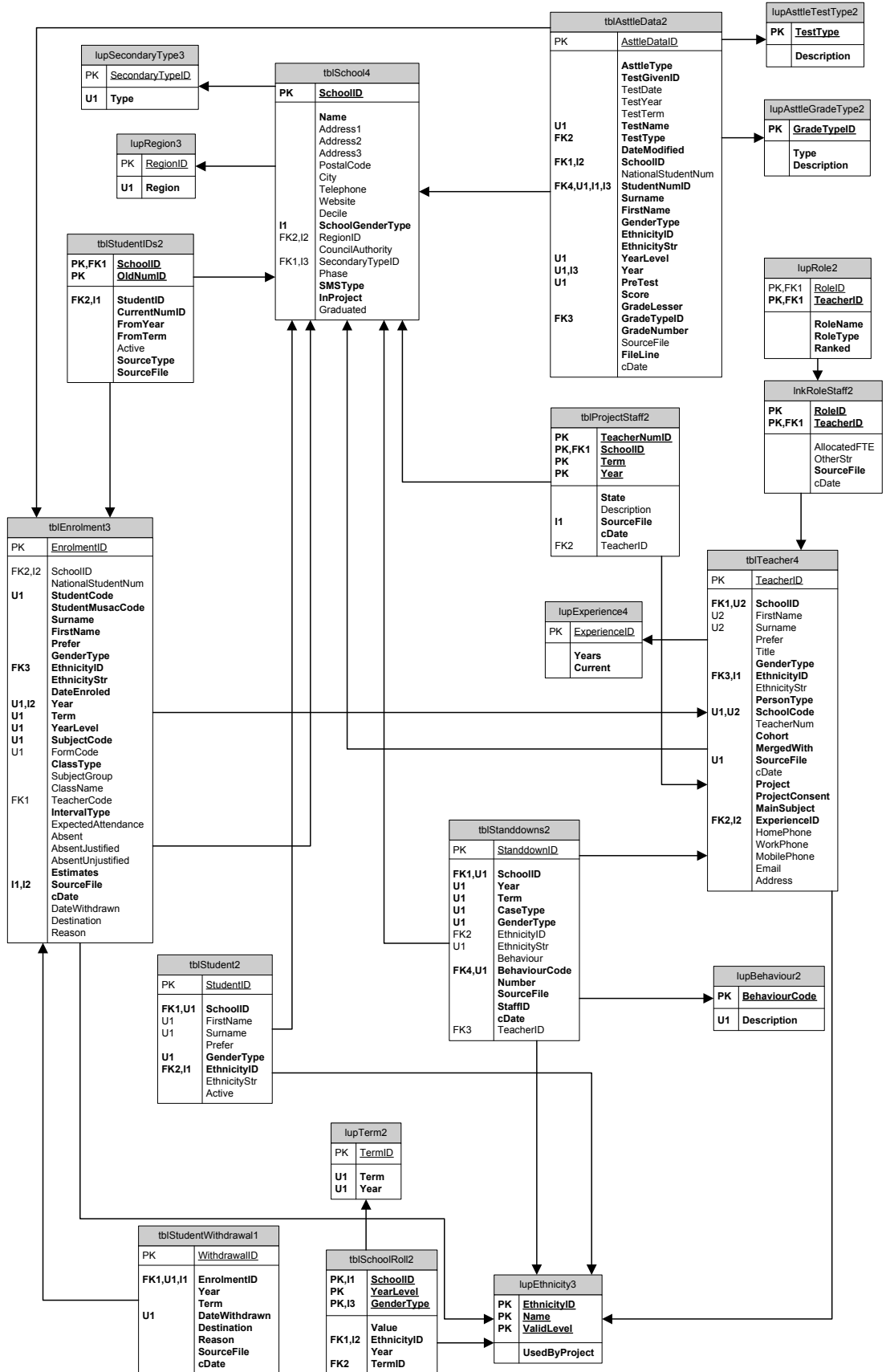
The SQL create* scripts reflect this logical Data Layout with each logical grouping of tables being in its own creation script with clearly defined dependencies as shown in the abstracted data relations below.





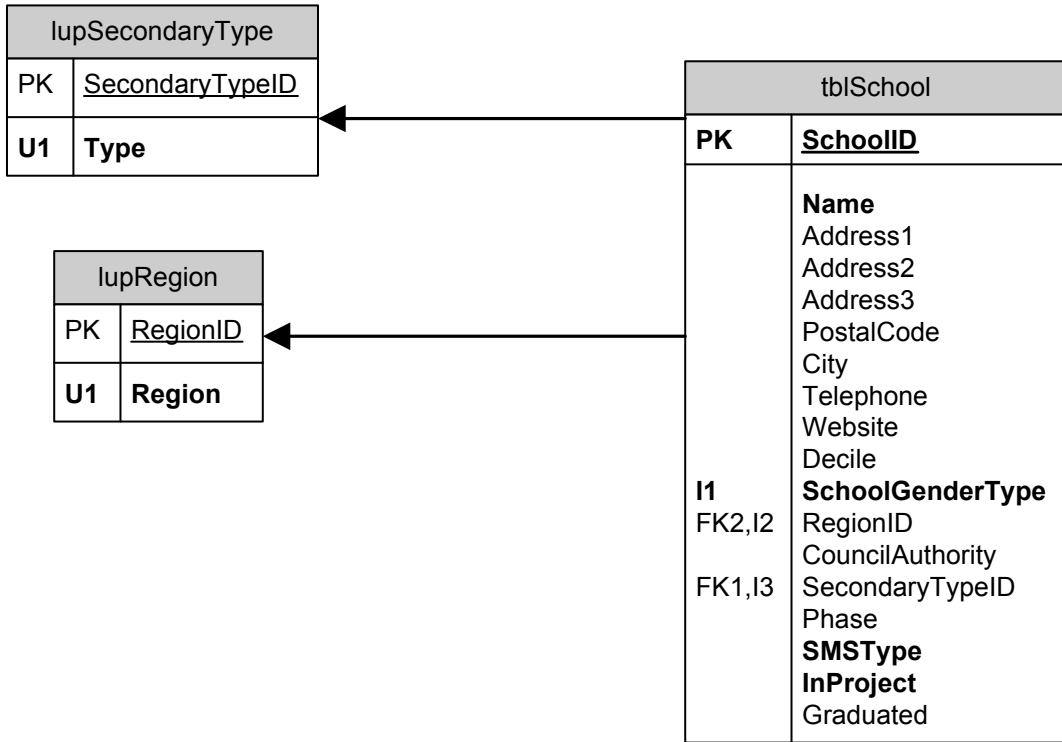
Template 2.9: School Data Tables

Overview:



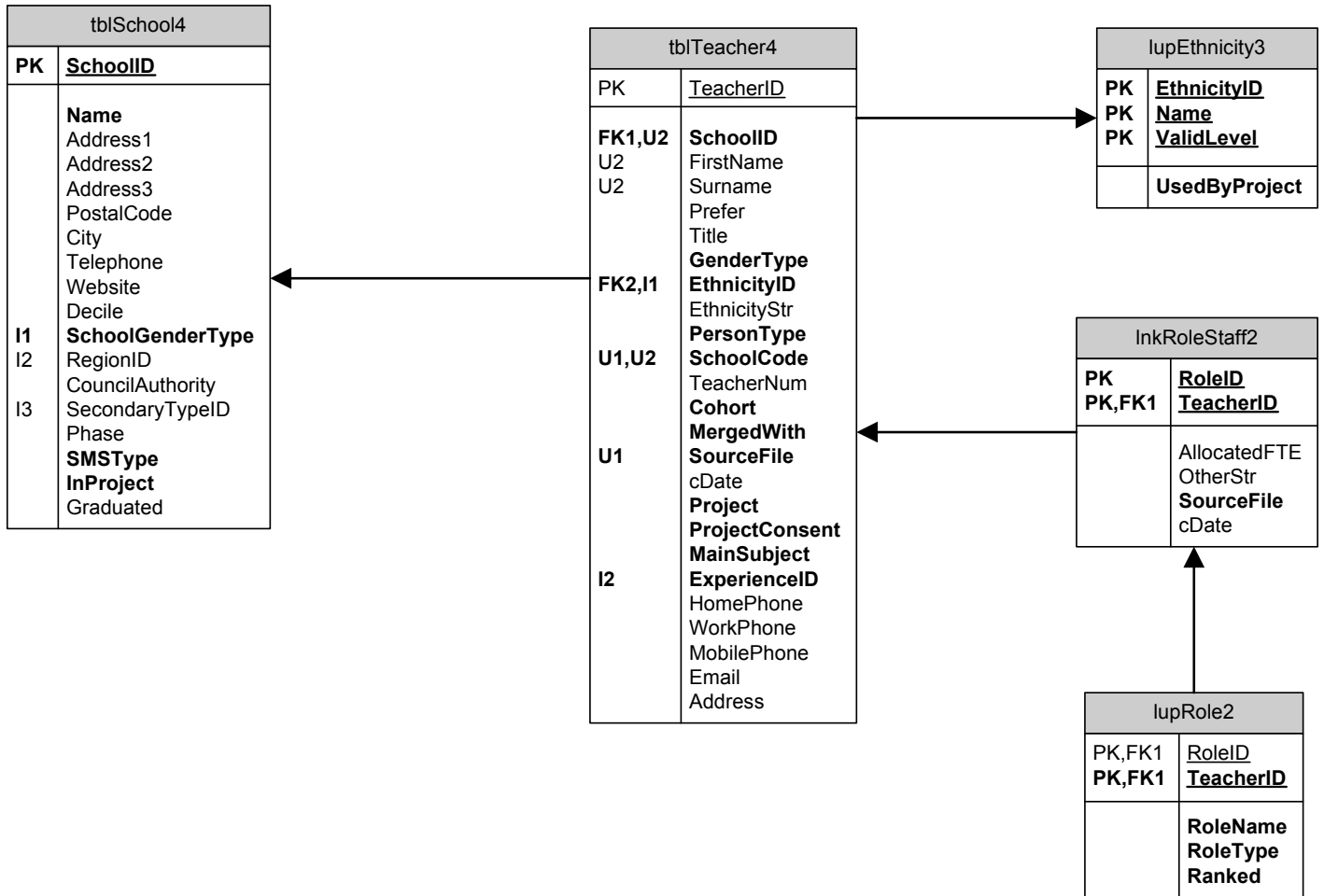
Template 2.10: School Details Profile

Data Source: School Details Spreadsheet or Manual Entry.



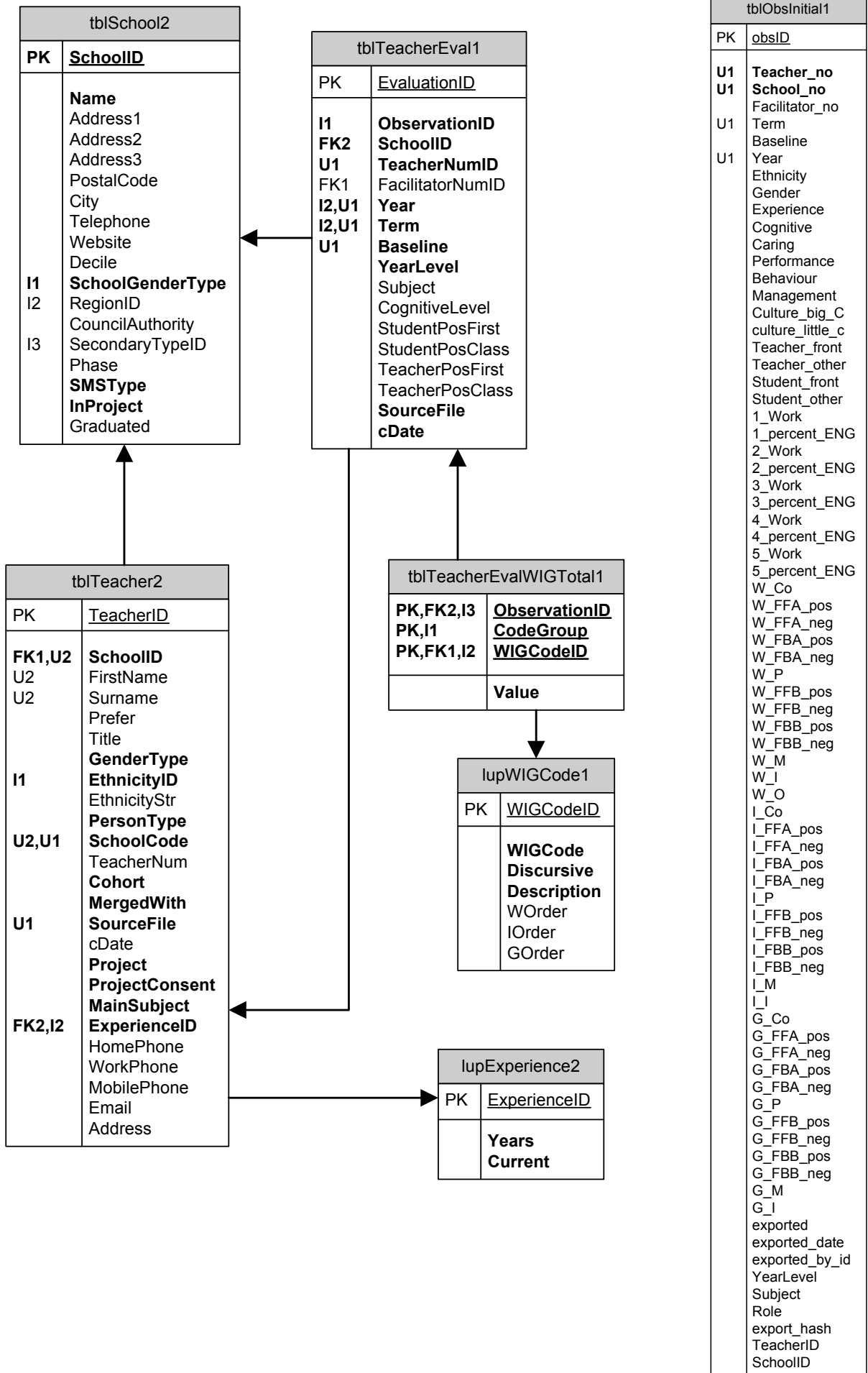
Template 2.11: Teacher and Facilitator Profiles

Data Source: Teacher Profiles / Facilitator Profiles



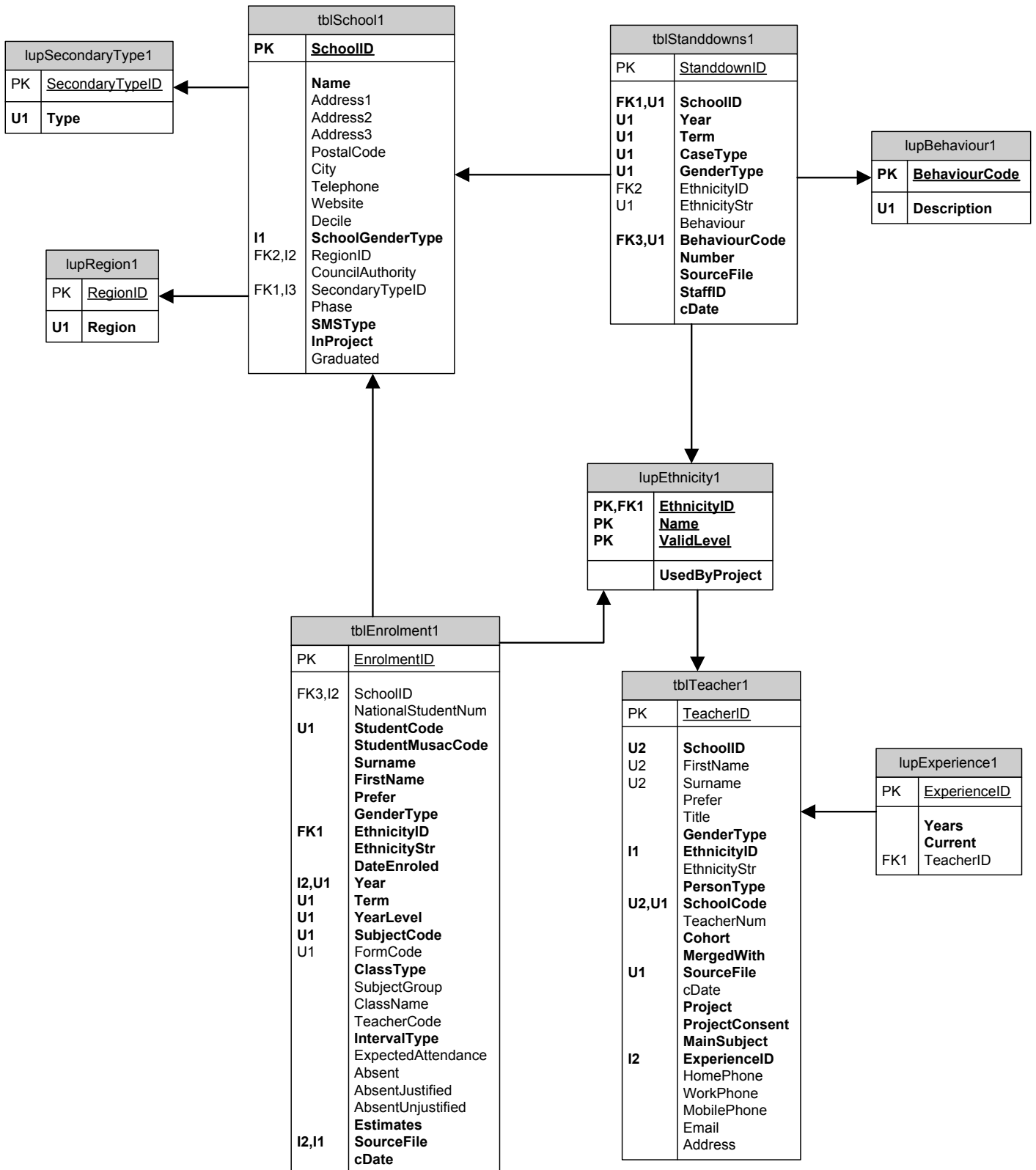
Template 2.12: Observation Data

Data Source: Observation Tool



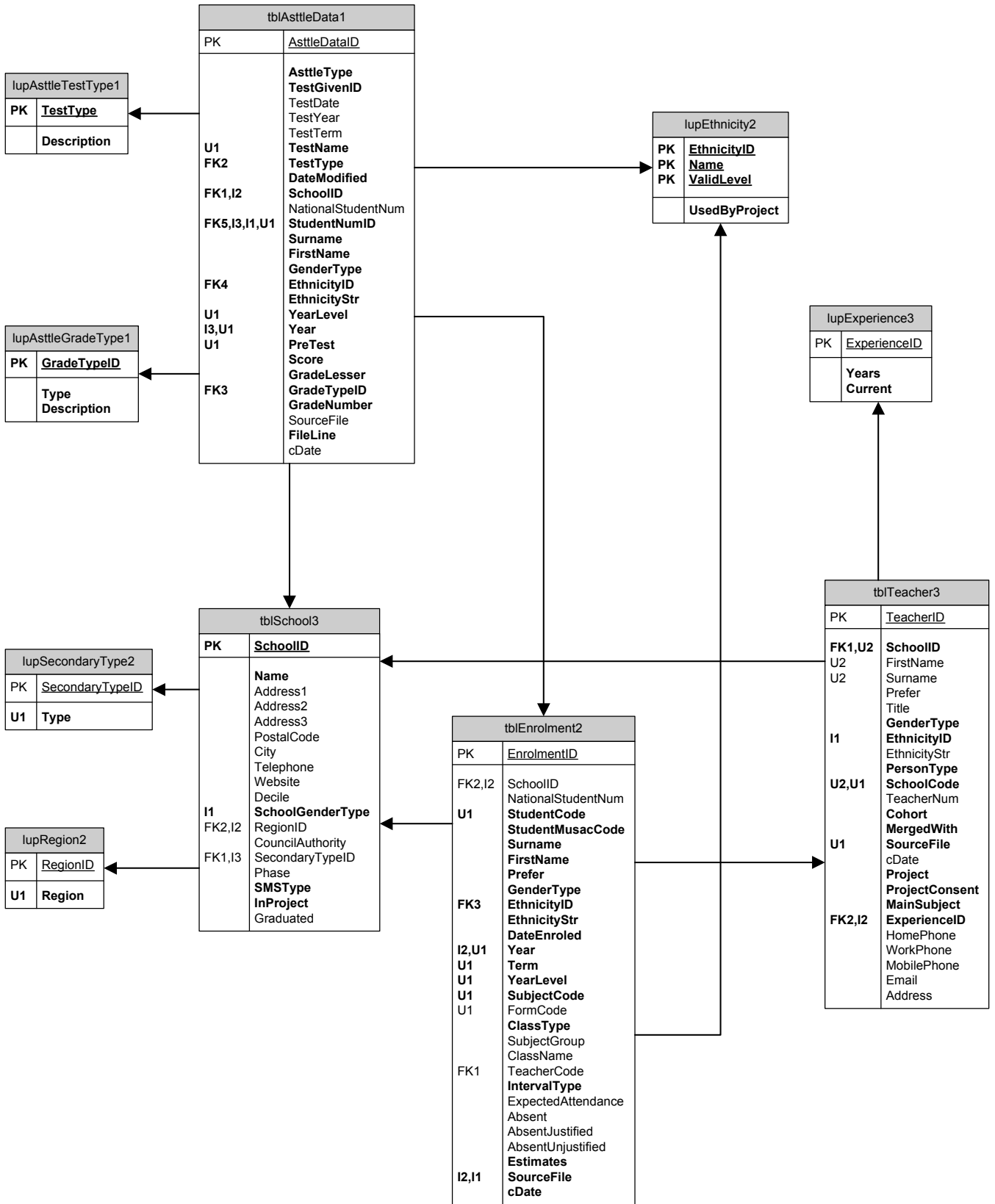
Template 2.13: Student Attendance and Class Enrolments

Data Source: KAMAR, Musac, Integris, IES, PC School, Ministry of Education



Template 2.14: asTTIE Data

Data Source: Asttle Results Spreadsheet, National Norm Spreadsheet



Appendices to Chapter 3: Maintaining the gains - Phase 3

Chapter 3 Appendix A: Tables 3.1 – 3.42

Chapter 3 Appendix B: Survey Outcomes

Chapter 3 Appendix A Tables 3.1-3.42

Table 3.1: asTTle Mathematics test scores for Māori and non-Māori students 2007

Schedule 1					
Year Level	Ethnicity	Test	Mean	SD	N
9	Māori	Pre test	590.15	114.67	326
		Post test	642.12	132.28	326
9	Non-Māori	Pre test	610.44	141.24	667
		Post test	694.39	161.68	667
10	Māori	Pre test	640.42	145.10	386
		Post test	658.53	169.86	386
10	Non-Māori	Pre test	660.70	183.11	394
		Post test	719.47	184.60	394
Schedule 2					
Year Level	Ethnicity	Test	Mean	SD	n
9	Māori	Pre test	519.67	93.97	79
		Post test	612.16	102.01	79
9	Non-Māori	Pre test	578.03	99.3	86
		Post test	662.30	107.21	86
10	Māori	Pre test	662.44	124.63	216
		Post test	677.96	177.42	216
10	Non-Māori	Pre test	720.56	162.31	488
		Post test	795.26	158.40	488

Table 3.2: Results of a two-way repeated measures ANOVA for asTTle Mathematics pre – post test and post – post test Phase 3, 2007

Effect / Interaction	asTTle Mathematics 2007				
	N	d₁	d₂	F	p-value
Y9 Schedule 1					
Test	993	1	991	499.22	<.001
Ethnicity	993	1	991	15.59	<.001
Test x Ethnicity	993	1	991	27.63	<.001
Y10 Schedule 1					
Test	780	1	778	80.79	<.001
Ethnicity	780	1	778	12.44	<.001
Test x Ethnicity	780	1	778	22.59	<.001
Y9 Schedule 2					
Test	165	1	163	321.69	<.001
Ethnicity	165	1	163	13.21	<.001
Test x Ethnicity	165	1	163	0.70	n.s.
Y10 Schedule 2					
Test	704	1	702	81.55	<.001
Ethnicity	704	1	702	54.07	<.001
Test x Ethnicity	704	1	702	35.08	<.001

Table 3.3: asTTle Mathematics test scores for Māori and non-Māori students 2008

Schedule 1					
Year Level	Ethnicity	Test	Mean	SD	N
9	Māori	Pre test	560.49	121.00	431
		Post test	648.29	141.27	431
9	Non-Māori	Pre test	598.87	147.88	803
		Post test	696.24	157.81	803
10	Māori	Pre test	663.39	144.91	171
		Post test	701.23	139.83	171
10	Non-Māori	Pre test	697.85	179.63	223
		Post test	752.05	175.63	223
Schedule 2					
Year Level	Ethnicity	Test	Mean	SD	N
9	Māori	Pre test	562.30	63.74	71
		Post test	593.68	108.43	71
9	Non-Māori	Pre test	576.06	85.60	31
		Post test	652.94	135.18	31
10	Māori	Pre test	625.22	131.91	336
		Post test	706.27	136.52	336
10	Non-Māori	Pre test	688.06	157.53	686
		Post test	783.56	146.64	686

Table 3.4: Results of a two-way repeated measures ANOVA for asTTle Mathematics pre – post test and post – post test Phase 3, 2008

Effect / Interaction	asTTle Mathematics 2008				
	N	d₁	d₂	F	p-value
Y9 Schedule 1					
Test	1234	1	1232	1279.42	<.001
Ethnicity	1234	1	1232	26.96	<.001
Test x Ethnicity	1234	1	1232	3.42	n.s.
Y10 Schedule 1					
Test	394	1	392	110.67	<.001
Ethnicity	394	1	392	7.09	.008
Test x Ethnicity	394	1	392	3.50	n.s.
Y9 Schedule 2					
Test	102	1	100	24.72	<.001
Ethnicity	102	1	100	4.22	.043
Test x Ethnicity	102	1	100	4.37	.039
Y10 Schedule 2					
Test	1022	1	1020	824.16	<.001
Ethnicity	1022	1	1020	57.25	<.001
Test x Ethnicity	1022	1	1020	5.52	.019

Table 3.5: asTTle Mathematics test scores for Māori and non-Māori students 2009

Schedule 1					
Year Level	Ethnicity	Test	Mean	SD	N
9	Māori	Pre test	574.17	105.67	371
		Post test	620.23	127.29	371
9	Non-Māori	Pre test	598.49	135.28	464
		Post test	682.45	165.73	464
10	Māori	Pre test	676.88	134.92	275
		Post test	722.84	143.15	275
10	Non-Māori	Pre test	693.36	188.31	273
		Post test	724.53	182.83	273
Schedule 2					
Year Level	Ethnicity	Test	Mean	SD	N
9	Māori	Pre test	541.35	91.38	72
		Post test	679.43	117.74	72
9	Non-Māori	Pre test	557.70	87.89	61
		Post test	716.61	106.05	61
10	Māori	Pre test	655.73	130.98	444
		Post test	730.41	142.40	444
10	Non-Māori	Pre test	697.77	155.92	780
		Post test	778.88	154.47	780

Table 3.6: Results of a two-way repeated measures ANOVA for asTTle Mathematics pre – post test and post – post test Phase 3, 2009

Effect / Interaction	asTTle Mathematics 2009				
	N	d₁	d₂	F	p-value
Y9 Schedule 1					
Test	835	1	833	350.35	<.001
Ethnicity	835	1	833	23.67	<.001
Test x Ethnicity	835	1	833	29.77	<.001
Y10 Schedule 1					
Test	548	1	546	124.27	<.001
Ethnicity	548	1	546	0.45	n.s.
Test x Ethnicity	548	1	546	4.57	.033
Y9 Schedule 2					
Test	133	1	131	477.55	<.001
Ethnicity	133	1	131	2.68	n.s.
Test x Ethnicity	133	1	131	2.35	n.s.
Y10 Schedule 2					
Test	1224	1	1222	798.65	<.001
Ethnicity	1224	1	1222	28.99	<.001
Test x Ethnicity	1224	1	1222	1.36	n.s.

Table 3.7: Reading test scores for asTTle Māori and non-Māori students 2007

Schedule 1					
Year Level	Ethnicity	Test	Mean	SD	N
9	Māori	Pre test	521.65	68.86	378
		Post test	582.42	83.17	378
9	Non-Māori	Pre test	533.09	87.87	609
		Post test	611.17	100.50	609
10	Māori	Pre test	677.64	82.71	202
		Post test	697.28	79.74	202
10	Non-Māori	Pre test	704.79	83.87	202
		Post test	719.09	86.34	202
Schedule 2					
Year Level	Ethnicity	Test	Mean	SD	N
9	Māori	Pre test	512.64	65.51	85
		Post test	619.06	83.07	85
9	Non-Māori	Pre test	546.78	76.68	81
		Post test	663.84	68.15	81
10	Māori	Pre test	612.21	97.31	305
		Post test	683.76	97.28	305
10	Non-Māori	Pre test	624.90	102.541	647
		Post test	725.06	106.72	647

Table 3.8: Results of a two-way repeated measures ANOVA for asTTle Reading pre and post test Phase 3, 2007

Effect / Interaction	asTTle Reading 2007				
	N	d₁	d₂	F	p-value
Y9 Schedule 1					
Test	987	1	985	1140.17	<.001
Ethnicity	987	1	985	13.97	<.001
Test x Ethnicity	987	1	985	17.72	<.001
Y10 Schedule 1					
Test	404	1	402	43.45	<.001
Ethnicity	404	1	402	9.68	.002
Test x Ethnicity	404	1	402	1.08	n.s.
Y9 Schedule 2					
Test	166	1	164	546.28	<.001
Ethnicity	166	1	164	14.40	<.001
Test x Ethnicity	166	1	164	1.24	n.s.
Y10 Schedule 2					
Test	952	1	950	833.04	<.001
Ethnicity	952	1	950	17.48	<.001
Test x Ethnicity	952	1	950	23.10	<.001

Table 3.9: Reading test scores for asTTle Māori and non-Māori students 2008

Schedule 1					
Year Level	Ethnicity	Test	Mean	SD	N
9	Māori	Pre test	531.05	75.64	547
		Post test	579.33	95.35	547
9	Non-Māori	Pre test	559.61	87.68	954
		Post test	607.75	100.88	954
10	Māori	Pre test	658.04	105.41	160
		Post test	717.43	78.36	160
10	Non-Māori	Pre test	695.99	92.457	331
		Post test	748.83	65.11	331
Schedule 2					
Year Level	Ethnicity	Test	Mean	SD	N
9	Māori	Pre test	525.39	68.55	113
		Post test	543.63	56.80	113
9	Non-Māori	Pre test	561.56	80.22	68
		Post test	584.31	68.82	68
10	Māori	Pre test	591.57	87.66	359
		Post test	685.36	91.32	359
10	Non-Māori	Pre test	624.36	98.71	593
		Post test	712.12	100.66	593

Table 3.10: Results of a two-way repeated measures ANOVA for asTTle Reading pre and post test Phase 3, 2008

Effect / Interaction	asTTle Reading 2008				
	N	d₁	d₂	F	p-value
Y9 Schedule 1					
Test	1501	1	1499	429.91	<.001
Ethnicity	1501	1	1499	43.43	<.001
Test x Ethnicity	1501	1	1499	0.001	n.s.
Y10 Schedule 1					
Test	491	1	489	268.72	<.001
Ethnicity	491	1	489	22.15	<.001
Test x Ethnicity	491	1	489	0.91	n.s.
Y9 Schedule 2					
Test	181	1	179	25.17	<.001
Ethnicity	181	1	179	16.23	<.001
Test x Ethnicity	181	1	179	0.31	n.s.
Y10 Schedule 2					
Test	952	1	950	1621.09	<.001
Ethnicity	952	1	950	24.55	<.001
Test x Ethnicity	952	1	950	1.78	n.s.

Table 3.11: Reading test scores for asTTle Māori and non-Māori students 2009

Schedule 1					
Year Level	Ethnicity	Test	Mean	SD	N
9	Māori	Pre test	515.62	84.93	396
		Post test	576.42	93.92	396
9	Non-Māori	Pre test	572.17	94.20	580
		Post test	615.85	90.52	580
10	Māori	Pre test	648.33	85.49	228
		Post test	712.33	82.52	228
10	Non-Māori	Pre test	701.60	89.50	437
		Post test	744.57	83.22	437
Schedule 2					
Year Level	Ethnicity	Test	Mean	SD	N
9	Māori	Pre test	-		
		Post test			
9	Non-Māori	Pre test	-		
		Post test			
10	Māori	Pre test	589.51	92.97	414
		Post test	685.56	98.97	414
10	Non-Māori	Pre test	610.54	100.70	836
		Post test	709.61	104.41	836

Table 3.12: Results of a two-way repeated measures ANOVA for asTTle Reading pre and post test Phase 3, 2009

Effect / Interaction	asTTle Reading 2009				
	N	d₁	d₂	F	p-value
Y9 Schedule 1					
Test	976	1	974	388.28	<.001
Ethnicity	976	1	974	81.24	<.001
Test x Ethnicity	976	1	974	10.43	<.001
Y10 Schedule 1					
Test	665	1	663	179.82	<.001
Ethnicity	665	1	663	55.39	<.001
Test x Ethnicity	665	1	663	6.95	<.001
Y9 Schedule 2					
Test	-				
Ethnicity	-				
Test x Ethnicity	-				
Y10 Schedule 2					
Test	1250	1	1248	1580.76	<.001
Ethnicity	1250	1	1248	16.71	<.001
Test x Ethnicity	1250	1	1248	0.38	n.s.

Table 3.13: Results of a non-parametric Friedman's related-samples test for factors 1 - 2 of level of relationships

Cohort / Observations	Level of Relationships					
	N	M	S	χ^2	df	p-value
Cohort 1 – Factor 1				1.35	2	.51
Year 1	68	4.24	0.55			
Year 2	68	4.20	0.66			
Year 3	68	4.11	0.64			
Cohort 1 – Factor 2				3.33	2	.19
Year 1	61	3.52	1.03			
Year 2	61	3.48	1.11			
Year 3	61	3.22	1.15			
Cohort 2 – Factor 1				4.59	2	.10
Year 1	50	4.24	0.62			
Year 2	50	4.16	0.72			
Year 3	50	4.32	0.86			
Cohort 2 – Factor 2				8.82	2	.01
Year 1	47	3.11	1.04			
Year 2	47	3.17	1.15			
Year 3	47	3.83	1.15			
Cohort 3 – Factor 1				4.28	2	.12
Year 1	38	3.87	0.81			
Year 2	38	4.01	0.78			
Year 3	38	4.09	0.74			
Cohort 3 – Factor 2				9.97	2	.01
Year 1	37	2.74	1.24			
Year 2	37	2.99	1.23			
Year 3	37	3.41	1.24			
Cohort 4 – Factor 1						
Year 1	16	3.66	0.84			
Year 2	16	3.80	0.87			
Year 3	16	4.11	0.71			
Cohort 4 – Factor 2				.28	2	.87
Year 1	16	2.91	0.99			
Year 2	16	2.88	0.97			
Year 3	16	3.03	0.96			

Table 3.14: Percentage of Teachers with 20% or less discursive practice terms 1-4, 2004-2009

	Cohorts	Term 1	Term 2	Term 3	Term 4
2004	1	61.8	21.1	11.8	3.9
2005	1-2	34.9	21.1	12.5	14.3
2006	1-3	31.4	19.0	19.6	14.0
2007	1-4	28.4	20.1	16.7	18.8
2008	1-5	29.3	22.1	29.3	21.4
2009	1-6	45.1	49.3	52.1	43.7

Table 3.15: N, Mean, SD for percentage of discursive practice

Cohort / Observations	Percentage of discursive practice		
	N	M	SD
Cohort 1			
Baseline	68	11.5	11.13
Year 1	68	44.6	20.76
Year 2	68	41.4	21.37
Year 3	68	39.9	20.37
Cohort 2			
Baseline	29	20.00	12.81
Year 1	29	42.62	18.33
Year 2	29	37.03	18.54
Year 3	29	47.03	17.25
Cohort 3			
Baseline	19	14.53	13.03
Year 1	19	33.26	17.21
Year 2	19	37.89	15.87
Year 3	19	30.74	18.54

Table 3.16: Results of a one-way repeated measures ANOVA for percentage discursive practice

Cohort / Observations	Percentage of discursive practice				
	N	d ₁	d ₂	F	p-value
Cohort 1	68	3	201	50.31	<.001
Baseline - Year 1	68	1	67	136.07	<.001
Baseline - Year 2	68	1	67	96.19	<.001
Baseline - Year 3	68	1	67	107.31	<.001
Year 1 – Year 2	68	1	67	0.98	.326
Year 2 – Year 3	68	1	67	0.23	.635
Cohort 2	29	3	84	15.44	<.001
Baseline - Year 1	29	1	28	50.27	<.001
Baseline - Year 2	29	1	28	15.96	<.001
Baseline - Year 3	29	1	28	36.59	<.001
Year 1 – Year 2	29	1	28	1.39	.248
Year 2 – Year 3	29	1	28	6.34	.018
Cohort 3	19	3	54	7.14	<.001
Baseline - Year 1	19	1	18	18.23	<.001
Baseline - Year 2	19	1	18	21.76	<.001
Baseline - Year 3	19	1	18	10.99	.004
Year 1 – Year 2	19	1	18	0.65	.432
Year 2 – Year 3	19	1	18	1.68	.212

Table 3.17: t-test Comparisons between baseline and the first year of participation for Discursive Practice

Cohort	Mean %		N	t-test
	Baseline	Term 3, 2007		
4	26.1	35.1	59	3.42**
	Baseline	Term 3, 2008		
5	34.0	38.6	32	1.05
	Baseline	Term 3, 2009		
6	25.5	27.8	33	0.63

** $p < .01$

Table 3.18: N, Mean, SD for percentage of interactions with whole class

Cohort / Observations	Percentage of interactions with whole class		
	N	M	SD
Cohort 1			
Baseline	68	53.91	24.87
Year 1	68	35.88	21.84
Year 2	68	41.82	24.65
Year 3	68	39.11	21.27
Cohort 2			
Baseline	29	48.62	22.12
Year 1	29	34.69	22.23
Year 2	29	39.93	30.16
Year 3	29	36.55	22.08
Cohort 3			
Baseline	19	58.84	26.23
Year 1	19	48.84	20.09
Year 2	19	41.05	23.03
Year 3	19	56.95	17.36

Table 3.19: Pearson correlation coefficient for discursive practice and interactions with whole class for cohorts 1-6 in 2004-2009

	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5	Cohort 6
2004	-0.54**	-	-	-	-	-
2005	-0.43**	-0.30**	-	-	-	-
2006	-0.49**	-0.48**	-0.17	-	-	-
2007	-0.31*	-0.32	-0.55**	-0.24	-	-
2008	-0.49**	-0.14	-0.32	-0.49**	-0.14	-
2009	0.03	0.24	-0.34	-0.05	-0.84**	-0.41*

** $p < .01$ * $p < .05$ **Table 3.20: Percentage of interactions with whole class, individual students or group of students for cohorts 1 – 3**

	Cohort 1			Cohort 2			Cohort 3		
	W	I	G	W	I	G	W	I	G
Baseline	54	34	12	49	40	11	59	25	26
1st yr	36	35	29	35	46	19	49	24	27
2nd yr	41	36	22	40	40	20	41	33	26
3rd yr	39	39	22	37	36	27	57	28	15

Table 3.21: Results of a one-way repeated measures ANOVA for percentage of interactions with whole class

Cohort / Observations	Percentage of interactions with whole class				
	N	d ₁	d ₂	F	p-value
Cohort 1	68	3	201	10.18	<.001
Baseline - Year 1	68	1	67	32.53	<.001
Baseline - Year 2	68	1	67	9.61	.003
Baseline - Year 3	68	1	67	16.83	<.001
Year 1 – Year 2	68	1	67	3.36	.071
Year 2 – Year 3	68	1	67	0.55	.461
Cohort 2	29	3	84	2.97	.036
Baseline - Year 1	29	1	28	11.05	.002
Baseline - Year 2	29	1	28	2.47	.127
Baseline - Year 3	29	1	28	11.64	.002
Year 1 – Year 2	29	1	28	0.686	.414
Year 2 – Year 3	29	1	28	.366	.550
Cohort 3	19	3	54	3.125	.033
Baseline - Year 1	19	1	18	1.73	.205
Baseline - Year 2	19	1	18	5.93	.025
Baseline - Year 3	19	1	18	0.07	.798
Year 1 – Year 2	19	1	18	2.52	.130
Year 2 – Year 3	19	1	18	7.34	.014

Table 3.22: t-test Comparisons between baseline and Term 3 of the first year of participation for Interactions with the whole class for cohorts 4-6

Cohort	Mean %		N	t-test
	Baseline	Term 3, 2007		
4	48.95	41.70	59	2.04*
	Baseline	Term 3, 2008		
5	55.75	50.81	32	1.35
	Baseline	Term 3, 2009		
6	51.64	48.12	33	0.67

** p < .01

* p < .05

Table 3.23: Percentage of Māori students located at front of the classroom

Cohort/ Observations	N	M	SD
Cohort 1			
Baseline	61	27.21	20.66
Year 1	61	32.79	22.22
Year 2	61	32.46	21.65
Year 3	61	34.75	26.80
Cohort 2			
Baseline	25	23.20	20.59
Year 1	25	42.40	26.66
Year 2	25	32.00	32.15
Year 3	25	28.80	18.33

Table 3.24: Results of a paired samples t-test for Māori students' location cohorts 3-6

Cohort	Mean %		N	t-test
3	Baseline	Term 3, 2006	44	0.97
	35.45	30.45		
4	Baseline	Term 3, 2007	38	0.95
	32.63	27.37		
5	Baseline	Term 3, 2008	21	1.81
	30.486	20		
6	Baseline	Term 3, 2009	25	0.310
	29.6	28		

Table 3.25: Results of a one-way repeated measures ANOVA for percentage of teachers located at front of classroom

Cohort / Observations	Percentage of teachers located at front of classroom				
	N	d ₁	d ₂	F	p-value
Cohort 1	44	3	129	4.104	.008
Baseline - Year 1	44	1	43	4.311	.044
Baseline - Year 2	44	1	43	0.90	.347
Baseline - Year 3	44	1	43	8.72	.005
Year 1 – Year 2	44	1	43	2.26	.140
Year 2 – Year 3	44	1	43	6.09	.018
Cohort 2	18	3	51	2.37	.081
Baseline - Year 1					
Baseline - Year 2					
Baseline - Year 3					
Year 1 – Year 2					
Year 2 – Year 3					
Cohort 3	17	3	48	3.16	.033
Baseline - Year 1	17	1	16	8.15	.011
Baseline - Year 2	17	1	16	4.78	.044
Baseline - Year 3	17	1	16	4.50	.050
Year 1 – Year 2	17	1	16	0.67	.424
Year 2 – Year 3	17	1	16	0.01	.947

Table 3.26: N, Mean, SD for percentage of teachers located at front of classroom

Cohort / Observations	Percentage of teachers located at front of classroom		
	N	M	SD
Cohort 1			
Baseline	44	5.59	2.71
Year 1	44	4.64	1.86
Year 2	44	5.16	1.99
Year 3	44	4.14	2.26
Cohort 2			
Baseline	18	5.39	2.59
Year 1	18	4.72	2.65
Year 2	18	3.67	2.54
Year 3	18	3.44	3.09
Cohort 3			
Baseline	17	6.94	1.92
Year 1	17	4.53	2.76
Year 2	17	5.24	2.22
Year 3	17	5.29	2.54

Table 3.27: t-test Comparisons between baseline and Term 3 of the first year of participation for Teacher Location at front of the classroom for cohorts 4-6

Cohort	Mean %		N	t-test
	Baseline	Term 3, 2007		
4	46.49	37.02	57	2.03*
	Baseline	Term 3, 2008		
5	44.14	40.69	29	0.60
	Baseline	Term 3, 2009		
6	52.22	51.85	27	0.06

** $p < .01$ * $p < .05$ **Table 3.28: Results of a non-parametric Friedman's related-samples test for cognitive level of class**

Cohort / Observations	Cognitive Level of Class					
	N	M	S	χ^2	df	p-value
Cohort 1	44			44.22	3	<.001
Baseline	44	2.57	0.90			
Year 1	44	3.82	0.76			
Year 2	44	3.36	0.72			
Year 3	44	3.36	0.78			
Cohort 2				23.26	3	<.001
Baseline	24	2.58	0.65			
Year 1	24	3.58	0.78			
Year 2	24	3.08	0.83			
Year 3	24	3.79	0.88			
Cohort 3				10.34	3	.02
Baseline	15	2.60	0.74			
Year 1	15	3.73	1.03			
Year 2	15	3	0.93			
Year 3	15	3.27	0.80			

Table 3.29: Results of a Wilcoxon matched pairs signed-ranks test for cognitive level of class

Cohort / Observations	Cognitive Level of Class		
	N	z	p-value
Cohort 1			
Baseline – Year 1		-5.178	<.001
Baseline – Year 2		-3.937	<.001
Baseline – Year 3		-4.177	<.001
Year 1 – Year 2		-2.628	.009
Year 2 – Year 3		-.032	.974
Cohort 2			
Baseline – Year 1		-3.568	<.001
Baseline – Year 2		-2.244	.025
Baseline – Year 3		-3.695	<.001
Year 1 – Year 2		-1.842	.065
Year 2 – Year 3		-2.489	.013
Cohort 3			
Baseline – Year 1		-2.812	.005
Baseline – Year 2		-1.222	.222
Baseline – Year 3		-1.983	.047
Year 1 – Year 2		-1.581	.114
Year 2 – Year 3		-0.921	.357

Table 3.30: Wilcoxon comparisons between baseline and Term 3 of the first year of participation for cognitive Level of Class for cohorts 4-6

Cohort	Mean Rating		N	z
	Baseline	Term 3, 2007		
4	3.33	3.16	55	0.93
5	Baseline	Term 3, 2008	32	1.01
	3.19	3.41		
6	Baseline	Term 3, 2009	33	0.21
	3.24	3.27		

** p < .01

* p < .05

Table 3.31: N, Mean, SD for percentage of Māori student engagement

Cohort / Observations	Percentage of Māori student engagement		
	N	M	SD
Cohort 1			
Baseline	68	74.00	16.65
Year 1	68	83.06	13.41
Year 2	68	83.37	15.54
Year 3	68	85.74	13.86
Cohort 2			
Baseline	32	80.25	16.65
Year 1	32	89.69	10.16
Year 2	32	82.75	12.99
Year 3	32	86.74	12.87
Cohort 3			
Baseline	19	79.79	16.90
Year 1	19	86.31	14.49
Year 2	19	83.43	14.34
Year 3	19	88.53	12.66

Table 3.32: Results of a one-way repeated measures ANOVA for percentage of Māori student engagement

Cohort / Observations	Percentage of Māori student engagement				
	N	d ₁	d ₂	F	p-value
Cohort 1	68	3	201	10.57	<.001
Baseline - Year 1	68	1	67	18.16	<.001
Baseline - Year 2	68	1	67	13.48	<.001
Baseline - Year 3	68	1	67	24.17	<.001
Year 1 – Year 2	68	1	67	0.02	.879
Year 2 – Year 3	68	1	67	1.23	.272
Cohort 2	32	3	93	5.38	.002
Baseline - Year 1	32	1	31	10.21	.003
Baseline - Year 2	32	1	31	0.85	.364
Baseline - Year 3	32	1	31	3.85	.059
Year 1 – Year 2	32	1	31	11.50	.002
Year 2 – Year 3	32	1	31	5.76	.023
Cohort 3	19	3	54	2.27	.091
Baseline - Year 1	19	1	18		
Baseline - Year 2	19	1	18		
Baseline - Year 3	19	1	18		
Year 1 – Year 2	19	1	18		
Year 2 – Year 3	19	1	18		

Table 3.33: t-test Comparisons between baseline and Term 3 of the first year of participation for Student Engagement for Cohorts 4-6

Cohort	Mean %		N	t-test
	Baseline	Term 3, 2007		
4	83.27	84.56	60	0.49
5	Baseline	Term 3, 2008	31	0.35
	87.05	88.02		
6	Baseline	Term 3, 2009	32	2.53*
	84.82	75.40		

** $p < .01$ * $p < .05$ **Table 3.34: Results of a non-parametric Friedman's related-samples test for level work completion**

Cohort / Observations	Level of Work Completion					
	N	M	S	χ^2	df	p-value
Cohort 1	63			15.38	3	.002
Baseline	63	3.61	0.84			
Year 1	63	4.11	0.78			
Year 2	63	4.08	0.79			
Year 3	63	4.19	0.73			
Cohort 2				8.28	3	.04
Baseline	30	3.85	0.92			
Year 1	30	4.31	0.65			
Year 2	30	4.15	0.76			
Year 3	30	4.45	0.73			
Cohort 3						n.s.
Baseline	18	4.03	0.85			
Year 1	18	4.46	0.85			
Year 2	18	4.10	0.82			
Year 3	18	4.28	0.64			

Table 3.35: Results of a Wilcoxon matched pairs signed-ranks test for level of work completion

Cohort / Observations	Level of Work Completion		
	N	z	p-value
Cohort 1			
Baseline – Year 1		-3.07	.002
Baseline – Year 2		-3.24	.001
Baseline – Year 3		-3.70	<.001
Year 1 – Year 2			n.s.
Year 2 – Year 3			n.s.
Cohort 2			
Baseline – Year 1		-2.27	.023
Baseline – Year 2			n.s.
Baseline – Year 3		-2.63	.009
Year 1 – Year 2			n.s.
Year 2 – Year 3			n.s.
Cohort 3			
Baseline – Year 1			n.s.
Baseline – Year 2			n.s.
Baseline – Year 3			n.s.
Year 1 – Year 2			n.s.
Year 2 – Year 3			n.s.

Table 3.36: Wilcoxon comparisons between baseline and Term 3 of the first year of participation for level of work completion for cohorts 4-6

Cohort	Mean Rating		N	z
	Baseline	Term 3, 2007		
4	4.03	4.15	59	0.95
	Baseline	Term 3, 2008		
5	4.30	4.56	31	0.85
	Baseline	Term 3, 2009		
6	4.07	3.82	31	1.49

** p < .01

* p < .05

Table 3.37: Retention of Phase 3 staff in the project, 2003-2009

Cohort 1	In 2003, N=	Remaining in 2009, Term 4 (%)	Left school (%)	Withdrew from project (%)	Withdrew from project and returned (%)
BOIC	43	21	63	26	10
JCHS	33	36	42	33	11
KKHS	33	52	45	24	6
Massey	36	36	67	3	3
MMC	34	47	45	9	1
Okaihau	38	44	34	42	20
Paeroa	32	28	38	41	7
RGHS	30	37	57	6	0
TAC	30	50	41	23	14
Waitakere	35	20	66	31	17
WHHS	32	63	38	9	9
Whakatane	38	34	32	37	3
Cohort 1 Totals	414	39	47	23	9

Cohort 1 Years in project then withdrew (%)	BOIC (%)	JCHS (%)	KKHS (%)	Massey (%)	MMC (%)	Okaihau (%)	Paeroa (%)	RGHS (%)	TAC (%)	Waitakere (%)	WHHS (%)	Whakatane (%)	Total withdrawals (N=)	Total withdrawal (%) of originals
B+1	2		6		3	34	25	3	13	11	3	11	38	9
B+2	24	15	15			5	16		3	5		18	37	9
B+3		6	9		3	3				3	3	3	10	2
B+4		9			3					3	3		7	1.5
B+5				3				3	7	9		5	9	2
B+6		3											1	0.5
Total	26	33	30	3	9	42	41	6	23	31	9	37	102	24

Cohort 1 Years in project then left school (%)	BOIC (%)	JCHS (%)	KKHS (%)	Massey (%)	MMC (%)	Okaihau (%)	Paeroa (%)	RGHS (%)	TAC (%)	Waitakere (%)	WHHS (%)	Whakatane (%)	Total left school (N=)	Total left school (%)
B+1	28	3		8	6			7	7	11			26	6
B+2	18	9	15	25	9	26	26	13	13	29	13	8	71	17
B+3	4	6	12	6	12		6	7	7	3	3	13	27	6.5
B+4	2	15	9	14	3	3	3	20	7		13	5.5	31	7.5
B+5	7	6	9	14	12	5	3	3	7	20	6	5.5	34	8.2
B+6	4	3			3			7		3	3		8	2
Total	63	42	45	67	45	34	38	57	41	66	38	32	197	47.2

Cohort 2	In 2004/5 N=	Remaining (%)	Left School (%)	Withdrew from project (%)	Withdrew from project and returned (%)
BOIC	6	67	34	17	17
JCHS	21	48	57	19	19
KKHS	30	47	49	20	17
Massey	35	54	43	6	3
MMC	17	53	48	6	6
Okaihau	7	28	71	14	14
Paeroa	8	25	75	13	13
RGHS	25	40	60	0	0
TAC	35	40	44	18	2
Waitakere	35	31	54	26	11
WHHS	40	60	43	8	11
Whakatane	15	40	14	61	15
Cohort 2 Totals	274	44.42	49.33	15.69	9.46

Cohort 2 Years in project then withdrew (%)	BOIC (%)	JCHS (%)	KKHS (%)	Massey (%)	MMC (%)	Okaihau (%)	Paeroa (%)	RGHS (%)	TAC (%)	Waitakere (%)	WHHS (%)	Whakatane (%)	Total withdrawals (N=)	Total withdrawal (%) of original
B+1		5	17	6			13		6	11	5	47	24	9
B+2		9	3		6	15			3	6			8	3
B+3	17	5								3	3	7	5	2
B+4										6			2	0.73
B+5									9			7	4	1.46
Total	17	19	20	6	6	15	13	0	18	26	8	61	43	15.72

Cohort 2 Years in project then left school (%)	BOIC (%)	JCHS (%)	KKHS (%)	Massey (%)	MMC (%)	Okaihau (%)	Paeroa (%)	RGHS (%)	TAC (%)	Waitakere (%)	WHHS (%)	Whakatane (%)	Total left school (N=)	Total left school (%)
B+1		5	13	17				20	9	6	15		27	10
B+2		19	13	6	18	57	25	16	9	3	13	7	33	12
B+3	17	24	13	6	6		25	8	9	11	13	7	31	11
B+4	17	9	7	11	24	15	25	12		31	5		31	11
B+5			3.3	3				4	17	3			10	4
Total	34	57	49.3	43	48	72	75	60	44	54	46	14	132	48

Cohort 3	In 2005/6 N=	Remaining (%)	Left (%)	Withdrew (%)	Withdrew from project and returned (%)
BOIC	3	33.3	33.3	33.3	0
JCHS	26	42	46	12	0
KKHS	31	55	36	13	4
Massey	29	66	31	3	0
MMC	12	75	25	0	0
Okaihau	7	43	57	0	0
Paeroa	4	50	50	0	0
RGHS	37	32	65	3	0
TAC	11	55	36	9	0
Waitakere	28	14	75	11	0
WHHS	21	52	38	10	0
Whakatane	18	39	44	22	5
Cohort 3 Totals	227.00	46.36	44.69	9.69	0.75

Cohort 3 Years in project then withdrew (%)	BOIC (%)	JCHS (%)	KKHS (%)	Massey (%)	MMC (%)	Okaihau (%)	Paeroa (%)	RGHS (%)	TAC (%)	Waitakere (%)	WHHS (%)	Whakatane (%)	Total withdrawals (N=)	Total withdrawal (%) of original
B+1		12	10					3			10	11	11	5
B+2	33.3								9	7		5.5	5	2.25
B+3										4			1	0.44
B+4			3	3								5.5	3	1.32
Total	33.3	12	13	3	0	0	0	3	9	11	10	22	20	9.01

Cohort 3 Years in project then left school (%)	BOIC (%)	JCHS (%)	KKHS (%)	Massey (%)	MMC (%)	Okaihau (%)	Paeroa (%)	RGHS (%)	TAC (%)	Waitakere (%)	WHHS (%)	Whakatane (%)	Total left school (N=)	Total left school (%)
B+1		3	16	7					9	18	5	5.5	16	7
B+2	33.3	31		14	8	43		30	9	25	24	33	48	21
B+3		7		7	16	15	25	14	9	21	9.5		26	11.4
B+4		3		3			25	22	9	11		5.5	13	5.5
Total	33.3	44	16	31	24	58	50	66	36	75	38.5	44	103	44.9

Table 3.38: Leadership Configuration Map Phase 3 May 2010, N=15

Areas of leadership	5		4		3		2		1		Mean
	No. of respondents	% of respondents	No. of respondents	% of respondents	No. of respondents	% of respondents	No. of respondents	% of respondents	No. of respondents	% of respondents	
1	4	26.7%	10	66.7%	1	6.7%	0	0%	0	0%	4.2
2	7	46.7%	6	40%	2	13.3%	0	0%	0	0%	4.3
3	3	20%	9	60%	3	20%	0	0%	0	0%	4
4	0	0%	10	66.6%	5	33.3%	0	0%	0	0%	3.7
5	5	33.3%	7	46.6%	3	20%	0	0%	0	0%	4.1
6	3	20%	7	46.6%	5	33.3%	0	0%	0	0%	3.9
7	0	0%	13	86.7%	2	13.3%	0	0%	0	0%	3.9
8	3	20%	8	53.3%	4	26.7%	0	0%	0	0%	3.9
9	5	33.3%	7	46.6%	3	20%	0	0%	0	0%	4.1
10	6	40%	7	46.6%	2	13.3%	0	0%	0	0%	4.3
11	5	33.3%	7	46.6%	3	20%	0	0%	0	0%	4.1
12	3	20%	8	53.3%	4	26.7%	0	0%	0	0%	3.9

Table 3.39: Institutional Analysis Configuration Map Phase 3 May 2010, N=15

	5		4		3		2		1		Mean
	No. of respondents	% of respondents	No. of respondents	% of respondents	No. of respondents	% of respondents	No. of respondents	% of respondents	No. of respondents	% of respondents	
1	2	13.3%	7	46.7%	6	40%	0	0%	0	0%	3.7
2	4	26.7%	8	53.3%	3	20%	0	0%	0	0%	4.1
3	2	13.3%	8	53.3%	5	33.3%	0	0%	0	0%	3.8
4	1	6.7%	12	80%	2	13.3%	0	0%	0	0%	3.9
5	0	0%	10	66.7%	5	33.3%	0	0%	0	0%	3.7
6	1	6.7%	10	66.7%	4	26.7%	0	0%	0	0%	3.8
7	0	0%	8	53.3%	7	46.7%	0	0%	0	0%	3.5
8	8	53.3%	7	46.7%	0	0%	0	0%	0	0%	4.5
9	2	13.3%	10	66.7%	2	13.3%	1	6.7%	0	0%	3.9
10	4	26.7%	8	53.3%	3	20%	0	0%	0	0%	4
11	5	33.3%	8	53.3%	2	13.3%	0	0%	0	0%	4.2
12	2	13.3%	8	53.3%	5	33.3%	0	0%	0	0%	3.8
13	5	33.3%	9	60%	1	6.7%	0	0%	0	0%	4.3
14	2	13.3%	8	53.3%	5	33.3%	0	0%	0	0%	3.8
15	5	33.3%	8	53.3%	2	13.3%	0	0%	0	0%	4.2
16	5	33.3%	7	46.7%	3	20%	0	0%	0	0%	4.1

Table 3.40: Challenges from ‘State of the Nation’ reports in Phase 3 schools, 2006-2010

School	2006	2007	2009	2010
BOIC	P	P*,L,I,E	L	
James Cook	I	L**	S,I,L**	S,I,E
Kerikeri	L**,I	I,G,E	I***	I
Massey	I		I***	I***
Mt. Maunganui	I,S	I,L		I,S,O
Okaihau	E	I,L	L, I***	
Paeroa	S	P		I***
Rotorua Girls	E,I,L	I	I	I
Te Awamutu	I,L	P,L	I***,L	I***,L, S
Waitakere	L,I	L		
Western Heights	S,I	I***	I,S	
Whakatane	L**,E,O			

Notes:

- Particular aspects of elements this acronym were reported as causing concern at different points in time. These are marked with an asterisk:
 - P*: Māori students’ achievement
 - L**: staff resistance
 - I***: finances/resources
- Where there is no asterisk the reference is to the elements of GPILSEO in general rather than specific terms.

Table 3.41: Achievements in ‘State of the Nation’ reports in Phase 3 schools, 2006-2010

School	2006	2007	2009	2010
BOI	E,S,P	S,I,E,P*	I	
James Cook		P*	S,I,P	S,I,P
Kerikeri	I,P*,S	P*	S,I,P*	S,I
Massey	S,P*,I		S,P*	P*,I
Mt. Maunganui	I,P	L,I,S,P*		P*,I
Okaihau	I,S	P,L	S,P	
Paeroa	E	S,P*		S,I
Rotorua Girls	P*,S,L,I,E	I,S	P*,I	P,S,I
Te Awamutu	S,I	P*,S	P*,I,L	I,S
Waitakere		P		
Western Heights	P*,S,I,E,L	P*,I,E,S,L	L,S,I	S,I,L
Whakatane	P*,S,I	P		

Notes:

- Again, the codes in the table below represent elements of GPILSEO. The asterisks refer to specific aspects of GPILSEO that were experienced as particular achievements in the school:
- P*: Māori students’ achievement.

Table 3.42: Summary of data from schools' Education Review Office (ERO) reports

Reports from 2007

School (ERO report year)	Goal	Pedagogy	Institutions	Leadership	Spread	Use of Evidence	Ownership	Improved student achievement
James Cook (2007)		✓*		✓*		✓		✓
Kerikeri (2007)	✓✓*	✓✓*	✓*	✓✓*	✓✓	✓	✓✓	✓✓*
Te Awamutu (2007)	✓*	✓	✓✓*	✓✓	✓✓		✓	✓✓
Waitakere (2007)	✓*	✓*	✓	✓		✓*		✓

Report from 2008

School (ERO report year)	Goal	Pedagogy	Institutions	Leadership	Spread	Use of Evidence	Ownership	Improved student achievement
Mt Maunganui (2008)	✓✓*	✓*	✓*	✓✓*	✓*	✓	✓	✓

Reports from 2009

School (ERO report year)	Goal	Pedagogy	Institutions	Leadership	Spread	Use of Evidence	Ownership	Improved student achievement
Bay of Islands (2009)		✓		✓✓*	✓	✓✓		✓✓
Massey (2009)	✓✓*	✓✓*	✓✓	✓✓	✓✓*	✓✓	✓✓	✓✓*
Okaihau (2009)		✓	✓	✓	✓	✓		✓
Paeroa (2009)	✓	✓✓*	✓*	✓	✓	✓		✓*
Rotorua Girls (2009)	✓✓	✓*	✓✓	✓✓	✓✓	✓	✓	✓✓
Western Heights (2009)	✓*	✓✓*	✓	✓✓	✓✓*	✓		✓
Whakatane (2009)		✓*	✓*	✓	✓*	✓		✓

Key

- ✓ Mentioned favourably
- ✓✓ Mentioned very favourably
- * Specifically attributed to Te Kotahitanga

Chapter 3 Appendix B Survey Outcomes

Survey Analysis 1

Teachers' survey, July-August 2010

In total there were 173 valid responses from teachers in 11 out of the 12 Phase 3 schools. Questions were compiled around the GPILSEO process (see chapter 2 for details of questionnaire design and construction). Whilst survey responses cannot be seen as a proxy for actual behaviour where questions relate to personal practice, nevertheless they provide a useful set of data to be triangulated with other forms of evidence of sustainability of the project in schools.

Goals

Questions 1-8 related to **goals**. Where the Likert scale was used, 1 represented 'strongly agree' and 4 'strongly disagree'. Two questions enabled open-ended responses.

There was a very positive response from teachers at all levels of experience in the programme in relation to the degree to which their schools have:

- established clear academic vision and goals focused on improving Māori student achievement (mean: 1.59; mode: 2);
- established appropriate systems to reach these goals (mean: 1.86; mode: 2);
- created a means of supporting teachers' professional learning to meet these goals ((mean: 1.8; mode: 2);
- assisted all teachers in Te Kotahitanga to set both group and individual goals in their classrooms (mean: 1.74; mode: 2);
- shared the school's goals with the Māori community (mean: 2.14; mode: 2).

Across all groups of teachers in Phase 3, there was a strong perception that the personnel in schools who helped set the goals were, in this order of contribution: facilitators (86.71% agreement); teachers themselves (70.52% agreement); Principals (46.24 agreement); senior management team (32.94% agreement); HoDs (27.17 agreement); Lead facilitator only (13.29% agreement); HoFs (12.14% agreement).

With an overall mean of 1.83 – i.e. between 'strongly agree' and 'agree' (mode: 2) it would seem that teachers generally are confident in their perceptions that, currently, Phase 3 schools have both the vision and the means to improve Māori student achievement.

Systems set up for reaching these goals were variously described as:

- Te Kotahitanga PD cycle (96)
- Evidence / data collection (25)
- Academic interviews (4)
- Focus on culturally appropriate / culturally responsive practices (13)
- Focus on rejecting deficit theorising (2)
- Strategic planning (12)
- School Annual Plan (8)
- Focus on relationships in the classroom (18)
- Focus on external relationships (3)

Pedagogy

Questions 9-19 related to **pedagogy**. Where the Likert scale was used, 1 represents ‘strongly agree’ and 4 ‘strongly disagree’. Two questions enabled open-ended responses.

Again, there was a very positive response from teachers at all levels of experience in the programme in relation to the degree to which they, as teachers:

- are actively involved in professional learning associated with Te Kotahitanga (mean: 1.98; mode: 2);
- have the opportunity to participate fully in Te Kotahitanga (mean: 1.69; mode: 2);
- have developed in-depth knowledge of the underlying theoretical principles of Te Kotahitanga (mean: 1.94; mode: 2);
- are able to apply the principles and practices of Te Kotahitanga to the classes they teach (mean: 1.87; mode: 2);
- are supported to implement new strategies in their classrooms (mean: 1.82; mode: 2);
- set challenging goals and structure learning situations so that Māori students can reach those goals (mean: 1.90; mode: 2);
- share learning objectives with Māori students (mean: 1.77; mode: 2);
- support Māori students to use evidence of their own progress to identify what they need to learn next (mean: 1.94; mode: 2);
- assist Māori students to set their own challenging goals based on evidence of their performance (mean: 2.03; mode: 2).

With an overall mean of 1.88 – i.e. between ‘strongly agree’ and ‘agree’ (mode: 2) it would seem that teachers generally are confident in their perceptions that they have the opportunity to avail themselves of Te Kotahitanga-related PD, and do so, and that, generally, they put these principles into effect in their classrooms.

Descriptions of the support for improved classroom practice and critical reflection on student outcomes since becoming a member of Te Kotahitanga were almost entirely related to aspects of the Te Kotahitanga professional development cycle. A few respondents (5) also mentioned professional learning groups, making use of student voice (2), and other in-school professional development activities.

Institutions (systems and structures)

Questions 20-28, and 53-62, and 65-67 refer to the institutions (systems and structures) in the school that support Te Kotahitanga.

The mean number of times of classroom observations by a facilitator was reported as varying in accordance with the length of time teachers had been members of the project. For those in the project:

- between 1-2 years, the mean number of observations was 2
- between 3-5 years, the mean number was 1.61
- 6 years and over, the mean was 1.47.

Feedback and attendance at co-construction meetings similarly varied by length of experience in Te Kotahitanga:

- between 1-2 years, the mean number of feedback sessions was 1.94, and of co-constructions was 2.42,

- between 3-5 years, the mean number of feedback sessions was 1.61, and of co-constructions was 1.78,
- 6 years and over, the mean number of feedback sessions was 1.35 and of co-constructions was 1.65.

These findings reflect the fact that, in Phase 3, a number of schools have chosen to drop some of the intensive observation and feedback cycle in favour of co-construction meetings focused on improving Māori student achievement.

The aspect of the PD cycle that occurs less frequently is shadow-coaching, with virtually the same number of sessions irrespective of length of experience in the project:

- between 1-2 years, the mean number of shadow-coaching sessions was 0.53,
- between 3-5 years, the mean number was 0.57,
- 6 years and over, the mean was 0.53.

The most effective components of the Te Kotahitanga professional development cycle were identified as: feedback sessions (72.83%), classroom observations (58.38%), co-construction meetings (52.02%), shadow coaching (23.12%).

The same order of components of the Te Kotahitanga professional development cycle were considered to be essential aspects of any future professional development programme in schools, but in this case the percentages were much lower: feedback sessions (59.54%), classroom observations (58.96%), co-construction meetings (58.38%), shadow coaching (28.90%).

Reasons given why these components should become permanent: mainly related to the usefulness of objective observation and constructive feedback related to clear evidence from a well-informed peer, and the opportunity to share ideas and learn from others in a safe environment. One example of this reads: 'Classroom observations gives input of another professional into your teaching methods; a useful tool for any professional situation. Your teaching is seen through other eyes. Debrief needs to be non-threatening and supportive (as per Te Kotahitanga objectives)'. In the same vein one respondent wrote: 'It is imperative that facilitators are adequately trained to be able to work with teachers in the way that best suits their teaching and learning needs, and that adequate time is provided for this to be completed effectively. A very few respondents (6) were very clear that the elements of the PD cycle should not be made permanent. Three more chose to respond with 'No comment'.

Explanations given of how one school policy and/or school wide system that affects teachers, their practice and/or the students they teach had changed to support Te Kotahitanga included:

- Time allocation for Te Kotahitanga PD cycle (28)
- Greater focus on Māori student achievement (15)
- Greater focus on evidence / data (2)
- Greater focus on school-wide professional development (16)
- Introduction of restorative justice / move away from punitive disciplinary measures (4)
- Greater focus on learning outcomes (14)
- Greater focus on student centred learning (9)
- Greater focus on student attendance (4)

Additional help teachers felt they needed to enhance the gains they were making in Māori student achievement in their classrooms included:

- More engagement with family and whanau (9)
- Learning to speak Te Reo and tikanga (8)
- More time for PD and co-construction (24)
- Live demonstrations of effective teaching (4)
- Differentiated resources which are culturally appropriate (16)
- Time (8)
- Background information about students (2)
- Proper restorative justice system and behaviour management (5)
- Strategies for engagement and motivation of students (5)
- Use of evidence (5)
- Nothing, my students are achieving (4)
- Extra administrative and financial support (4)
- Student attendance (6)
- School structure, smaller class sizes, extra catch up courses for students (1)

In the following questions, where a Likert scale is used, 1 indicates ‘completely’, 2 ‘developing’, 3 ‘beginning’, 4 ‘no change’.

Most respondents reported that the school timetable had changed to allow for feedback sessions and/or co-construction meetings within school time (mean: 1.58; mode: 1). It was reported that times, agenda and purposes of meetings are not well clarified, however (overall mean for all levels of experience: 2.44; mode: 3).

Overall there seems to be some lack of certainty about whether staff promotion procedures now take account of personal engagement with raising the standard of Māori students’ learning and achievement in all schools (mean: 1.87, mode: 1 for those in the project 1-2 years; mean: 2.15, mode: 1 for those in the project 3-5 years; mean 2: .16, mode: 3 for those in the project 6+ years). The more negative response of those who had been in the project for the longest period may be a result of the fact that some members of the first cohorts may have experienced a reduction in status as a consequence.

Respondents did not feel overall that school policies related to discipline are particularly well focused on supporting students’ learning and achievement yet (overall mean: 2.49, mode: 3) or that policies related to student streaming/banding have been designed to support students’ learning and achievement (overall mean: 2.17, mode: 3).

Te Kotahitanga goals are not yet included in department’s plans as a general policy (overall mean: 2.64, mode: 3), nor are:

- Te Kotahitanga goals regularly included in the school’s plans in the eyes of most respondents (mean: 3.05; mode 3);
- Māori student outcomes included routinely in respondents’ reports of their teaching and/or the classes they teach (mean: 2.64; mode: 3);

- Māori student outcomes included routinely in their department's reporting mechanisms (mean: 2.56; mode: 3);
- Te Kotahitanga aims and/or methods and/or purpose yet regularly included in the policy documents (or other forms of communication) of departments (mean: 2.51; mode: 3);
- all professional development programmes/projects yet compatible with each other in the school (mean: 2.62; mode: 3);
- school funding sources routinely made available to support the implementation of Te Kotahitanga (mean: 2.74; mode: 3).

The findings in relation to school institutions above imply that there is much work still to be undertaken to ensure that the focus on improvement in Māori students' learning and engagement should be clear at every level in the school: whole school, departments, classrooms. It was prior understanding of this that led the Te Kotahitanga Development Team in Terms 3 and 4 of 2010 to introduce leadership construction meetings where school-wide evidence of Māori student achievement is examined and the implications discussed for changes at the level of school-wide systems and structures (institutions).

Spread

Questions 29-35 refer to the **spread** of Te Kotahitanga around the school and beyond.

Responses to these questions, as those in the previous section, imply that there is still much work to be done in relation to spread in some Phase 3 schools. Teachers were not very positive about:

- being in touch with external networks so as to enhance Te Kotahitanga practices inside the school (mean: 2.95; mode: 3);
- being involved in sharing the outcomes of the combined efforts to improve Māori students' learning and achievement with Māori parents and community members on a regular basis (mean: 2.81; mode: 3);
- being able to support Māori parents and community members to provide feedback on the school's efforts to raise Māori students' achievement (mean: 2.58; mode: 3);
- whether the school's relationship with Māori parents and community has improved since joining Te Kotahitanga (mean: 2.45; mode: 2)

A good number of respondents felt that relationships with Māori parents and communities had changed in the past few years:

- Māori families and whanau are more actively involved with the children's education (11);
- schools are making a greater effort to share children's successes with families and whanau and to invite parents into schools, for example through the establishment of whanau hui in some places, with the result that families feel more comfortable coming into schools to discuss their children's progress (27).

Advice that respondents would give to other schools about spreading Te Kotahitanga among their staff includes:

- Make staff membership of Te Kotahitanga compulsory (14) and integrate it into existing structures (1)
- Make it optional (8)
- Ensure that the facilitation team is representative of a range of subject areas (2)

- Publicise the fact that it is beneficial for all students (13), enhances relationships (3) and improves teaching practices (4)
- Tread carefully at the beginning and ensure that staff see it as a positive way to enhance Māori students' learning rather than as personal criticism of teachers (3). Treat colleagues with respect and leave mana intact. Create a positive inclusive environment and avoid simply focusing on anti-deficit theorising (5)
- Use evidence to support practice (2)
- Create school systems with regular time slots that assist teachers to change practice (5) and good lines of communication (2)
- Include HoDs and make them responsible for Te Kotahitanga-related departmental targets
- Ensure that SMT operates in a manner that is compatible with the pedagogy expected of teachers (1)
- Te Kotahitanga provides an excellent structure for collaborative staff PD that enables the sharing of effective strategies, reflects the values of the New Curriculum and enables the weaving of schools' strategic goals with classroom practice (4)
- Try it and experience the benefits (9)
- Ensure that the BoT and SMT are fully supportive and offer time and resources to participating staff (3)
- Explore the processes: observation, feedback, co-construction, data collection, interpretation and use clearly (4)
- Work first with those who have a strong interest, then spread it through the schools. Pair experienced colleagues with recent members to maintain momentum (2)
- Be open-minded and flexible (2)
- Maintain the momentum (2)
- Facilitators must be well informed, supportive, constructive and knowledgeable about local communities, culture and te reo (3). A poor facilitator can damage the programme
- Facilitators should be visible, friendly and approachable and give a lot of positive feedback
- Allow time for the project to be properly implemented and embedded into the school (3). Measure success by degree of implementation initially, then improved achievement (5).
- Consider how to include options groups in co-construction meetings (2).

Evidence

Questions 36-41 and 63-64 refer to the use of evidence in schools to support the improvement of Māori students' learning and engagement.

Overall respondents were very positive about their use of evidence and the systems in place to:

- review student progress (overall mean: 1.83; mode: 2);
- inform their responses to Māori students' educational needs (mean: 1.91; mode: 2);
- inform changes in their teaching practice (mean: 1.79; mode: 2);
- inform collaborative problem-solving with colleagues (mean: 1.92; mode: 2)
- share progress with students so that students can better determine their next learning steps (mean: 1.95; mode: 2);

- inform parents of progress being made by their children (mean: 2.02; mode: 2). This was the lowest rated item in this group.

Interestingly, those with between 3-5 years' experience were slightly less positive than the other two groups in all their responses here (overall mean for these responses: 1.91; mode: 2; mean for the 3-5 years' experience group: 2.08; mode: 2).

The majority of respondents believed that the collection and processing of student outcomes data had changed since the school and/or they had been part of Te Kotahitanga. 43 respondents commented on the way that data collection in their school had changed to focus more clearly on the progress of individual students, Māori in particular.

Respondents were not particularly positive about their ability to access real time evidence of students' attendance and achievement. Where 1: 'completely'; 2: 'developing', 3: 'beginning'; 4: 'no change', teachers rated their ability to:

- access real-time evidence of student attendance from the school's student data management systems (mean: 3.03; mode: 4);
- access real-time evidence of students' achievement from the school's student data management systems (mean: 2.89; mode: 3).

Leadership

Questions 45-52 referred to **leadership** of the facilitation team in the respondents' schools. Likert scale rating were 1: 'always effective', 2: 'mostly effective', 3: sometimes effective, 4: 'never effective'.

Overall respondents felt that the facilitation teams in their schools were mostly effective in terms of:

- inspiring and motivating staff so as to develop a group committed to a common vision and goals (mean: 2.15; mode: 2);
- managing, prioritising and allocating resources strategically (mean: 2.26; mode: 2);
- planning, coordinating and evaluating teaching and the curriculum (mean: 2.18; mode: 2);
- providing and participating in teacher learning and development (mean: 2.04; mode: 2);
- ensuring an orderly and supportive environment (mean: 1.99; mode: 2).

Responses to the following three items were the least positive in this group:

- creating powerful connections to the Māori community to support Māori students' learning and achievement (mean: 2.47; mode: 3);
- engaging in constructive problem talk (mean: 2.33; mode: 2);
- selecting, developing and using smart tools for supporting improved learning and achievement for Māori students (mean: 2.44; mode: 3).

Ownership

Questions 42-44 and 68 referred to **ownership** of Te Kotahitanga within the school. These questions were all open-ended.

48 respondents commented on the way that data collection in their school had changed to focus more clearly on the progress of individual students, Māori in particular.

Ways in which respondents felt that the collection and processing of student outcome data needs to change to support the improvement of Māori students' learning and achievement further included:

- Improved user-friendliness so that staff, students and parents can understand the data (5)
- more input from students to challenge them to reach higher (4)
- more formative assessment (3)
- more consistent and accurate analysis of data at departmental level (7)
- speedier return of observation sheets
- more consistent use of rigorous data at co-construction meetings (2)
- sharing of student data across departments (2).

Some of the changes that had occurred in the overall culture of the school since respondents had been part of Te Kotahitanga were:

- A more inclusive style of teaching with less deficit theorising (10)
- Parents attending meetings to review their children's progress more often
- Higher expectations
- More awareness of Māori students' needs (4)
- More staff sharing the same viewpoint and engaging in reflective conversations about practice (8)
- Openness to change among staff (2)
- More focus on individual students' progress and raising Māori students' achievement (3)
- More collaborative working between staff (4).
- Staff more used to being observed in classrooms (3)
- Better relationships between students and staff (17)
- Higher expectations of students (2)
- Students prouder of their school (2)
- Māori students more motivated and engaged (2)
- Greater emphasis on promotion, use and celebration of Māori culture, language and students' achievements (15)
- Greater retention of Māori students (3)
- Increase in school roll (3)
- No change (7).

The most useful thing respondents felt they had done to ensure that the gains made in Māori students' learning and achievement in your classroom are maintained were:

- Making sure that teachers are making the shifts and understanding why
- Ensuring a positive and friendly relationship with all students (22)
- Encouragement of peer-supported student learning (2)
- Developing the cultural aspect in the classroom

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- Involvement in extra-curricular activities
 - Recognising each student as an individual (2)
 - Questioning in a way that enables self determination
 - Learned the power of differentiation
 - Involving support staff with documentation and pedagogical discussions
 - Sharing pre and post test data with students and discussing future steps in learning (2)
 - Use of learning objectives to inform teaching. Co-constructing success criteria for each lesson with students. (5). Enabling shared-decision-making (6).
 - Varying teaching methods
 - Maintained high expectations (9)
 - Building a relationship with the family and whanau of students (2)
 - Formative feedback to students (2)
 - Using data to inform practice (4). Tracking individual student progress.
 - Offering additional individual tutorials outside lesson time
 - Consistency, encouragement, belief and persistence (5)
 - Valuing the culture of all students to enhance the learning process (6)
 - Asking for feedback from peers (2).
 - Creating a respectful environment and a culture of achievement (4).

Survey Analysis 2

Phase 3 leaders' survey, July-August, 2010

In total there were 92 valid responses from leaders in the Phase 3 schools: 11 out of the 12 Principals, 20 APs/DPs, 39 HoDs/HoFs/Deans, 20 facilitators and 2 others. As with the teachers' survey questions were compiled around the GPILSEO process (see chapter 2 for details of questionnaire design and construction).

Goals

Questions 1-9 related to **goals**. Where the Likert scale was used, 4 represents 'strongly disagree'; 3: 'disagree', 2: 'agree'; and 4 'strongly agree'. 2 questions enabled open-ended responses.

Overall there was a very positive response (mean: 1.77; mode: 2) from Phase 3 leaders in relation to the degree to which their schools have set goals for Māori students achievement and created systems to support their realisation. With an overall mean of 1.77 – i.e. between 'strongly agree' and 'agree' (mode: 2) it would seem that leaders are confident in their perceptions that, currently, Phase 3 schools have both the vision and the means to improve Māori student achievement.

They were generally sure that they had:

- established an academic vision and goals focussed on improving Māori student achievement (mean: 1.5; mode: 1), with Principals the most confident (mean 1.3; mode: 1)
- ensured that appropriate systems are in place to reach these goals (mean: 1.9; mode: 2). Again, Principals were the most confident (mean: 1.6; mode: 2)
- assisted teachers to set both long-term and short-term goals in their classrooms (mode: 1.7; mode: 2), this time, unsurprisingly given their position, with facilitators the most confident (mean: 1.5; mode: 1)
- helped all staff to understand the importance of having school-wide goals for raising Māori students' achievement (mean: 1.6, mode: 1). Here, Principals, APs and DPs were the most confident (mean: 1.4, mode: 1 – all 3 groups)
- created a means of supporting teachers' professional learning to meet these goals (mean: 1.9; mode: 2). Principals and facilitators were the most positive (mean: 1.7; mode: 1, both groups), with HoDS, HoFs and Deans also positive, but less so (mean: 2.0; mode: 2).

There was general agreement from all groups that these schools shared their goals with the Māori community but overall ratings were lower than the items above that referred to in-school activities (mean: 2.1).

Principals were the most confident (mean: 1.9; mode: 2) and facilitators the least (mean: 2.4; mode: 2).

Systems set up for reaching these goals were variously described as

- PD cycle: 45 total: Principals and APs/DPs: 18; Hods/HoFs/Deans: 16; Facilitators: 11
- More focused collection and use of evidence / data: 14 total (Principals and APs/DPs: 4; HoDs/HoFs/Deans: 7; Facilitators: 3)
- Academic Interviews / Mentoring Programme / Homework Centre: 11 total (Principals and APs/DPs: 5; Hods/HoFs/Deans: 4; Facilitators: 2)
- Focus on culturally appropriate practices: 5 total (Principals and APs/DPs: 1; HoDs/HoFs/Deans: 4)
- Focus on rejecting deficit theorising: 4 total (Principals and APs/DPs: 2; HoDs/HoFs/Deans: 1; Facilitators: 1)

- Strategic Planning / timetabling to include departments: 28 total (Principals and APs/DPs: 10; HoDs/HoFs/Deans: 9; Facilitators 9)
- School Annual Plan / timetabling to include whole school: 14 total (Principals and APs/DPs: 6; Hods/HoFs/Deans: 2; Facilitators: 6)
- Relationships in the classroom: 8 total (Principals and APs/DPs: 1; Hods/HoFs/Deans: 5; Facilitators: 2)
- External relationships: 3 total (Principals and APs/DPs: 1; Hods/HoFs/Deans: 1; Facilitators: 1).

Perceptions of how the contributions of the various groups to meeting the goals were made are typified in the comments of one HoD/HoF/Dean who said that the school's goals were set through: 'The usual review cycle. The BoT and SMT set the school-wide goals, clearly identifying the goals specific to Māori student achievement. Then middle management and finally classroom teachers interpret and implement these goals. (They put flesh to the bones, texture on the drawings) and the success is monitored by the individual, middle management and SMT for reporting to the BoT and the school stakeholders, community, Ministry, etc.'

There was an interesting difference of opinion over who it actually was that helped to set the schools' goals:

- Principals felt it was the SMT (100%), teachers and BoT (both groups: 90.9%); Principals (81.8%) and facilitators (72.7%).
- APs and DPs thought it was the Principal (95%); SMT (90%), teachers (80%) and facilitators (75%).
- HoDs, HoFs and Deans reported it was the facilitators (69.2%) the Principal (66.7%); the SMT (61.5%) and teachers (58.97%).
- Facilitators reported that it was the Principal (85%); facilitators (70%); teachers (65%) and the SMT/BoT (60%).

Pedagogy

Questions 10-25 related to **pedagogy**. Where the Likert scale was used, 4 represents 'strongly disagree'; 3: 'disagree'; 2: 'agree'; and 1 'strongly agree'. Two questions enabled open-ended responses.

There was a very positive response generally from leaders at all levels about active involvement in Te Kotahitanga and the degree to which they, as leaders:

- are actively involved in professional learning associated with Te Kothitanga (mean: 1.7; mode: 2), with Principals and facilitators giving the most positive responses (mean: 1.4; mode: 1), and HoDs, HoFs and Deans the least (mean: 1.9; mode: 3).
- understand the theoretical foundation of Te Kothitanga (mean: 1.5, mode: 2). HoFs and HoDs professed to know the least (mean: 1.6, mode: 2)
- can apply its principles to new circumstances as they arise in the school (mean: 1.7; mode: 2).
- support staff to understand the theoretical foundations of Te Kotahitanga (mean: 1.7; mode: 2). HoDs, HoFs and Deans, whilst positive, had the lowest ratings here (mean: 1.9; mode: 2)
- ensure that new pedagogic interactions in the classrooms are supported by appropriately trained staff (mean: 1.8; mode: 2). Here Principals are the most confident (mean: 1.4; mode: 1) with HoDs, HoFs and Deans still positive, but less so (mean: 2.0; mode: 2).
- directly support teachers to implement new pedagogies in their classrooms (mean: 1.7; mode: 2). Here, unsurprisingly, facilitators gave the most positive responses (mean: 1.6; mode: 2)

- ensure that students are aware that the focus of Te Kotahitanga is on improving teachers' practice (mean: 1.97; mode: 2). Here Principals, HoDs, HoFs and Deans were the least sure, and facilitators the most.

Overall, they were fairly confident, but less certain than in their responses above, that teachers in their schools:

- had developed in-depth knowledge of the theoretical principles of Te Kotahitanga (mean: 2.1; mode: 2) with facilitators the least certain.
- could apply these principles flexibly in their classrooms (mean: 2.04; mode: 2) with, again, Principals the most certain and facilitators the least.
- set challenging goals for Māori students (mean: 2.0; mode: 2). Here facilitators were the least, and HoDs, HoFs and Deans the most positive
- structured learning situations so Māori students could reach those goals (mean: 1.9; mode: 2). Again, HoDs, HoFs and Deans were the most positive
- shared learning objectives with Māori students (mean: 1.9; mode: 2).
- assisted Māori students to set their own challenging goals (mean: 2.1; mode: 2).

The majority of leaders felt that their support of teachers to improve their classroom practice had changed since their school had been part of Te Kotahitanga. Overwhelmingly (Principals: 11, APs/DPs: 20, HoDs/HoFs/Deans: 39, facilitators: 20) they expressed their commitment to supporting teachers improve their classroom practice by embedding elements of the Te Kotahitanga professional development cycle within their schools. Many of the schools' leaders reported that clearer school wide goals that focus on Māori student achievement and the use of evidence are now being used to inform teacher practice.

Institutions (systems and structures)

Questions 26-30, and 63-88 refer to the institutions (systems and structures) in the school that support Te Kotahitanga.

Components of the Te Kotahitanga professional development programme that these leaders had found to be the most effective in helping teachers to improve their classroom practice were: feedback sessions (79.35%), classroom observation (69.57%), co-construction meetings (67.39%), shadow coaching (43.48%).

Interestingly, 100% of Principals thought both observation and feedback were the most effective, whilst APs and DPs also thought these two components were the most effective. Facilitators, on the other hand, rated feedback and co-construction as the most effective.

The components of the professional development cycle that they felt should become a permanent part of their school's professional development programme were: feedback sessions (80.43%), co-construction meetings (78.26%), classroom observation (75%), shadow coaching (56.52%). 100% of Principals thought both observation and feedback should become permanent, for APs and DPs these two elements were also thought the most important, whilst for facilitators the order was observation and co-construction (95%) and then feedback (85%) and shadow-coaching (80%).

Explaining why these components should become permanent, almost all leaders were very positive about the whole PD cycle (11 Principals, 20 APs/DPs, 39 HoDs/hofFs/Deans, 20 facilitators). One Principal said: 'The whole professional learning model is superb. Any tinkering with it will weaken the outcomes.' One AP/DP commented 'It is best practice for all schools and all teachers.' One HoD/HoF/Dean commented: 'The Te Kotahitanga facilitator is the human camera who is an expert teacher and trained to give effective feedback, including having those difficult conversations, building together what needs to be addressed and then being

supported in the practice. It also makes me accountable. Great teaching tips are shared.’ There were a very few provisos related, for example,

- to the quality of the facilitator: ‘... facilitators need to be abreast of teachers’ prior knowledge and ascertain if they too are vMāori so that PD is tailored, appropriate and emancipator.’ (HoD/HoF/Dean)
- to time constraints: ‘Teachers are resentful of using non-contact hours’ (HoD/HoF/Dean).

Explanations given of how school policy and/or a school wide system that affects teachers, their practice and/or the students they teach had changed to support Te Kotahitanga in their schools were:

- Time for PD cycle: 25 total (Principals/APs/DPs: 12; HoDs, HoFs and Deans: 3; facilitators: 10)
- Focus on Māori student achievement: 14 (Principals/APs/DPs: 6; HoDs, HoFs and Deans: 5; facilitators: 3)
- Focus on evidence / data / appraisals: 11 total (Principals/APs/DPs: 3; HoDs, HoFs and Deans: 5; facilitators: 3)
- Focus on school-wide professional development: 22 total (Principals/APs/DPs: 7; HoDs, HoFs and Deans: 6; facilitators: 9)
- Introduction of restorative justice / move away from punitive disciplinary measures: 1 total (Principals/APs/DPs: 1)
- Focus on learning outcomes: 5 total (Principals/APs/DPs: 4; HoDs, HoFs and Deans: 1)
- Focus on student centred learning: 8 total (HoDs, HoFs and Deans: 5; facilitators: 3)
- Focus on student attendance: 3 total (Principals/APs/DPs: 1; HoDs, HoFs and Deans: 1; facilitators: 1)

Some respondents said that they would like additional help at a school-wide system level to enhance the gains they were making in Māori student achievement. What they would like was:

- More engagement with family and whanau: total 2 (HoDs/HoFs/Deans: 2)
- More time for PD including Co-construction and resourcing for facilitation teams: total 30 (Principals/APs/DPs: 16 ; HoDs/HoFs/Deans: 8, facilitators: 6)
- Live demonstrations of effective teaching: total 1 (HoDs/HoFs/Deans: 1)
- Time: total 2 (HoDs/HoFs/Deans: 2)
- Proper restorative justice system and behaviour management : total: 1 (HoDs/HoFs/Deans: 1)
- Strategies for engagement and motivation of students: total 1 (HoDs/HoFs/Deans: 1)
- Use of evidence: total 6 (Principals: 1; HoDs/HoFs/Deans: 1; facilitators: 4)
- Student attendance: total 1 (Principals: 1)
- School structure ie smaller class sizes, catch up sessions, streaming: total 5 (HoDs/HoFs/Deans: 3; facilitators: 2)
- Ability to share ideas with other TK schools and draw on the expertise of outside specialists: total 4 (Principals: 2, HoDs/HoFs/Deans: 1; facilitators: 1)
- Coordinated approach across whole school: total 1 (HoDs/HoFs/Deans: 1)

On the Likert scale below, 1 represents ‘completely’; 2: ‘developing’; 3: ‘beginning’ and 4 ‘completely’.

- In relation to whether change had occurred in the following activities since the school joined Te Kotahitanga Leaders again gave very positive responses overall:
- Timetables to allow for feedback sessions and/or co-construction meetings within school time (mean: 2.1; mode: 1). There was considerable variation in the replies here: Principals, APs/DPs (mean 1.6; HoDs/HoFs/Deans: mean 2.5; mode: 4)
- Clarity of times, agendas and purposes of meetings (mean: 1.9; mode: 2). Again there was considerable variation with Principals most positive: Principals (mean: 1.45; mode: 1); HoDs/HoFs/Deans (mean: 2.1; mode: 2)
- Staffing to include permanent positions for professional development staff in our school (mean: 2; mode: 2). There was an interesting difference between Principals and APs/DPs about this issue: Principals: (mean: 2.4, mode: 2); APs/DPs (mean: 1.7, mode: 1).
- Greater regularity in strategic meetings with the Lead Facilitator (mean: 2.2; mode: 2) with, again, a difference between Principals (2.1, mode: 2) and APs/DPs (mean: 1.7, mode: 1).
- The lead facilitator is a member of the senior management decision-making process (mean: 2.5, mode: 4). Here the least positive were the facilitators (mean: 3.1, mode: 4).
- The lead facilitator is a member of the senior management team (mean: 2.9, mode: 4). Principals (mean: 3.2, mode: 4) and facilitators (3.4, mode: 4) were very negative here.
- The role of HODs to include responsibility for focusing on Māori students’ achievement (mean: 2.0, mode: 2). There was an important difference here between Principals (mean: 1.6, mode: 2), and HoDs/HoFs/Deans (mean: 2.1, mode: 2).
- Staff recruitment procedures to include reference to te Kotahitanga (mean: 1.6, mode: 1). Principals (1.3, mode: 1) and APs/DPs (mean: 1.1, mode: 1) who would be in the best position to know this information were the most positive.
- Staff promotion procedures to take account of personal engagement with raising the standard of Māori students’ learning and achievement (mean: 2.3, mode: 2). There was a big difference between Principals (mean: 1.9, mode: 1) and HoDs/HoFs/Deans (mean: 2.6, mode: 4)
- The provision of space for in-school professional development staff (mean: 1.9, mode: 1). The difference here was between APs/DPs (mean: 1.4, mode: 1) and HoDs/HoFs/Deans (mean: 2.1, mode: 2)
- Policies and practices related to discipline to link clearly to supporting students’ learning and engagement (mean: 2.1, mode: 2). There was a wide variation in responses from Principals (1.8, mode: 2) and facilitators (mean: 2.4, mode: 2)
- Policies and practices in student streaming/banding to be designed to support students’ learning and achievement (mean: 2.4, mode: 2). The most negative response came from facilitators (mean: 2.8, mode: 2).
- Project goals are included in department plans (mean: 1.95, mode: 2). The most positive were the Principals (mean: 1.6, mode: 1), and the least the facilitators (mean: 2.2, mode: 2).
- Te Kotahitanga goals are included in school plans (mean: 1.5, mode: 1). There was a wide difference between Principals, APs/DPs (1.2, mode: 1) and facilitators (mean: 1.8, mode: 2).
- Māori student outcomes are included in department reporting mechanisms (mean: 1.6, mode: 1). The difference here was between Principals (mean: 1.1, mode: 1) and APs/DPs (mean: 1.7, mode: 1) and facilitators (1.8, mode: 1)

- Māori student outcomes are included in school reporting mechanisms (mean: 1.65, mode: 1). Principals and APs/DPs (1.2, mode: 1) were much more positive than facilitators (mean: 1.9, mode: 2)
- Te Kotahitanga aims, methods and purpose are visible in staff handbooks for the school (mean: 1.96, mode: 1). Principals (mean: 1.6, mode: 1) were much more positive than facilitators (mean: 2.8, mode: 2)
- Te Kotahitanga aims, methods and purpose are visible on the school's website (mean: 2.4, mode 2). 5
- Te Kotahitanga aims, methods and purpose are visible in the school brochure (mean: 2.3, mode: 2). There is disagreement here between Principals (mean: 1.8, mode: 2) and facilitators (mean 2.9, mode: 4)
- Te Kotahitanga aims, methods and purpose are visible in other forms of communication from the school (mean: 2.2, mode: 2). Again, there is disagreement here between Principals (mean: 1.9, mode: 2) and facilitators (mean 2.8, mode: 2)
- Student data management systems offer teachers real-time evidence of student attendance (mean: 1.7, mode: 1).
- Student data management systems offer teachers real-time evidence of student achievement (mean: 1.8, mode: 1). There is a difference here between Principals (mean: 1.4, mode: 1) and HoDs/HoFs/Deans (mean: 1.97, mode: 2)
- All professional development programmes/projects are compatible with each other in the school (mean: 1.95, mode: 1). There was a big difference here between Principals (mean: 1.45, mode: 1), and HoDs/HoFs/Deans (mean: 2.4, mode: 3)
- Funding has been reallocated to support the implementation of Te Kotahitanga (mean: 2.0, mode: 1). There was a surprising difference here between APs/DPs who were very positive (1.4, mode: 1) and all other groups.

Leadership

Questions 31-35, and 55-62 refer to **leadership** in the school that supports Te Kotahitanga. Where the Likert scale was used, 4 represents 'strongly disagree'; 3: 'disagree', 2: 'agree'; and 1 'strongly agree'.

Leaders were confident that they

- ensured that all staff they were responsible for had the opportunity to participate fully in Te Kotahitanga (mean: 1.5, mode: 1) with Principals rating themselves the highest (mean: 1.0, mode: 1), and HoDs/HoFs/Deans (mean: 1.9, mode: 1) the lowest.. Given their relative roles in the school this finding is unsurprising.
- ensured that all teachers they were responsible for were able to apply the principles and practices of Te Kotahitanga in their classrooms (mean: 1.6, mode: 2).

⁵ The issue of the visibility of the project in schools is an interesting one here. Website information was collated by the Project Team from 10 schools between April-July, 2010. At the time of compiling this report, 2 websites were inactive/inaccessible: Okaihau College and Western Heights High School. The degree to which Te Kotahitanga is visible on these sites is various. On three sites: Rotorua Girls, Waitakere and Massey, Te Kotahitanga has a very high profile. Coverage of the projects on these sites includes an outline of the aims, the Effective Teaching Profile and the professional development cycle. There is mention of Te Kotahitanga on some other sites, either directly, as at Mt Maunganui College where there is general information about the project and the school's participation in it, at Paeroa College and James Cook High where it is listed along with other initiatives, or, at Bay of Islands College and Kerikeri High School, where it features in downloadable documents associated with student achievement. There are only 2 schools: Whakatane High and Te Awamutu, where there is no mention of the project on the school website.

- established networks external to their school to enhance Te Kotahitanga practices internally (mean: 2.2, mode: 2). Principals saw themselves as in the best position to do this (mean: 1.6, mode: 2) and HoDs/HoFs/Deans in the weakest (mean: 2.5, mode: 3)
- ensured that improvements in student achievement are regularly shared with Māori parents and community members (mean: 2.1, mode: 2). Principals were most confident here (mean: 1.5, mode: 1) and facilitators (mean: 2.3, mode: 2) the least.
- ensured that Māori parents and community members were able to provide feedback on the school's efforts to raise Māori students' achievement (mean: 2.2, mode: 2). Here Principals' responses (mean: 1.8, mode: 2) were rather different from facilitators (mean: 2.5, mode: 3)

In the following questions, where the Likert scale was used, 4 represents 'never; 3: 'sometimes', 2: 'mostly'; and 1 'always'.

In terms of their importance to the leadership role and the amount of time leaders were able to spend on each activity these leaders rated the items below as follows:.

- Inspiring and motivating staff so as to develop a group committed to a common vision and goals.
 - Importance: mean: 1.6, mode: 1
 - Time: mean: 2.3, mode: 3. There was a discrepancy here between Principals (1.9, mode 2) and HoDs/HoFs/Deans (mean: 2.6, mode: 3)
- Managing, prioritising and allocating resources strategically.
 - Importance: mean: 1.9, mode: 2. The difference here was between Principals (mean: 1.45, mode: 1) and facilitators (mean: 2.4, mode: 2)
 - Time: mean: 2.4, mode: 3. Again, the biggest difference was between Principals (mean: 1.8, mode: 1) and facilitators (mean: 2.7, mode: 3)
- Planning, coordinating and evaluating teaching and the curriculum.
 - Importance: mean: 1.85, mode: 1. Least positive here were the facilitators (mean: 2.2, mode: 3)
 - Time: mean: 2.4, mode: 3
- Providing and participating in teacher learning and development.
 - Importance: mean: 1.7, mode: 1
 - Time: mean: 2.3, mode: 3. Principals were the most positive here (mean: 1.8, mode: 2), and HoDs/HoFs/Deans the least (mean: 2.5, mode: 3)
- Ensuring an orderly and supportive environment.
 - Importance: mean: 1.5, mode: 1
 - Time: mean: 2.0, mode: 2. HoDs/HoFs/Deans saw themselves as having the least time for this (mean: 2.3, mode: 3)
- Creating educationally powerful connections.
 - Importance: mean 2.0, mode: 2. APs/DPs rated this the most highly (mean: 1.6, mode: 1), and facilitators the least (mean : 2.3, mode : 3)
 - Time: 2.6, mode: 3

- Engaging in constructive problem talk:
 - Importance: mean: 1.7, mode: 2
 - Time: mean: 2.3, mode: 3
- Selecting, developing and using smart tools
 - Importance: mean: 2.3, mode: 2
 - Time: mean: 2.8, mode: 3. Facilitators saw themselves as having the least time for this (mean: 3.0, mode: 3)

The most useful thing that leaders felt they had done to sustain the gains being made for Māori students included:

- More engagement with family and whanau: total 4 (Principals 2; HoDs/HoFs/Deans 3)
- Learning to speak Te Reo and Tikanga total 1 (Principals 0; HoDs/HoFs/Deans 1)
- More time for PD including co-construction and resourcing for facilitation staff total 16 (Principals 6; HoDs/HoFs/Deans 3; facilitators 7)
- Strategies for engagement and motivation of students total 1 (Principals 0; HoDs/HoFs/Deans 1)
- Use of evidence: total 10 (Principals 6; HoDs/HoFs/Deans 4)
- Student attendance: total 1 (Principals 0; HoDs/HoFs/Deans 1)
- School structure: smaller class sizes, extra catch up sessions for students out of class: total 1 (Principals 1)
- Consistent, coherent school wide focus on Māori student achievement: total: 4 (Principals 3; facilitators 1)
- Overt commitment of Principal/ BOT/ SMT to Te Kotahitanga and its implementation: total 2 (Principals 1; facilitators 1)
- Embedding Te Kotahitanga into school systems, structures, policies: total 5 (Principals 4; facilitators 1)
- High expectations of Māori students: total 6 (Principals 3; HoDs/HoFs/Deans 1; facilitators 2)
- Celebrating Māori student achievement within school assemblies or with individuals: total 2 (Principals 1; facilitators 1)
- Forming positive friendly relationships with students: total 16 (Principals 2; HoDs/HoFs/Deans 12; facilitators 2).

Asked what they would do differently in supporting the implementation and/or spread of Te Kotahitanga in their school, leaders gave a whole range of different answers:

- Challenge deficit theorising earlier (Principal)
- Integrate Te Kotahitanga programme with curriculum leadership earlier (Principal, 2 AP/DPs, 3 facilitators)
- Once weekly meeting between P/SMT and LF, and termly with whole facilitation team (Principal,
- Make it compulsory from the beginning: (Principal, 3 AP/DPs, f)
- All staff to attend co-construction meetings with evidence (Principal, AP/DP)
- Move faster earlier (Principal)

- More regular PD in the annual calendar for everyone (Principal, AP/DP, HoD/HoF/Dean, 3 facilitators)
- Involve kaumatua throughout (Principal, AP/DP, facilitator)
- Hired a totally committed facilitator from the beginning with a permanent post and more time allowance to ensure stability (Principal,)
- More networking with others (AP/DP)
- Integrate its principles and practices into a whole-school approach (AP/DP)
- Plan more carefully what to do with those who refuse to join (AP/DP, HoD/HoF/Dean)
- Ensure facilitators are respectful towards peers (AP/DP)
- Work with heads of bi-lingual units. Hold all hui on the marae (AP/DP)
- Inform staff that Te Kotahitanga is not a one-size fix it solution (AP/DP)
- Greater involvement with whanau m(HoD/HoF/Dean)
- Greater use of Māori subject content in lessons (HoD/HoF/Dean)
- More co-constructions (HoD/HoF/Dean)
- Change system of pre-booked observations to walk-throughs (HoD/HoF/Dean)
- Ensure full support of SMT (HoD/HoF/Dean, 4 facilitators)
- Build critical mass of supportive staff quickly (HoD/HoF/Dean)
- Pay more attention to attendance data (HoD/HoF/Dean)
- Focus on small but tangible improvements in classrooms (HoD/HoF/Dean)
- More emphasis on what constitute culturally responsive and culturally appropriate practices (facilitator)

Spread

Question 17, 36-38, and 89 refer to the **spread** of Te Kotahitanga in the school. Where the Likert scale was used, 4 represents 'strongly disagree'; 3: 'disagree', 2: 'agree'; and 1 'strongly agree'.

Overall leaders had some confidence that they had:

- ensured that the Māori community is aware of the focus of Te Kotahitanga (mean: 2.2, mode: 2). Principals (mean: 1.9, mode: 2) were much more confident than HoDs/HoFs/Deans (mean: 2.5, mode: 2).
- seen an improvement in their relationship with Māori parents and community since the school joined Te Kotahitanga (mean: 2.1, mode: 2). Again, Principals (mean: 1.7, mode: 2) were more confident than HoDs/HoFs/Deans (mean: 2.2, mode: 2)

The vast majority of respondents felt that Te Kotahitanga had spread within the school since they had joined.

The majority of Principals and facilitators reported themselves as networking with leaders in other schools in relation to Te Kotahitanga, but few of the other groups, as might be anticipated in relation to their roles in the school.

Evidence

Questions 39-52 refer to the schools systems in relation to **evidence** about Māori students' achievement and attendance. Where the Likert scale was used, 4 represents 'strongly disagree'; 3: 'disagree', 2: 'agree'; and 1 'strongly agree'.

Overall respondents were very positive that, using the school systems they had in place, they used evidence to:

- identify Māori student's participation and progress (mean: 1.5, mode: 1).
- monitor Māori student's participation and progress (mean: 1.5, mode: 2).
- inform their educational responses to Māori students' educational needs (mean: 1.7, mode: 2). Principals were the most confident (mean: 1.45, mode: 1), and HoDs/HoFs/Deans (mean: 1.9, mode: 2) the least.
- show Māori student progress in terms of their presence over time (mean: 1.6, mode: 1).
- show Māori student progress in terms of their engagement over time (mean: 2.0, mode: 2).
- show Māori student progress in terms of their achievement over time (mean: 1.7, mode: 2). Principals (mean: 1.3, mode: 1) were more positive than HoDs/HoFs/Deans (mean: 1.9, mode: 2) here.
- demonstrate that focusing on raising Māori student achievement results in benefit to other students also (mean: 1.7, mode: 2).

Leaders were also confident that staff in their schools used evidence of student progress to:

- inform changes in their teaching practice (mean: 1.8, mode: 2).
- inform collaborative problem-solving with colleagues (mean: 1.9, mode: 2).
- review student progress (mean: 1.7, mode: 2).
- share with students themselves so that students could better determine their next learning steps (mean: 1.95, mode: 2). Least positive here were the facilitators (mean: 2.2, mode: 2).
- inform parents of progress being made by their children (mean: 1.7, mode: 2). The most confident were the Principals (mean: 1.3, mode: 1) and least confident the HoDs/HoFs/Deans (mean: 1.9, mode: 2).

The majority of leaders perceived that the collection and processing of student outcomes data had changed since the school had been part of Te Kotahitanga. 43 respondents commented on the way that data collection in their school had changed to focus more clearly on the progress of individual students, Māori in particular.

However, a majority of Principals and facilitators also felt that the collection and processing of student outcome data needed to be improved. Ways in which respondents felt that the collection and processing of student outcome data needs to change to support the improvement of Māori students' learning and achievement further included:

- Improved user-friendliness so that staff, students and parents can understand the data (8)
- More input from students to challenge them to reach higher (3)
- More formative assessment (4)
- More consistent and accurate analysis of data at departmental level (4)
- Speedier return of observation sheets / faster turnaround of feedback (2)

- Sharing of student data across departments (2)

Ownership

Questions 53 - 54 refer to the schools' **ownership** of Te Kotahitanga.

The majority of respondents reported that they had adapted the practices of Te Kotahitanga in their school. Leaders reported that they had adapted the practices of Te Kotahitanga in their school in the following ways:

- Support for newly recruited and beginner teachers in the school (Principals/DPs-APs: 1; Facilitators: 1)
- More focus on collaboration and mentoring amongst staff (Principals/DPs-APs 1);
- Targeted PD according to cohort years of experience in Te Kotahitanga (Principals/DPs-APs: 5; Facilitators: 2)
- Collective school-wide achievement plans and goals, ie. annual plans (Principals/DPs-APs 1; HoDs/HoFs: 2)
- Strategic plans and goals from departments to fit Te Kotahitanga goal of raising Māori student achievement (HoDs/HoFs: 1)
- Variations to the hui whakarewa (Facilitators: 2)
- Variations to carrying out observations (from facilitation team to departmental heads, frequency) (Principals/DPs-APs: 1; HoDs/HoFs: 1; Facilitators: 5)
- Variations to co-construction meetings (from core classes to departments to whole school to duration in time and frequency) (Principals/DPs-APs: 7; HoDs/HoFs 1)
- Variations to shadow coaching (frequency) (Principals/DPs-APs: 1)
- More emphasis on evidence gathering whether or not to inform classroom practice (HoDs/HoFs: 2; Facilitators 1)
- More focus on interactive, learner-centred classroom practices (Principals/DPs-APs: 2; HoDs/HoFs: 8)
- Aligning and linking it to other initiatives such as Restorative Justice and Academic Counselling (HoDs/HoFs: 1)
- Greater emphasis on promotion, use and celebration of Māori culture, language and students' achievement (Principals/DPs-APs: 1; HoDs/HoFs 1; Facilitators: 1)
- No change (Principals/DPs-APs 1; HoDs/HoFs: 3)

The majority of respondents also reported that the overall culture of the school had changed since they had been part of the project. Some of the changes that had occurred in the overall culture of the school since respondents had been part of Te Kotahitanga were:

- A more inclusive style of teaching with less deficit theorising (19)
- More awareness of Māori students' needs (4)
- More staff sharing the same viewpoint and engaging in reflective conversations about practice (14)
- Openness to change among staff (2)
- More focus on individual students' progress and raising Māori students' achievement (16)
- More collaborative working between staff (2)

- Staff more used to being observed in classrooms (1)
- Better relationships between students and staff (12)
- Higher expectations of students (3)
- Students prouder of their school (1)
- Māori students more motivated and engaged (4)
- Greater emphasis on promotion, use and celebration of Māori culture, language and students' achievement (7)
- Greater retention of Māori students (4)

Appendices to Chapter 4: Replicating the gains - Phase 4

Chapter 4 Appendix A: Tables 4.1-4.40

Chapter 4 Appendix B: Survey Outcomes

Chapter 4 Appendix A: Tables 4.1 – 4.40

Table 4.1: asTTle Mathematics test scores for Māori and non-Māori students 2007

Schedule 1					
Year Level	Ethnicity	Test	Mean	SD	N
9	Māori	Pre test	592.39	108.11	262
		Post test	627.74	117.55	262
9	Non-Māori	Pre test	642.30	125.38	717
		Post test	692.04	120.64	717
10	Māori	Pre test	740.72	112.13	116
		Post test	760.30	127.64	116
10	Non-Māori	Pre test	780.46	115.68	295
		Post test	825.83	122.43	295
Schedule 2					
Year Level	Ethnicity	Test	Mean	SD	n
9	Māori	Pre test	500.56	96.84	79
		Post test	600.39	90.35	79
9	Non-Māori	Pre test	583.77	114.00	22
		Post test	705.68	124.33	22
10	Māori	Pre test	615.15	99.74	78
		Post test	629.44	112.85	78
10	Non-Māori	Pre test	751.58	101.59	19
		Post test	767.11	108.38	19

Table 4.2: Results of a two-way repeated measures ANOVA for asTTle Mathematics pre–post test and post–post test Phase 4, 2007

Effect / Interaction	asTTle Mathematics 2007				
	N	d₁	d₂	F	p-value
Y9 Schedule 1					
Test	979	1	977	228.27	<.001
Ethnicity	979	1	977	48.21	<.001
Test x Ethnicity	979	1	977	6.53	.011
Y10 Schedule 1					
Test	411	1	409	73.78	<.001
Ethnicity	411	1	409	17.65	<.001
Test x Ethnicity	411	1	409	11.64	.001
Y9 Schedule 2					
Test	101	1	99	190.25	<.001
Ethnicity	101	1	99	17.34	<.001
Test x Ethnicity	101	1	99	1.89	n.s.
Y10 Schedule 2					
Test	97	1	95	5.23	.024
Ethnicity	97	1	95	26.98	<.001
Test x Ethnicity	97	1	95	0.009	n.s.

Table 4.3: asTTle Mathematics test scores for Māori and non-Māori students 2008

Schedule 1					
Year Level	Ethnicity	Test	Mean	SD	N
9	Māori	Pre test	576.35	109.39	552
		Post test	610.53	115.75	552
9	Non-Māori	Pre test	632.81	125.33	1147
		Post test	677.51	134.07	1147
10	Māori	Pre test	675.93	119.29	181
		Post test	741.76	130.23	181
10	Non-Māori	Pre test	704.13	136.33	287
		Post test	789.04	122.91	287
Schedule 2					
Year Level	Ethnicity	Test	Mean	SD	N
9	Māori	Pre test	566.99	103.93	71
		Post test	609.73	113.54	71
9	Non-Māori	Pre test	639.59	96.31	272
		Post test	694.01	107.51	272
10	Māori	Pre test	643.31	114.77	218
		Post test	733.18	127.70	218
10	Non-Māori	Pre test	688.95	112.10	737
		Post test	790.44	119.93	737

Table 4.4: Results of a two-way repeated measures ANOVA for asTTle Mathematics pre–post test and post–post test Phase 4, 2008

Effect / Interaction	asTTle Mathematics 2008				
	N	d₁	d₂	F	p-value
Y9 Schedule 1					
Test	1699	1	1697	258.25	<.001
Ethnicity	1699	1	1697	107.17	<.001
Test x Ethnicity	1699	1	1697	4.60	.032
Y10 Schedule 1					
Test	468	1	466	289.84	<.001
Ethnicity	468	1	466	11.15	.001
Test x Ethnicity	468	1	466	4.64	.032
Y9 Schedule 2					
Test	343	1	341	111.87	<.001
Ethnicity	343	1	341	36.38	<.001
Test x Ethnicity	343	1	341	1.62	n.s.
Y10 Schedule 2					
Test	955	1	953	757.24	<.001
Ethnicity	955	1	953	37.97	<.001
Test x Ethnicity	955	1	953	2.79	n.s.

Table 4.5: asTTle Mathematics test scores for Māori and non-Māori students 2009

Schedule 1					
Year Level	<i>Ethnicity</i>	<i>Test</i>	<i>Mean</i>	<i>SD</i>	<i>N</i>
9	Māori	Pre test	625.58	112.51	263
		Post test	670.44	121.67	263
9	Non-Māori	Pre test	665.66	123.34	780
		Post test	716.96	126.57	780
10	Māori	Pre test	751.80	136.68	136
		Post test	762.76	136.81	136
10	Non-Māori	Pre test	812.31	140.48	480
		Post test	823.14	124.32	480
Schedule 2					
Year Level	Ethnicity	Test	Mean	SD	N
9	Māori	Pre test	580.47	115.03	196
		Post test	610.25	135.80	196
9	Non-Māori	Pre test	615.80	108.69	540
		Post test	663.58	119.12	540
10	Māori	Pre test	621.50	120.91	320
		Post test	705.68	136.46	320
10	Non-Māori	Pre test	688.88	131.10	915
		Post test	769.73	131.96	915

Table 4.6: Results of a two-way repeated measures ANOVA for asTTle Mathematics pre and post test Phase 4, 2009

Effect / Interaction	asTTle Mathematics 2009				
	N	d₁	d₂	F	p-value
Y9 Schedule 1					
Test	1043	1	1041	299.38	<.001
Ethnicity	1043	1	1041	27.07	<.001
Test x Ethnicity	1043	1	1041	1.35	n.s.
Y10 Schedule 1					
Test	616	1	614	4.87	.028
Ethnicity	616	1	614	25.38	<.001
Test x Ethnicity	616	1	614	0.00	n.s.
Y9 Schedule 2					
Test	736	1	734	132.21	<.001
Ethnicity	736	1	734	23.32	<.001
Test x Ethnicity	736	1	734	7.12	.008
Y10 Schedule 2					
Test	1235	1	1233	930.14	<.001
Ethnicity	1235	1	1233	66.54	<.001
Test x Ethnicity	1235	1	1233	0.38	n.s.

Table 4.7: asTTle Reading test scores for Māori and non-Māori students 2007

Schedule 1					
Year Level	Ethnicity	Test	Mean	SD	N
9	Māori	Pre test	520.32	87.381	422
		Post test	595.21	100.12	422
9	Non-Māori	Pre test	567.87	96.36	745
		Post test	631.74	100.73	745
10	Māori	Pre test	644.53	125.86	180
		Post test	678.44	134.25	180
10	Non-Māori	Pre test	678.67	125.22	489
		Post test	722.71	115.69	489
Schedule 2					
Year Level	Ethnicity	Test	Mean	SD	N
9	Māori	Pre test	528.72	73.43	191
		Post test	567.61	84.36	191
9	Non-Māori	Pre test	582.64	72.33	374
		Post test	611.56	81.54	374
10	Māori	Pre test	572.59	70.43	99
		Post test	601.84	78.39	99
10	Non-Māori	Pre test	617.26	73.03	119
		Post test	671.07	84.11	119

Table 4.8: Results of a two-way repeated measures ANOVA for asTTle Reading pre–post test and post–post test Phase 4, 2007

Effect / Interaction	asTTle Reading 2007				
	N	d₁	d₂	F	p-value
Y9 Schedule 1					
Test	1167	1	1165	796.12	<.001
Ethnicity	1167	1	1165	61.30	<.001
Test x Ethnicity	1167	1	1165	5.03	.025
Y10 Schedule 1					
Test	669	1	667	208.27	<.001
Ethnicity	669	1	667	14.23	<.001
Test x Ethnicity	669	1	667	3.52	n.s.
Y9 Schedule 2					
Test	565	1	563	150.29	<.001
Ethnicity	565	1	563	59.62	<.001
Test x Ethnicity	565	1	563	3.25	n.s.
Y10 Schedule 2					
Test	218	1	216	89.70	<.001
Ethnicity	218	1	216	36.00	<.001
Test x Ethnicity	218	1	216	7.84	.006

Table 4.9: asTTle Reading test scores for Māori and non-Māori students 2008

Schedule 1					
Year Level	Ethnicity	Test	Mean	SD	N
9	Māori	Pre test	530.43	91.02	728
		Post test	567.21	115.27	728
9	Non-Māori	Pre test	573.03	103.62	1407
		Post test	624.77	107.56	1407
10	Māori	Pre test	603.54	114.13	212
		Post test	665.89	108.57	212
10	Non-Māori	Pre test	649.96	94.65	371
		Post test	724.37	83.47	371
Schedule 2					
Year Level	Ethnicity	Test	Mean	SD	N
9	Māori	Pre test	570.42	73.96	71
		Post test	578.99	75.538	71
9	Non-Māori	Pre test	630.63	72.419	265
		Post test	633.77	77.318	265
10	Māori	Pre test	581.05	98.40	449
		Post test	641.88	120.83	449
10	Non-Māori	Pre test	617.71	97.13	1031
		Post test	667.19	120.64	1480

Table 4.10: Results of a two-way repeated measures ANOVA for asTTle Reading pre and post test Phase 4, 2008

Effect / Interaction	asTTle Reading 2008				
	N	d₁	d₂	F	p-value
Y9 Schedule 1					
Test	2135	1	2133	451.50	<.001
Ethnicity	2135	1	2133	134.50	<.001
Test x Ethnicity	2135	1	2133	12.92	<.001
Y10 Schedule 1					
Test	583	1	581	498.25	<.001
Ethnicity	583	1	581	44.66	<.001
Test x Ethnicity	583	1	581	3.88	.049
Y9 Schedule 2					
Test	336	1	334	2.12	n.s.
Ethnicity	336	1	334	39.36	<.001
Test x Ethnicity	336	1	334	0.46	n.s.
Y10 Schedule 2					
Test	1480	1	1478	688.14	<.001
Ethnicity	1480	1	1478	40.75	<.001
Test x Ethnicity	1480	1	1478	.01	n.s.

Table 4.11: asTTle Reading test scores for Māori and non-Māori students 2009

Schedule 1					
Year Level	Ethnicity	Test	Mean	SD	N
9	Māori	Pre test	586.21	83.08	130
		Post test	622.40	90.99	130
9	Non-Māori	Pre test	640.10	98.70	259
		Post test	678.47	100.57	259
10	Māori	Pre test	572.48	112.31	91
		Post test	600.29	112.09	91
10	Non-Māori	Pre test	666.15	110.76	94
		Post test	688.69	86.38	94
Schedule 2					
Year Level	Ethnicity	Test	Mean	SD	N
9	Māori	Pre test	555.57	78.34	101
		Post test	600.73	84.87	101
9	Non-Māori	Pre test	607.22	80.44	260
		Post test	671.20	61.33	260
10	Māori	Pre test	586.90	87.79	272
		Post test	679.57	107.78	272
10	Non-Māori	Pre test	646.08	88.36	787
		Post test	745.14	77.51	787

Table 4.12: Results of a two-way repeated measures ANOVA for asTTle Reading pre and post test Phase 4, 2009

Effect / Interaction	asTTle Reading 2009				
	N	d₁	d₂	F	p-value
Y9 Schedule 1					
Test	389	1	387	144.19	<.001
Ethnicity	389	1	387	31.47	<.001
Test x Ethnicity	389	1	387	0.123	n.s.
Y10 Schedule 1					
Test	185	1	183	24.90	<.001
Ethnicity	185	1	183	38.21	<.001
Test x Ethnicity	185	1	183	0.27	n.s.
Y9 Schedule 2					
Test	361	1	359	219.49	<.001
Ethnicity	361	1	359	59.44	<.001
Test x Ethnicity	361	1	359	6.52	.011
Y10 Schedule 2					
Test	1059	1	1057	1338.32	<.001
Ethnicity	1059	1	1057	126.33	<.001
Test x Ethnicity	1059	1	1057	1.49	n.s.

Table 4.13: Wilcoxon Signed Ranks Test showing significant reduction in the differences between the numbers of students not gaining and gaining an NCEA Level 1 in Year 11, 2007-2009**Descriptive Statistics**

	N	Mean	Std. Deviation	Minimum	Maximum
diff07pct	18	8.96	13.165	-33	28
diff09pct	18	2.85	10.992	-25	17

Ranks

		N	Mean Rank	Sum of Ranks
diff09pct-diff07pct	Negative Ranks	14 ^a	10.50	147.00
	Positive Ranks	4 ^b	6.00	24.00
	Ties	0 ^c		
	Total	18		

a. diff09pct < diff07pct

b. diff09pct > diff07pct

c. diff09pct = diff07pct

Test Statistics^b

	diff09pct-diff07pct
z	-2.678 ^a
Asymp. Sig. (2-tailed)	.007

a. Based on positive ranks.

b. Wilcoxon Signed Ranks Test

Table 4.14: Results of a non-parametric Friedman's related-samples test for level of relationships for cohorts 1-2, N, M and S for cohort 3

Cohort / Observations	Level of Relationships					
	N	M	S	χ^2	df	p-value
Cohort 1				92.185	3	<.001
Baseline	114	2.765	0.880			
Year 1	114	3.545	0.726			
Year 2	114	3.642	0.766			
Year 3	114	3.740	0.798			
Cohort 2				51.00	2	<.001
Baseline	64	2.891	0.601			
Year 1	64	3.458	0.607			
Year 2	64	3.728	0.665			
Cohort 3				n.a.		
Baseline	83	2.813	0.598			
Year 1	83	3.657	0.553			

Table 4.15: Results of a Wilcoxon matched pairs signed-ranks test for levels of relationship (if Friedman was significant)

Cohort / Observations	Level of Relationship		
	N	z	p-value
Cohort 1			
Baseline–Year 1	114	-6.765	<.001
Baseline–Year 2	114	-7.295	<.001
Baseline–Year 3	114	-7.626	<.001
Year 1–Year 2	114	-1.323	n.s.
Year 2–Year 3	114	-1.377	n.s.
Cohort 2			
Baseline–Year 1	64	-5.074	<.001
Baseline–Year 2	64	-6.122	<.001
Year 1–Year 2	64	-3.258	.001
Cohort 3			
Baseline–Year 1	83	-7.299	<.001

Table 4.16: Percentage of Teachers with 20% or less discursive practice terms 1-4, 2007- 2009

		Cohort 1	Cohort 2	Cohort 3
2007	Term 1	43.6	-	-
	Term 2	35.8	-	-
	Term 3	37.8	-	-
	Term 4	28.1	-	-
2008	Term 1	26.1	41.7	-
	Term 2	27.9	33.1	-
	Term 3	23.0	25.8	-
	Term 4	23.5	25.8	-
2009	Term 1	24.4	22.8	24.2
	Term 2	23.7	25.0	17.9
	Term 3	19.8	16.3	15.8
	Term 4	16.8	14.1	11.6

Table 4.17a: N, Mean, SD for percentage of discursive practice

Cohort / Observations	Percentage of discursive practice		
	N	M	SD
Cohort 1			
Baseline	129	28.760	18.582
Year 1	129	29.628	18.353
Year 2	129	36.124	18.039
Year 3	129	39.999	18.788
Cohort 2			
Baseline	79	24.987	15.802
Year 1	79	33.089	16.784
Year 2	79	40.405	18.199

Table 4.17b: Results of a one-way repeated measures ANOVA for percentage discursive practice for cohorts 1–2

Cohort / Observations	Percentage of discursive practice				
	N	d ₁	d ₂	F	p-value
Cohort 1	129	3	384	14.872	<.001
Baseline-Year 1	129	1	128	0.168	.683
Baseline-Year 2	129	1	128	15.355	<.001
Baseline-Year 3	129	1	128	30.517	<.001
Year 1–Year 2	129	1	128	10.898	.001
Year 2–Year 3	129	1	128	4.721	.032
Cohort 2	79	2	156	20.064	<.001
Baseline-Year 1	79	1	78	12.896	.001
Baseline-Year 2	79	1	78	33.459	<.001
Year 1–Year 2	79	1	78	9.571	.003

Table 4.18: Results of a paired samples t-test for cohort 3, discursive practices

Measure	Mean %		N	t-test
	Baseline	Year 1		
Discursive practice	28.54	38.56	96	4.316**
** <i>p</i> < .01				

Table 4.19: Pearson correlation coefficient for discursive practice and interactions with whole class for cohorts 1–3 in 2007–2009

	Cohort 1	Cohort 2	Cohort 3
2007	-0.33**	-	-
2008	-0.23**	-0.28**	-
2009	-0.28**	-0.26**	-0.31**

***p* < .01**p* < .05**Table 4.20: Percentages of interactions with whole class, individual students or group of students for Cohorts 1–3**

	Cohort 1			Cohort 2			Cohort 3		
	W	I	G	W	I	G	W	I	G
Baseline	47.83	38.43	13.74	50.73	31.87	17.39	47.23	34.90	17.88
1st yr	44.65	35.57	19.78	47.04	34.18	18.78	40.52	36.06	23.69
2nd yr	44.62	38.20	17.18	41.95	39.04	19.16	-	-	-
3rd yr	41.18	38.12	21.41	-	-	-	-	-	-

Table 4.21: N, Mean, SD for percentage of interactions with whole class

Cohort / Observations	Percentage of interactions with whole class		
	N	M	SD
Cohort 1			
Baseline	129	47.829	26.292
Year 1	129	44.651	23.056
Year 2	129	44.620	23.093
Year 3	129	41.178	25.176
Cohort 2			
Baseline	79	50.734	24.960
Year 1	79	47.037	21.673
Year 2	79	41.949	22.289

Table 4.22: Results of a one-way repeated measures ANOVA for percentage interactions of whole class for cohorts 1–2

Cohort / Observations	Percentage of interactions of whole class				
	N	d ₁	d ₂	F	p-value
Cohort 1	129	3	384	2.171	n.s.
Baseline-Year 1					
Baseline-Year 2					
Baseline-Year 3					
Year 1–Year 2					
Year 2–Year 3					
Cohort 2	79	2	156	4.042	.019
Baseline-Year 1	79	1	78	1.476	n.s.
Baseline-Year 2	79	1	78	8.376	.005
Year 1–Year 2	79	1	78	2.486	n.s.

Table 4.23: Results of a paired samples t-test for Cohort 3, whole class interactions

Measure	Mean %		N	t-test
	Baseline	Year 1		
whole class interactions	47.23	40.52	96	2.473*
* p < .05				

Table 4.24: N, Mean, SD for percentage located at the front of the classroom

Cohort / Observations	Percentage of Māori students located at front of the classroom		
	N	M	SD
Cohort 1			
Baseline	85	33.65	20.98
Year 1	85	33.41	21.69
Year 2	85	26.59	21.02
Year 3	85	29.41	22.17
Cohort 2			
Baseline	39	33.85	18.44
Year 1	39	30.26	24.65
Year 2	39	26.15	21.60
Cohort 3			
Baseline	50	30.40	22.58
Year 1	50	27.20	22.77

Table 4.25: Results of a one-way repeated measures ANOVA for percentage of students located at front of classroom for cohorts 1–2

Cohort / Observations	Percentage of students located at front of classroom				
	N	d ₁	d ₂	F	p-value
Cohort 1	85	3	252	2.506	n.s.
Baseline-Year 1					
Baseline-Year 2					
Baseline-Year 3					
Year 1–Year 2					
Year 2–Year 3					
Cohort 2	39	2	76	1.162	n.s.
Baseline-Year 1					
Baseline-Year 2					
Year 1–Year 2					

Table 4.26: Results of a paired samples t-test for cohort 3, student location

Measure	Mean %		N	t-test
	Baseline	Year 1		
Student Location	30.4	27.2	50	0.727

Table 4.27: N, Mean, SD for percentage of teachers located at front of classroom

Cohort / Observations	Percentage of teachers located at front of classroom		
	N	M	SD
Cohort 1			
Baseline	80	5.650	2.815
Year 1	80	5.225	2.289
Year 2	80	5.075	2.589
Year 3	80	4.762	2.757
Cohort 2			
Baseline	57	5.877	2.421
Year 1	57	5.123	2.315
Year 2	57	4.649	2.588

Table 4.28: Results of a one-way repeated measures ANOVA for percentage of teachers located at front of classroom for cohorts 1–2

Cohort / Observations	Percentage of teachers located at front of classroom				
	N	d ₁	d ₂	F	p-value
Cohort 1	80	3	237	2.159	n.s.
Baseline-Year 1					
Baseline-Year 2					
Baseline-Year 3					
Year 1–Year 2					
Year 2–Year 3					
Cohort 2	57	2	112	4.799	.010
Baseline-Year 1	57	1	56	3.373	n.s.
Baseline-Year 2	57	1	56	10.697	.002
Year 1–Year 2	57	1	56	1.321	n.s.

Table 4.29: Results of a paired samples t-test for Cohort 3, teacher location

Measure	Mean %		N	t-test
	Baseline	Year 1		
Teachers location	57.7	50.30	74	1.924

Table 4.30: Results of a non-parametric Friedman's related-samples test for cognitive level of class for cohorts 1–2, N, M and S for Cohort 3

Cohort / Observations	Cognitive level of class					
	N	M	S	χ^2	df	p-value
Cohort 1				9.176	3	.027
Baseline	127	2.969	0.845			
Year 1	127	3.205	0.867			
Year 2	127	3.197	0.827			
Year 3	127	3.220	0.844			
Cohort 2				2.049	2	n.s.
Baseline	76	3.092	0.803			
Year 1	76	3.158	0.801			
Year 2	76	3.224	0.685			
Cohort 3				n.a.		
Baseline	95	2.779	0.925			
Year 1	95	3.189	0.748			

Table 4.31: Results of a Wilcoxon matched pairs signed-ranks test for cognitive level of class (if Friedman was significant)

Cohort / Observations	Cognitive level of class		
	N	z	p-value
Cohort 1			
Baseline–Year 1	127	-2.30	.021
Baseline–Year 2	127	-2.269	.023
Baseline–Year 3	127	-2.193	.028
Year 1–Year 2	127	-0.39	n.s.
Year 2–Year 3	127	-0.28	n.s.
Cohort 2			
Baseline–Year 1	64		
Baseline–Year 2	64		
Year 1–Year 2	64		
Cohort 3			
Baseline–Year 1	83	-3.138	.002

Table 4.32: Results of a one-way repeated measures ANOVA for percentage of student engagement for cohorts 1–2

Cohort / Observations	Percentage of student engagement				
	N	d ₁	d ₂	F	p-value
Cohort 1	125	3	372	2.908	.035
Baseline-Year 1	125	1	124	3.581	n.s.
Baseline-Year 2	125	1	124	2.699	n.s.
Baseline-Year 3	125	1	124	6.171	.014
Year 1–Year 2					
Year 2–Year 3					
Cohort 2	76	2	150	0.646	n.s.
Baseline-Year 1					
Baseline-Year 2					
Year 1–Year 2					

Table 4.33: Results of a paired samples t-test for cohort 3, student engagement

Measure	Mean %		N	t-test
	Baseline	Year 1		
Student engagement	82.32	83.94	95	1.079

Table 4.34: N, Mean, SD for percentage of student engagement

Cohort / Observations	Percentage of student engagement		
	N	M	SD
Cohort 1			
Baseline	125	79.952	17.846
Year 1	125	83.100	15.118
Year 2	125	82.964	15.656
Year 3	125	84.970	14.519
Cohort 2			
Baseline	76	84.261	13.467
Year 1	76	84.411	15.431
Year 2	76	86.150	12.965

Table 4.35: Results of a non-parametric Friedman's related-samples test for level of work completion for cohorts 1–2, N, M and S for Cohort 3

Cohort / Observations	Level of work completion					
	N	M	S	χ^2	df	p-value
Cohort 1				2.890	3	n.s.
Baseline	120	4.027	0.829			
Year 1	120	4.079	0.825			
Year 2	120	4.122	0.847			
Year 3	120	4.183	0.787			
Cohort 2				2.326	2	n.s.
Baseline	74	4.12	0.958			
Year 1	74	4.172	0.855			
Year 2	74	4.080	0.731			
Cohort 3						
Baseline	94	3.967	0.938			
Year 1	94	3.986	0.956			

Table 4.36: Results of a Wilcoxon matched pairs signed-ranks test for level of work completion (if Friedman was significant)

Cohort / Observations	Level of work completion		
	N	z	p-value
Cohort 1			
Baseline–Year 1	120		
Baseline–Year 2	120		
Baseline–Year 3	120		
Year 1–Year 2	120		
Year 2–Year 3	120		
Cohort 2			
Baseline–Year 1	64		
Baseline–Year 2	64		
Year 1–Year 2	64		
Cohort 3			
Baseline–Year 1	94	-0.35	n.s.

Table 4.37: Retention of staff in project

Cohort 1	Total teachers year 2006 N=	%	Remaining %	Left %	Withdrawn %	Withdrawn from project & returned (%)
Alfriston	37	100	65	30	5	0
Dargaville	44	100	68	25	7	0
Kelston Boys	37	100	70	30	0	0
Kelston Girls	42	100	67	21	12	0
Melville	38	100	67	33	0	0
Ngaruawahia	35	100	57	40	3	0
Northland	46	100	61	37	2	2
Opotiki	33	100	58	30	12	0
Papakura	39	100	67	21	15	3
Pukekohe	35	100	71	26.5	8.5	6
Rodney	39	100	46	51	8	5
Rosehill	35	100	60	30	10	0
Taumarunui	38	100	66	34	0	0
Tauranga Girls	36	100	83.5	14	5.5	3
Te Puke	35	100	69	31	0	0
Tuakau	32	100	87.5	12.5	0	0
Waiuku	38	100	60	37	3	0
Whangaroa	19	100	68	32	0	0
Totals:	658	100	66.00	31.00	5.00	1.06

Phase 4 Cohort 1 Years in project then withdrew (%)	Alfriston (%)	Dargaville (%)	Kelston Boys (%)	Kelston Girls (%)	Melville (%)	Ngaruawahia (%)	Northland (%)	Opotiki (%)	Papakura (%)	Pukekohe (%)	Rodney (%)	Rosehill (%)	Taumarunui (%)	Tauranga Girls (%)	Te Puke (%)	Tuakau (%)	Waiuku (%)	Whangaroa (%)	Total with-drawals (N=)	Total with-drawals (%)
B+1	3	5	0	10	0	3	2	0	33	0	5	3	0	5.5	0	0	3	0	20	3
B+2	3	0	0	2	0	0	0	3	0	8.5	3	6	0	0	0	0	0	0	9	1
B+3	0	2	0	0	0	0	0	9	2	0	0	3	0	0	0		0	0	6	1
Total	6	7	0	12	0	3	2	12	35	8.5	8	12	0	5.5	0	0	3	0	35	5

Phase 4 Cohort 1 Years in project then left (%)	Alfriston (%)	Dargaville (%)	Kelston Boys (%)	Kelston Girls (%)	Melville (%)	Ngaruawahia (%)	Northland (%)	Opotiki (%)	Papakura (%)	Pukekohe (%)	Rodney (%)	Rosehill (%)	Taumarunui (%)	Tauranga Girls (%)	Te Puke (%)	Tuakau (%)	Waiuku (%)	Whangaroa (%)	Total left (N=)	Total left (%)
B+1	5	20	19	7	3	8.5	17	9	2	20	15	9	21	5.5	11	3	21	11	78	12
B+2	24	0	5	10	21	20	13	6	8	8.5	38	17	11	6	11	0	13	16	83	13
B+3	0	5	5	5	11	14	7	15	10	0	0	6	3	3	9	5	3	5	39	6
Total	29	25	29	22	35	42.5	37	30	20	28.5	53	32	35	14.5	31	8	37	32	200	31

Phase 4 Cohort 2	Total teachers year 2007/8 N=	%	Remaining %	Left %	Withdrawn %	Withdrew from project and returned (%)
Alfriston	34	100	82	18	0	0
Dargaville	7	100	86	14	0	0
Kelston Boys	36	100	78	19	3	0
Kelston Girls	22	100	64	36	0	0
Melville	11	100	36	64	0	0
Ngaruawahia	5	100	100	0	0	0
Northland	5	100	60	40	0	0
Opotiki	14	100	71	29	0	0
Papakura	22	100	77	18	5	0
Pukekohe	34	100	91	6	3	0
Rodney	13	100	31	69	0	0
Rosehill	39	100	74	23	3	0
Taumarunui	13	100	62	38	0	0
Tauranga Girls	31	100	81	19	0	0
Te Puke	46	102	70	30	2	2
Tuakau	12	100	75	25	0	0
Waiuku	13	100	77	23	0	0
Whangaroa	4	100	75	0	50	25
Total	361	100	74.00	25.00	2.00	1.00

Phase 4 Cohort 2 Years in project then withdrew (%)	Alfriston (%)	Dargaville (%)	Kelston Boys (%)	Kelston Girls (%)	Melville (%)	Ngaruawahia (%)	Northland (%)	Opotiki (%)	Papakura (%)	Pukekohe (%)	Rodney (%)	Rosehill (%)	Taumarunui (%)	Tauranga Girls (%)	Te Puke (%)	Tuakau (%)	Waiuku (%)	Whangaroa (%)	Total withdrawals (N=)	Total withdrawals (%)
B+1	0	0	3	0	0	0	0	0	5	3	0	3	0	0	2	0	0	50	7	2
B+2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	3	0	0	0	0	0	5	3	0	3	0	0	2	0	0	50	7	2

Phase 4 Cohort 2 Years in project then left (%)	Alfriston (%)	Dargaville (%)	Kelston Boys (%)	Kelston Girls (%)	Melville (%)	Ngaruawahia (%)	Northland (%)	Opotiki (%)	Papakura (%)	Pukekohe (%)	Rodney (%)	Rosehill (%)	Taumarunui (%)	Tauranga Girls (%)	Te Puke (%)	Tuakau (%)	Waiuku (%)	Whangaroa (%)	Total left (N=)	Total left (%)
B+1	9	14	17	18	36	0	0	7	23	6	0	10	15	10	9	0	8	0	40	11
B+2	9	0	3	18	27	0	40	21	0	0	69	13	23	10	22	25	15	25	52	14
Total	18	14	20	36	63	0	40	28	23	6	69	23	38	20	31	25	23	25	92	25

Phase 4 Cohort 3	Total teachers year 2008/9 N=	%	Remaining %	Left %	Withdrawn %	Withdrew from project and returned (%)
Alfriston	21	100	95	5	0	0
Dargaville	5	100	100	0	0	0
Kelston Boys	11	100	82	18	0	0
Kelston Girls	11	100	91	9	0	0
Melville	6	100	100	0	0	0
Ngaruawahia	4	100	75	25	0	0
Northland	6	100	83	17	0	0
Opotiki	School does not have a cohort 3					
Papakura	33	100	97	3	0	0
Pukekohe	47	100	96	4	0	0
Rodney	8	100	75	25	0	0
Rosehill	19	100	100	0	0	0
Taumarunui	4	100	100	0	0	0
Tauranga Girls	57	100	88	7	5	0
Te Puke	11	100	91	9	0	0
Tuakau	2	100	100	0	0	0
Waiuku	8	100	87.5	12.5	0	0
Whangaroa	1	100	100	0	0	0
Totals	268	100	91.92	7.82	0.26	0

Phase 4 Cohort 3 Years in project then withdrew (%)	Alfriston (%)	Dargaville (%)	Kelston Boys (%)	Kelston Girls (%)	Melville (%)	Ngaruawahia (%)	Northland (%)	Opotiki (%)	Papakura (%)	Pukekohe (%)	Rodney (%)	Rosehill (%)	Taumarunui (%)	Tauranga Girls (%)	Te Puke (%)	Tuakau (%)	Waiuku (%)	Whangaroa (%)	Total with-drawals (N=)	Total with-drawals (%)
B+1	0	0	0	0	0	0	0	0	0	0	0	0	0	5	0	0	0	0	3	1
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	5	0	0	0	0	3	1

Phase 4 Cohort 3 Years in project then left (%)	Alfriston (%)	Dargaville (%)	Kelston Boys (%)	Kelston Girls (%)	Melville (%)	Ngaruawahia (%)	Northland (%)	Opotiki (%)	Papakura (%)	Pukekohe (%)	Rodney (%)	Rosehill (%)	Taumarunui (%)	Tauranga Girls (%)	Te Puke (%)	Tuakau (%)	Waiuku (%)	Whangaroa (%)	Total left (N=)	Total left (%)
B+1	5	0	18	9	0	25	17	N/A	3	4	25	0	0	7	9	0	12.5	0	17	7.82
Total	5	0	18	9	0	25	17	N/A	3	4	25	0	0	7	9	0	12.5	0	17	7.82

Table 4.38: Challenges in implementing Te Kotahitanga in Phase 4 schools, 2009-10

School	2009	2010
Alfriston	E,S,G	I,P,E
Dargaville	P,S,L	P,I
Kelston Boys		P, I ^{***}
Kelston Girls	I,P*	I ^{***} ,S
Melville	S,P,I	I ^{***}
Ngaruawahia	I,L	S,O,I
Northland	P	E
Opotiki	E,S	L,I,S
Papakura	S	P
Pukekohe	I ^{***} , L ^{**}	I
Rodney	P,L	L, I
Rosehill	L	O
Taumarunui	I	E,S
Tauranga Girls	L	I, P, L ^{**}
Te Puke	I ^{***} ,E	I ^{***} ,L,E
Tuakau	L,S	G, I ^{***}
Waiuku	P,E,I	O
Whangaroa	I	S

Special note has been taken of particular categories of goals, leadership and institutions and are indicated as:

- P*: Māori students' achievement
- L^{**}: staff resistance
- I^{***}: finances/resources

Table 4.39: Achievements in implementing Te Kotahitanga in Phase 4 schools, 2009-2010

School	2009	2010
Alfriston	I,S,G,L,P	S,I
Dargaville	I,E,P	P,I
Fraser	G,P	I,L
Kawerau	S,I	I
Kelston Boys		I,E
Kelston Girls	I,S	I,S
Melville	S,P	E
Ngaruawahia	E,G	No Data
Northland	S,I,P,E	I
Opotiki	E,S	E,I
Papakura	G	P
Pukekohe	I,S	I,S
Rodney	E,I,P	I
Rosehill	L	P,S
Taumarunui	P	L
Tauranga Girls	G,S,P	E
Te Puke	S,E,P,I	I,S,O,L
Tuakau	P	S
Waiuku	I,S,P	P,E
Whangaroa	I,E,P	S,I,P

Table 4.40: Summary of data from schools' Education Review Office (ERO) reports

Reports from 2007

School (ERO report year)	Goal	Pedagogy	Institutions	Leadership	Spread	Use of Evidence	Ownership	Improved student achievement
Fraser (2007)		✓*	✓	✓	✓*	✓		
KGC (2007)	✓✓	✓✓*	✓	✓✓	✓	✓✓	✓	✓
Opotiki (2007)	✓✓	✓*	✓*	✓✓	✓✓	✓✓	✓	✓✓
Taumarunui (2007)		✓	✓	✓		✓		✓

Reports from 2008

School (ERO report year)	Goal	Pedagogy	Institutions	Leadership	Spread	Use of Evidence	Ownership	Improved student achievement
Kawerau (2008/9)		✓*	✓*	✓		✓		✓
Melville (2008)	✓	✓*	✓✓*	✓✓	✓	✓		
Waiuku (2008/9)	✓	✓*	✓	✓		✓		✓
Whangaroa (2008/9)		✓*				✓		✓

Key: ✓ Mentioned favourably

✓✓ Mentioned very favourably

*Specifically attributed to Te Kotahitanga

Reports from 2009/10

School (ERO report year)	Goal	Pedagogy	Institutions	Leadership	Spread	Use of Evidence	Ownership	Improved student achievement
Alfriston (2009)	✓	✓*	✓	✓	✓*	✓		
Dargaville (2009)		✓*			✓	✓*		✓*
KBHS (2009)	✓	✓*	✓	✓		✓		✓
Ngaruawahia (2009)	✓✓*	✓✓*	✓	✓✓	✓✓	✓	✓	✓✓
Northland (2010)	✓*	✓*	✓	✓	✓		✓	✓*
Papakura (2009)	✓*	✓*	✓*			✓		
Pukekohe (2009)	✓	✓*	✓*					
Rodney (2009)		✓	✓	✓	✓	✓		✓✓
Rosehill (2009)	✓	✓*		✓		✓		
TGC (2009)	✓✓	✓*	✓✓	✓✓		✓		✓
Te Puke (2009)	✓	✓*	✓	✓✓	✓	✓		✓
Tuakau (2009)	✓✓	✓*	✓*	✓	✓	✓		✓

Key: ✓ Mentioned favourably

✓✓ Mentioned very favourably

*Specifically attributed to Te Kotahitanga

Chapter 4 Appendix B: Survey Outcomes

Survey responses 1 Teachers' survey, July-August 2010

In total there were 101 valid responses from teachers in 12 of the 18 Phase 4 schools. Questions were compiled around the GPILSEO process (see chapter 2 for details of questionnaire design and construction).

A summary of teachers responses to the survey is set out below. The complete analysis is attached in the appendix as 'Survey responses 1'.

Goals

Questions 1-8 related to **goals**. Where the Likert scale was used, 1 represents 'strongly agree', 2: 'agree', 3: 'disagree' and 4 'strongly disagree'. Two questions enabled open-ended responses.

There was a positive response from teachers at all levels of experience in the programme in relation to the degree to which their schools have:

- established clear academic vision and goals focused on improving Māori student achievement (mean: 1.70; mode: 2);
- established appropriate systems to reach these goals (mean: 2.10; mode: 2). Recent members (1-2 years' experience) were slightly less convinced of this than the more experienced, however;
- created a means of supporting teachers' professional learning to meet these goals ((mean: 2.04; mode: 2);
- assisted all teachers in Te Kotahitanga to set both group and individual goals in their classrooms (mean: 1.74; mode: 2);
- shared the school's goals with the Māori community (mean: 2.26; mode: 2). This was the item with the least positive rating. Recent members were the most negative.

Across all groups of teachers in Phase 4, there was a clear perception that the two groups who had contributed the most strongly to setting the goals were, in this order of contribution: facilitators (91.09%% agreement) and teachers themselves (78.22% agreement). For most respondents next in importance were the senior management team (44.55% agreement) and Principals (43.56 agreement). Next came HoDs (34.65 agreement); HoFs (15.84% agreement) Lead facilitator only (13.86% agreement).

With an overall mean of 1.97—i.e. 'agree' (mode: 2) it would seem that teachers generally are confident in their perceptions that, currently, Phase 4 schools have both the vision and the means to improve Māori student achievement. They are least certain that goals are being shared with the Māori community, however.

Systems set up for reaching these goals were variously described as:

- Te Kotahitanga PD cycle (55)
- Evidence / data collection (15)
- Academic interviews (7)
- Focus on culturally appropriate / culturally responsive practices (5)
- Strategic planning (12)
- School Annual Plan (8)
- Focus on relationships in the classroom (6)

- Focus on external relationships (1)

Pedagogy

Questions 9-19 related to **pedagogy**. Where the Likert scale was used, 1 represents ‘strongly agree’ and 4 ‘strongly disagree’. Two questions enabled open-ended responses.

Again, there was a very positive response from teachers at all levels of experience in the programme in relation to the degree to which they, as teachers:

- are actively involved in professional learning associated with Te Kotahitanga (mean: 1.84; mode: 2);
- have the opportunity to participate fully in Te Kotahitanga (mean: 1.68; mode: 2);
- have developed in-depth knowledge of the underlying theoretical principles of Te Kotahitanga (mean: 1.95; mode: 2);
- are able to apply the principles and practices of Te Kotahitanga to the classes they teach (mean: 1.75; mode: 2);
- are supported to implement new strategies in their classrooms (mean: 1.82; mode: 2);
- set challenging goals and structure learning situations so that Māori students can reach those goals (mean: 1.80; mode: 2);
- share learning objectives with Māori students (mean: 1.72; mode: 2);
- support Māori students to use evidence of their own progress to identify what they need to learn next (mean: 1.85; mode: 2);
- assist Māori students to set their own challenging goals based on evidence of their performance (mean: 1.96; mode: 2).

With an overall mean of 1.82—i.e. between ‘strongly agree’ and ‘agree’ (mode: 2) it appears that Phase 4 teachers generally feel that they have the opportunity to access Te Kotahitanga-related PD, and do so, and that, generally, they put the ETP into effect in their classrooms.

Comments about the support for improved classroom practice and critical reflection on student outcomes since becoming a member of Te Kotahitanga were almost all related to the professional development cycle. A few respondents (2) also mentioned professional learning groups, personal study and other in- and out-of-school professional development activities.

Institutions (systems and structures)

Questions 20-28, and 53-62, and 65-67 refer to the **institutions** (systems and structures) in the school that support Te Kotahitanga.

The mean number of times of classroom observations by a facilitator was reported as varying in accordance with the length of time teachers had been members of the project. For those in the project:

- between 1-2 years, the mean number of observations was 2.48
- between 3-5 years, the mean number was 2.50
- 6 years and over, the mean was 1.92.

Feedback and attendance at co-construction meetings similarly varied by length of experience in Te Kotahitanga:

- between 1-2 years, the mean number of feedback sessions was 2.46, and of co-constructions was 3.35,
- between 3-5 years, the mean number of feedback sessions was 2.31, and of co-constructions was 3.11,
- 6 years and over, the mean number of feedback sessions was 1.92 and of co-constructions was 4.08.

In Phase 4, with the reducing funding model, larger schools that had employed a large team to cover the numbers of teachers matched the reduction of funding with a reduction in the size of their facilitation teams. In order to do this those schools tended to curtail the observation and feedback cycle. However, co-construction meetings were often seen as an important means of maintaining a focus on Māori students' achievement.

The aspect of the PD cycle that occurs less frequently is shadow-coaching, with virtually the same number of sessions irrespective of length of experience in the project:

- between 1-2 years, the mean number of shadow-coaching sessions was 0.71,
- between 3-5 years, the mean number was 0.44,
- 6 years and over, the mean was 0.38.

The most effective components of the Te Kotahitanga professional development cycle were identified as: feedback sessions (82.18%), classroom observations (65.35%), co-construction meetings (57.43%), shadow coaching (26.73%).

The components of the Te Kotahitanga professional development cycle considered to be essential aspects of any future professional development programme in schools were, in the following order: classroom observations (70.30%), feedback sessions (68.32%), co-construction meetings (64.36%), shadow coaching (30.69%). This finding is ironic given that schools maintained co-constructions rather than observations and feedback when central funding for the programme was reduced.

Overall comments about the PD cycle were extremely positive. Reasons why the various components should become permanent were mostly concerned with the opportunity for personal reflection on classroom practice following objective observation and constructive feedback based on clear evidence from a respected peer, and the chance to share ideas and experiences of good and effective practice with others in a safe environment. One example reads: 'Having the opportunity to regularly reflect on your practice in a safe environment in which you can get help with developing as a teacher is vital. Co-construction enables cross-curricular support and has the potential to help us more effectively target the individual needs of students'.

Explanations given of how one school policy and/or school wide system that affects teachers, their practice and/or the students they teach had changed to support Te Kotahitanga included:

- Time allocation for Te Kotahitanga PD cycle (23)
- Greater focus on Māori student achievement (13)
- Greater focus on evidence / data (5)
- Greater focus on school-wide professional development (12)
- Introduction of restorative justice / move away from punitive disciplinary measures (4)

- Greater focus on learning outcomes (3)
- Greater focus on student centred learning (8)
- Greater focus on student attendance (2)

Additional help teachers felt they needed to enhance the gains they were making in Māori student achievement in their classrooms included:

- More engagement with family and whanau (3)
- Learning to speak Te Reo and tikanga (3)
- More time for PD and co-construction (26)
- Live demonstrations of effective teaching (1)
- Differentiated resources which are culturally appropriate (5)
- Time (5)
- Proper restorative justice system and behaviour management (2)
- Strategies for engagement and motivation of students (4)
- Use of evidence (2)
- Nothing, my students are achieving (3)
- Extra administrative and financial support (4)
- Student attendance (3)
- School structure, smaller class sizes, extra catch up courses for students (4)
- Consistent and coherent school wide focus (5)
- Consistent and coherent school wide focus (1)

In the following questions, where a Likert scale is used, 1 indicates ‘completely’, 2 ‘developing’, 3 ‘beginning’, 4 ‘no change’.

Most respondents reported that the school timetable had changed to allow for feedback sessions and/or co-construction meetings within school time (mean: 1.79; mode: 1). It was reported that times, agenda and purposes of meetings are not well clarified, however (overall mean for all levels of experience: 2.38; mode: 3).

Overall there seems to be some lack of certainty about whether staff promotion procedures now take account of personal engagement with raising the standard of Māori students’ learning and achievement in all schools (mean: 2.16, mode: 1 for those in the project 1-2 years; mean: 1.93, mode: 1 for those in the project 3-5 years; mean 1.77, mode: 1 for those in the project 6+ years).

Respondents did not feel overall that school policies related to discipline are particularly well focused on supporting students’ learning and achievement yet (overall mean: 2.22, mode: 3) or that policies related to student streaming/banding have been designed to support students’ learning and achievement (overall mean: 2.17, mode: 1). Having said this, however, there was some difference between the means for the individual groups of respondents with respect to this question (mean: 2.20, mode: 3 for those in the project 1-2 years; mean: 1.83, mode: 1 for those in the project 3-5 years; mean 2.08, mode: 1 for those in the project 6+ years).

Te Kotahitanga goals are not yet included in department's plans as a general policy (overall mean: 2.67, mode: 3), nor are:

- Te Kotahitanga goals regularly included in the school's plans in the eyes of most respondents (mean: 3.01; mode 3);
- Māori student outcomes included routinely in respondents' reports of their teaching and/or the classes they teach (mean: 2.56; mode: 3);
- Māori student outcomes included routinely in their department's reporting mechanisms (mean: 2.46; mode: 3);
- Te Kotahitanga aims and/or methods and/or purpose yet regularly included in the policy documents (or other forms of communication) of departments (mean: 2.43; mode: 3);
- all professional development programmes/projects yet compatible with each other in the school (mean: 2.42; mode:3);
- school funding sources routinely made available to support the implementation of Te Kotahitanga (mean: 2.56; mode: 3).

The findings in relation to school institutions above imply that there is much work still to be undertaken to ensure that the focus on improvement in Māori students' learning and engagement should be clear at every level in the school: whole school, departments, classrooms. See chapter 4 for discussion of the introduction of leadership construction meetings by the Te Kotahitanga Development Team in Terms 3 and 4 of 2010 to address these issues at the level of school-wide systems and structures (institutions).

Spread

Questions 29-35 refer to the **spread** of Te Kotahitanga around the school and beyond.

Responses to these questions, as those in the previous section, imply that there is still much work to be done in relation to spread in some Phase 3 schools. Teachers were not very positive about:

- being in touch with external networks so as to enhance Te Kotahitanga practices inside the school (mean: 2.86; mode: 3);
- being involved in sharing the outcomes of the combined efforts to improve Māori students' learning and achievement with Māori parents and community members on a regular basis (mean: 2.70; mode: 3);
- being able to support Māori parents and community members to provide feedback on the school's efforts to raise Māori students' achievement (mean: 2.50; mode: 2);
- whether the school's relationship with Māori parents and community has improved since joining Te Kotahitanga (mean: 2.48; mode: 2)

A good number of respondents felt that relationships with Māori parents and communities had changed in the past few years. For example, 44 respondents felt that Māori families and whanau are more actively involved with the children's education for a whole variety of reasons. Schools are seen to be making a greater effort to go out into the community, to contact families for positive reasons as well as negative, to share children's successes with families and whanau and to invite parents into schools, for example through the establishment of whanau hui. The result is that families feel more comfortable coming into schools to discuss their children's progress.

Advice that respondents would give to other schools about spreading Te Kotahitanga among their staff includes:

- Encourage buy-in from all staff, including compulsory staff membership of Te Kotahitanga (12) and integrate it into existing structures (3)
- Make it optional (10)
- Make it clear from the outset that Te Kotahitanga is beneficial for all students (13)
- Take care to ensure that staff see it as a positive way to enhance Māori students' learning rather than as personal criticism of teachers and treat colleagues with respect (5).
- Celebrate successes publicly
- Ensure good lines of communication (2)
- Include HoDs and the SMT in training of facilitators (1)
- Ensure that SMT operates in a manner that is compatible with the pedagogy expected of teachers (1)
- Te Kotahitanga provides an excellent structure for collaborative staff PD that enables the sharing of effective strategies and knowledge and PD should take place regularly. Staff must assist each other and also support co-constructions (4)
- Aim to develop more teaching resources
- Try it and experience the benefits (7)
- Ensure that the BoT and SMT are fully supportive and offer time and resources to participating staff (4)
- Spend time exploring the processes: observation, feedback, co-construction, data collection, interpretation and use (2)
- Open the project to reflective criticism of the sort that Te Kotahitanga promotes
- Ensure compatibility of discipline systems with Te Kotahitanga
- Work first with those who have a strong interest, then spread it through the schools. Pair experienced colleagues with recent members to maintain momentum (3)
- Get to know Māori students—and others—as individuals
- Maintain the momentum (3)
- Take great care in the appointment of facilitators. They must be visible, committed, well informed, supportive and constructive in their feedback (6)
- Facilitators should be visible, friendly and approachable and give a lot of positive feedback
- Allow time for the project to be properly implemented and embedded into the school (3).
- Embrace Māori culture.

Evidence

Questions 36-41 and 63-64 refer to the use of **evidence** in schools to support the improvement of Māori students' learning and engagement.

Overall respondents were very positive about their use of evidence and the systems in place to:

- review student progress (overall mean: 1.78; mode: 2);

- inform their responses to Māori students' educational needs (mean: 1.88; mode: 2);
- inform changes in their teaching practice (mean: 1.72; mode: 2);
- inform collaborative problem-solving with colleagues (mean: 1.90; mode: 2)
- share progress with students so that students can better determine their next learning steps (mean: 1.82; mode: 2);
- inform parents of progress being made by their children (mean: 2.11; mode: 2). This was the lowest rated item in this group.

Respondents were not particularly positive about their ability to access real time evidence of students' attendance and achievement. Where 1: 'completely'; 2: 'developing', 3: 'beginning'; 4: 'no change', teachers rated their ability to:

- access real-time evidence of student attendance from the school's student data management systems (mean: 2.90; mode: 3);
- access real-time evidence of students' achievement from the school's student data management systems (mean: 2.74; mode: 3).

Leadership

Questions 45-52 referred to **leadership** of the facilitation team in the respondents' schools. Likert scale rating were 1: 'always effective', 2: 'mostly effective', 3: sometimes effective, 4: 'never effective'.

Overall respondents felt that the facilitation teams in their schools were mostly effective in terms of:

- inspiring and motivating staff so as to develop a group committed to a common vision and goals (mean: 2.32; mode: 2);
- managing, prioritising and allocating resources strategically (mean: 2.36; mode: 2);
- planning, coordinating and evaluating teaching and the curriculum (mean: 2.37; mode: 2);
- providing and participating in teacher learning and development (mean: 2.12; mode: 2);
- ensuring an orderly and supportive environment (mean: 2.22; mode: 2);
- engaging in constructive problem talk (mean: 2.20; mode: 2).

Responses to the following two items were the least positive in this group:

- creating powerful connections to the Māori community to support Māori students' learning and achievement (mean: 2.60; mode: 3);
- selecting, developing and using smart tools for supporting improved learning and achievement for Māori students (mean: 2.42; mode: 3).

Ownership

Questions 42-44 and 68 referred to **ownership** of Te Kotahitanga within the school. These questions were all open-ended.

46 respondents commented on the way that data collection in their school had changed to focus more clearly on the progress of individual students, Māori in particular. However, a few noted that this was associated with directives from the Ministry as much as Te Kotahitanga.

Ways in which respondents felt that the collection and processing of student outcome data needs to change to support the improvement of Māori students' learning and achievement further included:

- Improved accessibility so that staff, students and parents can understand the data (7)
- Target individual learning needs and goals of students (1)
- Sharing data more consistently with students to monitor progress and challenge them to reach higher (4)
- more consistent and accurate analysis of relevant data at departmental as well as school level to track students' progress and focus on supporting teachers in need (9)

Some of the changes that had occurred in the overall culture of the school since respondents had been part of Te Kotahitanga were:

- A more inclusive style of teaching with less deficit theorising (5)
- More staff sharing the same viewpoint and engaging in professional conversations about practice (7)
- Openness to change among staff (1)
- More focus on individual students' progress (3)
- More collaborative working between staff (6).
- Staff more used to being observed in classrooms (1)
- Better relationships between students and staff (9)
- Higher expectations of students (4)
- Māori students more motivated and engaged (9)
- Greater emphasis on promotion, use and celebration of Māori culture and language (15)
- Greater focus on the use of evidence (1)
- No change (8).

The most useful thing respondents felt they had done to ensure that the gains made in Māori students' learning and achievement in your classroom are maintained were:

- Ensuring a positive and friendly relationship with all students (23)
- Encouragement of peer-supported student learning (1)
- Developing the cultural aspect in the classroom, including Te Reo (3)
- Involvement in extra-curricular activities (2)
- Recognising each student as an individual (4)
- Sharing pre and post test data with students and discussing future steps in learning (3)
- Use of learning objectives to inform teaching (6).
- Co-constructing success criteria for each lesson with students. (2)
- Enabling shared-decision-making with students (3)
- Varying teaching methods and incorporating new pedagogies (7)
- Maintaining high expectations (4)
- Building a relationship with the family and whanau of students (3)

- Formative feedback to students (4)
- Offering additional individual tutorials outside lesson time (1)
- Consistency, encouragement and overt expression of belief in students (2)
- Valuing the culture of all students to enhance the learning process (1)
- Responding to feedback from peers (3).
- Creating a respectful environment and a culture of achievement (7)
- Sharing resources and good practice across the department (1)
- Using restorative practices rather than punitive
- Continuing personal reflection and professional learning (4)

Survey responses 2 Phase 4 leaders' survey, July-August, 2010

In total there were 89 valid responses from leaders in the Phase 4 schools: 16 Principals, 12 APs/DPs, 40 HoDs/HoFs/Deans, 20 facilitators and 1 other. As with the teachers' survey questions were compiled around the GPILSEO process (see chapter 2 for details of questionnaire design and construction).

Goals

Questions 1-9 related to **goals**. Where the Likert scale was used, 4 represents 'strongly disagree'; 3: 'disagree', 2: 'agree'; and 4 'strongly agree'. 2 questions enabled open-ended responses.

Overall there was a very positive response (mean: 1.82; mode: 2) from Phase 4 leaders in relation to the degree to which their schools have set goals for Māori students achievement and created systems to support their realisation. They were generally very confident that they had:

- established an academic vision and goals focussed on improving Māori student achievement (mean: 1.6; mode: 2), with Principals the most confident (mean 1.5; mode: 1)
- ensured that appropriate systems are in place to reach these goals (mean: 1.9; mode: 2). Again, Principals were the most confident (mean: 1.7; mode: 2)
- assisted teachers to set both long-term and short-term goals in their classrooms (mode: 1.6; mode: 2). Again, Principals were the most confident (mean: 1.5; mode: 1) rather surprisingly given their position, with facilitators the least confident (mean: 1.8; mode: 2)
- helped all staff to understand the importance of having school-wide goals for raising Māori students' achievement (mean: 1.7, mode: 2). Here, Principals were the most confident (mean: 1.5, mode: 1) , with APs and DPs the least (mean: 1.0, mode: 2)
- created a means of supporting teachers' professional learning to meet these goals (mean: 1.9; mode: 2). Principals were the most positive (mean: 1.6; mode: 1), with HoDS, HoFs and Deans less so (mean: 1.98; mode: 2).

There was general agreement from all groups that these schools shared their goals with the Māori community but overall ratings were lower than the items above that referred to in-school activities (mean: 2.3).

Principals were the most confident (mean: 1.9; mode: 2) and facilitators the least (mean: 2.35; mode: 2).

Systems set up for reaching these goals were variously described as:

- PD cycle: 50 total: Principals and APs/DPs: 13; Hods/HoFs/Deans: 24; Facilitators: 13
- More focused collection and use of evidence / data: 26 total (Principals and APs/DPs: 10; Hods/HoFs/Deans: 9; Facilitators: 7)
- Academic Interviews / Mentoring Programme / Homework Centre: 10 total (Principals and APs/DPs: 7; Hods/HoFs/Deans: 1; Facilitators: 2)
- Focus on culturally appropriate practices: 5 total (Principals and APs/DPs: 2; Hods/HoFs/Deans: 3)
- Focus on rejecting deficit theorising: 1 total (Principals and APs/DPs: 1)
- Strategic Planning / timetabling to include departments: 43 total (Principals and APs/DPs: 18; Hods/HoFs/Deans: 14; Facilitators: 11)
- School Annual Plan / timetabling to include whole school: 17 total (Principals and APs/DPs: 9; Hods/HoFs/Deans: 3; Facilitators: 5)
- Relationships in the classroom: 10 total (Principals and APs/DPs: 3; Hods/HoFs/Deans: 3; Facilitators: 4)

- Focus on relationships external to the school, e.g. with family and whanau: 4 total (Principals and APs/DPs: 5; Hods/HoFs/Deans: 1).

There was an interesting difference of opinion over who it actually was that helped to set the schools' goals:

- Principals felt it was Principals (100%), the SMT (93.8%), teachers (81.25%) and facilitators (62.57%) with much less contribution from other groups.
- APs and DPs thought it was facilitators (91.7%), the Principal and SMT (75%), and teachers (67%) and the BoT (58.33%), with minor contributions from others
- HoDS, HoFs and Deans reported it was the facilitators (95.0%), teachers (74.2%) the Principal (50.0%) and the SMT (47.55%) and little from others
- Facilitators reported that it was the Principal and teachers (75.0%); the SMT (65%) and facilitators (60%).
- Leaders' responses to the question of the way in which school goals are set suggest that there are two different approaches to this. Through one, the goals are drafted by the Principal/SMT and then put out for consultation, as exemplified by the comments of one Principal: 'Draft goals were given to all staff as developed by SMT and teachers had an opportunity for input before the final development plan was put together.' The other approach appears to function the other way round, for example: 'Essentially our goal is to raise Māori achievement in the school. For setting the 'big' goal, this was done at the Te Kotahitanga hui at the beginning and involved half of our staff, including some HoDs, HoFs, etc.' It is not possible to categorise the responses clearly enough to work out exact proportions, but it seems clear that the first method predominates.

Pedagogy

Questions 10-25 related to **pedagogy**. Where the Likert scale was used, 4 represents 'strongly disagree'; 3: 'disagree'; 2: 'agree'; and 1 'strongly agree'.

There was a very positive response generally from leaders at all levels about active involvement in Te Kotahitanga and the degree to which they, as leaders:

- are actively involved in professional learning associated with Te Kothitanga (mean: 1.7; mode: 2), with Principals and facilitators giving the most positive responses (mean: 1.4; mode: 1), and HoDs, HoFs and Deans the least (mean: 1.98; mode: 2).
- understand the theoretical foundation of Te Kothitanga (mean: 1.6, mode 2). Here HoFs and HoDs professed to know the least (mean: 1.8, mode: 2)
- can apply its principles to new circumstances as they arise in the school (mean: 1.7; mode: 2).
- support staff to understand the theoretical foundations of Te Kotahitanga (mean: 1.8; mode: 2). HoDs, HoFs and Deans, whilst positive, had the lowest ratings here (mean: 1.98; mode: 2)
- ensure that new pedagogic interactions in the classrooms are supported by appropriately trained staff (mean: 1.9; mode: 2). Here APs/DPs are the most confident (mean: 1.7; mode: 1) with HoDs, HoFs and Deans still positive, but less so (mean: 2.1; mode: 2).
- directly support teachers to implement new pedagogies in their classrooms (mean: 1.8; mode: 2). Here, unsurprisingly, facilitators gave the most positive responses (mean: 1.5; mode: 1)
- ensure that students are aware that the focus of Te Kotahitanga is on improving teachers' practice (mean: 2.1; mode: 2). Here Principals, HoDs, HoFs and Deans were the least sure, and facilitators the most.

Overall, they were fairly confident, but less certain than in their responses above, that teachers in their schools:

- had developed in-depth knowledge of the theoretical principles of Te Kotahitanga (mean: 2.1; mode: 2).
- could apply these principles flexibly in their classrooms (mean: 2.1; mode: 2).
- set challenging goals for Māori students (mean: 2.2; mode: 2).
- structured learning situations so Māori students could reach those goals (mean: 2.06; mode: 2). HoDs, HoFs and Deans were the most positive
- shared learning objectives with Māori students (mean: 1.9; mode: 2). Again, HoDs, HoFs and Deans were the most positive.
- assisted Māori students to set their own challenging goals (mean: 2.3; mode: 2). Facilitators were the least positive here (mean: 2.55, mode: 3).

The majority of leaders felt that their support of teachers to improve their classroom practice had changed since their school had been part of Te Kotahitanga. Overwhelmingly (Principals: 14; APs/DPs: 12; HoDs/HoFs/Deans: 12; facilitators: 18) school leaders reported that they are committed to supporting teachers improve their classroom practice by embedding elements of the Te Kotahitanga professional development cycle within their schools. Many of the schools leaders reported that clearer school wide goals that focus on Māori student achievement and the use of evidence are now being used to inform teacher practice.

Institutions (systems and structures)

Questions 26-30, and 63-88 refer to the **institutions** (systems and structures) in the school that support Te Kotahitanga.

Components of the Te Kotahitanga professional development programme that these leaders had found to be the most effective in helping teachers to improve their classroom practice were: feedback sessions (86.52%), classroom observation (73.03%), co-construction meetings (70.79%), shadow coaching (49.4%). Interestingly, all groups individually rated these elements of the PD cycle in the same order of importance.

The components of the professional development cycle that they felt should become a permanent part of their school's professional development programme were: classroom observation (78.65%), co-construction meetings (78.65%), feedback sessions (77.53%), shadow coaching (56.52%). The element that had the lowest rating across all groups was co-construction.

Explaining why these components should become permanent,

- 5 Principals, 7 APs/DPs. 18 HoDs/HoFs/Deans and 11 facilitators mentioned their potential for changing teachers' classroom practices,
- 5 Principals, 1 AP/DP and 3 HoDs and 3 facilitators commented on the direct impact of the PD cycle on Māori students' learning and achievement.

Explanations given of how school policy and/or a school wide system that affects teachers, their practice and/or the students they teach had changed to support Te Kotahitanga in their schools were:

- Time for PD cycle: 27 total (Principals/APs/DPs: 9; HoDs, HoFs and Deans: 12; facilitators: 6)
- Focus on Māori student achievement: 19 total (Principals/APs/DPs: 10; HoDs, HoFs and Deans: 7; facilitators: 2)

- Focus on evidence / data / appraisals: 10 total (Principals/APs/DPs: 4; HoDs, HoFs and Deans: 3; facilitators: 3)
- Focus on school-wide professional development: 15 total (Principals/APs/DPs: 4; HoDs, HoFs and Deans: 6; facilitators: 5)
- Introduction of restorative justice / move away from punitive disciplinary measures: 3 total (Principals/APs/DPs: 1, HoDs, HoFs and Deans: 2)
- Focus on learning outcomes: 6 total (Principals/APs/DPs: 5; facilitators: 1)
- Focus on student centred learning: 5 total (Principals/APs/DPs: 4, HoDs, HoFs and Deans: 1)
- Focus on student attendance: 2 total (Principals/APs/DPs: 2).

Additional help leaders felt they needed at a school-wide systems level to enhance the gains they were making in Māori student achievement included:

- Learning to speak Te Reo and Tikanga: total 1 (facilitators: 1)
- Extra administrative and financial support: total 1 (facilitators: 1)
- Consistent, coherent school wide focus on Māori student achievement: total 3 (HoDs/HoFs/Deans: 3)
- Overt commitment from BoT/SMT: total 2 (HoDs/HoFs/Deans: 1; facilitators: 1)
- More engagement with family and whanau: total 2 (Principals: 1; facilitators: 1)
- More time for PD including Co-construction and resourcing for facilitation teams: total 13 (Principals/APs/DPs: 8 ; HoDs/HoFs/Deans: 2, facilitators: 3)
- Time: total 1 (HoDs/HoFs/Deans: 1)
- Proper restorative justice system and behaviour management: total 1 (Principals: 1)
- Use of evidence: total 8 (Principals: 4; facilitators: 4)
- School structure ie smaller class sizes, catch up sessions, streaming: total 3 (Principals: 2; facilitators: 1)
- Ability to share ideas with other TK schools and draw on the expertise of outside specialists: total 2 (Principals: 2)
- Coordinated approach across whole school: total 1 (Principals: 1)

On the Likert scale below, 1 represents ‘completely’; 2: ‘developing’; 3: ‘beginning’ and 4 ‘completely’.

In relation to whether change had occurred in the following activities since the school joined Te Kotahitanga Leaders again gave very positive responses overall:

- Timetables to allow for feedback sessions and/or co-construction meetings within school time (mean: 2.4; mode: 2). There was considerable variation in the replies here: Principals (mean 2.1, mode 1); APs/DPs (mean: 2.8, mode: 4)
- Clarity of times, agendas and purposes of meetings (mean: 2.1; mode: 2). Again there was considerable variation with Principals most positive: Principals (mean: 1.5; mode: 1); HoDs/HoFs/Deans (mean: 2.7; mode: 2)
- Staffing to include permanent positions for professional development staff in our school (mean: 2.5; mode: 2). There was an interesting difference between Principals and APs/DPs about this issue:

Principals: (mean: 2.2, mode: 2); APs/DPs (mean: 2.6, mode: 2) – and also facilitators (mean: 2.7, mode: 4).

- Greater regularity in strategic meetings with the Lead Facilitator (mean: 2.2; mode: 2).
- The lead facilitator is a member of the senior management decision-making process (mean: 2.6, mode: 4). Here the least positive were the APs/DPs (mean: 2.8, mode: 2).
- The lead facilitator is a member of the senior management team (mean: 2.9, mode: 4). APs/DPs (mean: 3.5, mode: 4) and HoDs/HoFs/Deans (3.0, mode: 4) were very negative here.
- The role of HODs to include responsibility for focusing on Māori students' achievement (mean: 2.2, mode: 2). There was an important difference here between Principals (mean: 1.9, mode: 2), APs/DPs (mean: 2.5, mode: 3), HoDs/HoFs/Deans (mean: 2.2, mode: 2) and facilitators (mean: 2.5, mode: 2).
- Staff recruitment procedures to include reference to te Kotahitanga (mean: 1.5, mode: 1). Principals (1.3, mode: 1) who would be in the best position to know this information were the most positive.
- Staff promotion procedures to take account of personal engagement with raising the standard of Māori students' learning and achievement (mean: 2.5, mode: 2). There was a big difference between Principals (mean: 2.1, mode: 2) and facilitators (mean: 2.9, mode: 4)
- The provision of space for in-school professional development staff (mean: 1.8, mode: 1). The difference here was between APs/DPs (mean: 1.5, mode: 1) and HoDs/HoFs/Deans (mean: 2.1, mode: 1)
- Policies and practices related to discipline to link clearly to supporting students' learning and engagement (mean: 2.2, mode: 2).
- Policies and practices in student streaming/banding to be designed to support students' learning and achievement (mean: 2.6, mode: 2).
- Project goals are included in department plans (mean: 2.2, mode: 2). The most positive were the Principals (mean: 1.9, mode: 2), and the least the facilitators (mean: 2.4, mode: 2).
- Te Kotahitanga goals are included in school plans (mean: 1.5, mode: 1).
- Māori student outcomes are included in department reporting mechanisms (mean: 1.9, mode: 2). The biggest difference here was between Principals (mean: 1.4, mode: 1) and HoDs/HoFs/Deans (mean: 2.1, mode: 2)
- Māori student outcomes are included in school reporting mechanisms (mean: 1.8, mode: 2). Principals (1.4, mode: 1) were much more positive than facilitators (mean: 2.0, mode: 1)
- Te Kotahitanga aims, methods and purpose are visible in staff handbooks for the school (mean: 2.1, mode: 2). Principals (mean: 1.9, mode: 2) were much more positive than facilitators (mean: 2.6, mode: 2)
- Te Kotahitanga aims, methods and purpose are visible on the school's website (mean: 2.7, mode: 2). Here there was a big discrepancy between HoDs/HoFs/Deans (mean: 2.2, mode: 2) and facilitators (mean: 3.2, mode: 4).⁶

⁶ The issue of the visibility of the project in schools is of particular interest here. Website information was collated by the Project Team from 16 schools between April-July, 2010. At the time of compiling this report, 3 websites were under construction/inactive/inaccessible: Kawerau, Northland and Whangaroa. The visibility of Te Kotahitanga on these sites varies considerably. In some, Te Kotahitanga has a very high profile:

- on one site, Melville, there is a summary of its principles and comments by Māori students about the project,
- on Tuakua's site there is reference to changes that have occurred in the school community as a result of the project, with links to the Te Kotahitanga website and other reference material,

- Te Kotahitanga aims, methods and purpose are visible in the school brochure (mean: 2.7, mode: 2). There seems to be considerable variability across all groups as to their perceptions of this (means range from: 2.4–3.0).
- Te Kotahitanga aims, methods and purpose are visible in other forms of communication from the school (mean: 2.5, mode: 2). Again, there seems to be considerable variability across all groups as to their perceptions of this (means range from: 2.3–3.0).
- Student data management systems offer teachers real-time evidence of student attendance (mean: 1.8, mode: 2). There is a discrepancy here between APs/DPs (mean: 1.3, mode: 1) and HoDs/HoFs/Deans (mean: 2.1, mode: 2)
- Student data management systems offer teachers real-time evidence of student achievement (mean: 1.9, mode: 2).
- All professional development programmes/projects are compatible with each other in the school (mean: 2.0, mode: 2). There was a big difference here between Principals (mean: 1.7, mode: 1), and HoDs/HoFs/Deans (mean: 2.3, mode: 2)
- Funding has been reallocated to support the implementation of Te Kotahitanga (mean: 2.0, mode: 2). Principals, unsurprisingly, were a little more positive than all other groups.

Leadership

Questions 31-35, and 55-62 refer to **leadership** in the school that supports Te Kotahitanga. Where the Likert scale was used, 4 represents ‘strongly disagree’; 3: ‘disagree’, 2: ‘agree’; and 1 ‘strongly agree’.

Leaders were confident that they

- ensured that all staff they were responsible for had the opportunity to participate fully in Te Kotahitanga (mean: 1.4, mode: 1) with Principals and facilitators rating themselves the highest (mean: 1.1, mode: 1), and HoDs/HoFs/Deans (mean: 1.7, mode: 1) the lowest. Given their relative roles in the school this finding is unsurprising.
- ensured that all teachers they were responsible for were able to apply the principles and practices of Te Kotahitanga in their classrooms (mean: 1.7, mode: 2).
- established networks external to their school to enhance Te Kotahitanga practices internally (mean: 2.3, mode: 2). Principals saw themselves as in the best position to do this (mean: 1.6, mode: 2) and HoDs/HoFs/Deans in the weakest (mean: 2.8, mode: 3)
- ensured that improvements in student achievement are regularly shared with Māori parents and community members (mean: 2.3, mode: 2). Principals were most confident here (mean: 1.7, mode: 1) and HoDs/HoFs/Deans (mean: 2.5, mode: 2) the least.
- ensured that Māori parents and community members were able to provide feedback on the school’s efforts to raise Māori students’ achievement (mean: 2.4, mode: 2). Here Principals’ responses (mean: 2.1, mode: 2) were rather different from facilitators (mean: 2.6, mode: 3)

-
- on the Pukekohe site Te Kotahitanga features in ‘About School’ with an accessible comprehensive web page relating to the project.
 - On others, Te Kotahitanga is less visible but still retains a very positive image:
 - on the Opotiki and Fraser sites, it is to be found listed along with other initiatives,
 - on the Ngaruawahia, Rodney, and Rosehill websites Te Kotahitanga features in the school prospectus and newsletters where there is a strong focus on student achievement.
 - There is very little mention of the project on other sites: Alfriston, Dargaville, Kelston Boys and Kelston Girls, except in one or two documents that relate to student achievement. There are 5 schools: Papakura, Taumaranui, Tauranga Girls, Te Puke and Waiuku, where there is no mention at all of the project on the school website.

In the following questions, where the Likert scale was used, 4 represents 'never; 3: 'sometimes', 2: 'mostly'; and 1 'always'.

In terms of their importance to the leadership role and the amount of time leaders were able to spend on each activity these leaders rated the items below as follows:.

- Inspiring and motivating staff so as to develop a group committed to a common vision and goals.
- Importance: mean: 1.8, mode: 1
- Time: mean: 2.5, mode: 3. There was a discrepancy here between Principals (1.9, mode 2) and HoDs/HoFs/Deans (mean: 2.2, mode: 2)
- Managing, prioritising and allocating resources strategically.
- Importance: mean: 2.0, mode: 2. The difference here was between Principals (mean: 1.5, mode: 1) and APs/DPs (mean: 2.5, mode: 2)
- Time: mean: 2.4, mode: 3. Again, the biggest difference was between Principals (mean: 2.1, mode: 2) and the other 3 groups: (mean: 2.4-2.5, mode: 2-3)
- Planning, coordinating and evaluating teaching and the curriculum.
- Importance: mean: 1.8, mode: 2. Most positive were the Principals (mean: 1.4, mode: 1). Least positive here were the facilitators (mean: 2.2, mode: 2)
- Time: mean: 2.4, mode: 3. Most positive were the HoDs/HoFs/Deans (mean: 2.1, mode: 2)
- Providing and participating in teacher learning and development.
- Importance: mean: 1.7, mode: 1. Principals were far more positive (mean: 1.25, mode: 1) than the other three groups.
- Time: mean: 2.2, mode: 3. Principals were the most positive here (mean: 1.7, mode: 1), and HoDs/HoFs/Deans and facilitators the least (mean: 2.4, mode: 3)
- Ensuring an orderly and supportive environment:
- Importance: mean: 1.7, mode: 1. Principals rated this the highest (mean: 1.2, mode: 1) and APs/DPs and facilitators the least (mean: 2.2, mode: 2)
- Time: mean: 2.2, mode: 2. Again, Principals rated this the highest (1.7, mode: 2), and facilitators saw themselves as having the least time for this (mean: 2.4, mode: 2)
- Creating educationally powerful connections.
- Importance: mean 2.2, mode: 2. Principals rated this more highly than any other group (mean: 1.6, mode: 1), and facilitators the least (mean: 2.3, mode: 3)
- Time: 2.7, mode: 3. Again, Principals rated this more highly than any other group (mean: 2.4, mode: 2),
- Engaging in constructive problem talk:
- Importance: mean: 1.9, mode: 2. Principals rated this more highly than any other group (mean: 1.4, mode: 1)
- Time: mean: 2.3, mode: 2. Principals rated this the most highly (mean: 2.0, mode: 2)
- Selecting, developing and using smart tools
- Importance: mean: 2.5, mode: 3. Interestingly there was a big difference between Principals (mean: 2.0, mode: 1) and APs/DPs (mean: 2.8, mode: 3)

- Time: mean: 2.8, mode: 3. There was a considerable difference here between Principals (mean: 2.4, mode: 3) and all other groups.

The most useful thing these leaders thought they had done to *sustain* the gains being made for Māori students included:

- School structure smaller class sizes, extra catch up sessions for students out of class: total 1 (Principals: 1)
- More engagement with family and whanau: total 1 (facilitator: 1)
- Learning to speak Te Reo and Tikanga total 2 (HoDs/HoFs/Deans: 2)
- More time for PD including co-construction and resourcing for facilitation staff total 9 (Principals 5; HoDs/HoFs/Deans 1; facilitators 3)
- Strategies for engagement and motivation of students total 1 (HoDs/HoFs/Deans 1)
- Use of evidence: total 13 (Principals 4; HoDs/HoFs/Deans 3, facilitators: 6)
- Student attendance: total 1 (Principals 0; HoDs/HoFs/Deans 1)
- School structure: smaller class sizes, extra catch up sessions for students out of class: total 1 (Principals 1)
- Consistent, coherent school wide focus on Māori student achievement: total: 2 (Principals 1; facilitators 1)
- Overt commitment of Principal/ BOT/ SMT to Te Kotahitanga and its implementation: total 3 (Principals 1; facilitators 1, HoDs/HoFs/Deans: 1)
- Embedding Te Kotahitanga into school systems, structures, policies: total 3 (Principals 2; HoDs/HoFs/Deans: 1)
- Academic counselling: total 1 (Principals: 1)
- High expectations of Māori students: total 4 (Principals 2; HoDs/HoFs/Deans: 1; facilitators 1)
- Celebrating Māori student achievement within school assemblies or with individuals: total 1 (Principals 1)
- Forming positive friendly relationships with students: total 5 (Principals 1; HoDs/HoFs/Deans 3; facilitators 1)
- Offering feedback and sharing data with students to develop goals and future steps in learning: total 3 (HoDs/HoFs/Deans: 3)
- Developing the cultural aspect in the classroom: total 4 (Principals: 1, HoDs/HoFs/Deans: 3)
- Use of discursive practices: total 2 (HoDs/HoFs/Deans: 2)
- Use of learning intentions: total 1 (HoDs/HoFs/Deans: 1)

Asked what they would do differently in supporting the implementation and/or spread of Te Kotahitanga in their school if they were to start again, leaders gave a whole range of different answers:

- Increase capacity and capability of a larger facilitation team to ensure succession planning (Principal, facilitator)
- Start the year with a school-wide co-construction goal (Principal)
- Meet at the beginning of every term (Principal)

- Begin with teachers from core curriculum subjects in Years 9 and 10 (Principal)
- Make it compulsory from the beginning: (2 Principals, 3 AP/DPs, HoD/HoF/Deans)
- Make it voluntary (Principal)
- Have a lot stronger focus on Māori achievement (Principal)
- Take more time to cover the theory with all staff (2 Principals, 2 facilitators)
- Go for whole school implementation (Principal)
- Plan for full sustainability after funding ceases (Principal)
- Showcase the programme in the wider community. Publicise successes (Principal, 2 facilitators)
- Employ a competent, intelligent Lead Facilitator who can lead change and is respected by staff (AP/DP, facilitator)
- Ensure facilitation team reflects the local demographics (HoD/HoF/Deans)
- Ensure full support of the SMT who should understand Te Kotahitanga and work with the Lead Facilitator (AP/DP, 6 facilitators)
- Take time to explain the programme to students (HoD/HoF/Deans)
- Make effective links with neighbouring Te Kotahitanga schools for mutual support (AP/DP, HoD/HoF/Dean, facilitator)
- Develop data management systems more effectively (Hod/HoF/Dean, facilitator)
- Integrate Te Kotahitanga programme with curriculum leadership (3 HoD/HoF/Deans, 3 facilitators)
- Make it more visible everywhere (HoD/HoF/Dean)
- Give time to create resources (HoD/HoF/Deans)
- Ensure co-construction goals are followed through (HoD/HoF/Deans)
- Involve kaumatua throughout (2 facilitators)
- Involve whanau (facilitator)

Spread

Question 17, 36-38, and 89 refer to the **spread** of Te Kotahitanga in the school. Where the Likert scale was used, 4 represents 'strongly disagree'; 3: 'disagree', 2: 'agree'; and 1 'strongly agree'.

Overall leaders had some confidence that they had:

- ensured that the Māori community is aware of the focus of Te Kotahitanga (mean: 2.3, mode: 2). Principals (mean: 1.9, mode: 2) were much more confident than HoDs/HoFs/Deans (mean: 2.4, mode: 2).
- seen an improvement in their relationship with Māori parents and community since the school joined Te Kotahitanga (mean: 2.2, mode: 2).

The vast majority of respondents felt that Te Kotahitanga had spread within the school since they had joined.

The majority of Principals and facilitators reported themselves as networking with leaders in other schools in relation to Te Kotahitanga, but few of the other groups, as might be anticipated in relation to their roles in the school.

Evidence

Questions 39-52 refer to the schools systems in relation to **evidence** about Māori students' achievement and attendance. Where the Likert scale was used, 4 represents 'strongly disagree'; 3: 'disagree', 2: 'agree'; and 1 'strongly agree'.

Overall respondents were very positive that, using the school systems they had in place, they used evidence to:

- identify Māori student's participation and progress (mean: 1.6, mode: 2).
- monitor Māori student's participation and progress (mean: 1.6, mode: 2).
- inform their educational responses to Māori students' educational needs (mean: 1.8, mode: 2).
- show Māori student progress in terms of their presence over time (mean: 1.55, mode: 1). Here APs/DPs were the most confident (mean: 1.0, mode: 1.0). Other groups had means of 1.6-1.7, mode: 1.
- show Māori student progress in terms of their engagement over time (mean: 2.1, mode: 2).
- show Māori student progress in terms of their achievement over time (mean: 1.7, mode: 2).
- demonstrate that focusing on raising Māori student achievement results in benefit to other students also (mean: 1.8, mode: 2).

Leaders were also confident that staff in their schools used evidence of student progress to:

- inform changes in their teaching practice (mean: 1.9, mode: 2).
- inform collaborative problem-solving with colleagues (mean: 1.9, mode: 2).
- review student progress (mean: 1.9, mode: 2)
- share with students themselves so that students could better determine their next learning steps (mean: 2.1, mode: 2).
- inform parents of progress being made by their children (mean: 2.0, mode: 2).

The vast majority of leaders perceived that the collection and processing of student outcomes data had changed since the school had been part of Te Kotahitanga. 53 respondents commented on the way that data collection in their school had changed to focus more clearly on the progress of individual students, Māori in particular.

However, a majority of HoDs/Hofs/Deans also felt that the collection and processing of student outcome data needed to be improved. Ways in which respondents felt that the collection and processing of student outcome data needs to change to support the improvement of Māori students' learning and achievement further included:

- Improved user-friendliness so that staff, students and parents can understand the data (11)
- More input from students to challenge them to reach higher (3)
- More consistent and accurate analysis of data at departmental level (5)
- Speedier return of observation sheets / faster turnaround of feedback (1)
- More consistent use of rigorous data at co-construction meetings (2)

Ownership

Questions 53-54 refer to the schools' **ownership** of Te Kotahitanga.

The majority of respondents reported that they had adapted the practices of Te Kotahitanga in their school. Leaders reported that they had adapted the practices of Te Kotahitanga in their school in the following ways:

- More focus on collaboration and mentoring amongst staff (Principals/DPs-APs: 1; Facilitators: 1);
- Targeted PD according to cohort years of experience in Te Kotahitanga (Principals/DPs-APs: 1; Facilitators: 2)
- Collective school-wide achievement plans and goals, ie. annual plans (Principals/DPs/APs: 1; HoDs/HoFs: 5; Facilitators: 1)
- Strategic plans and goals from departments to fit Te Kotahitanga goal of raising Māori student achievement (Principals/DPs/APs: 2; HoDs/HoFs: 1)
- Variations to carrying out observations (from facilitation team to departmental heads, frequency) (Principals/DPs/APs: 1; Facilitators: 1)
- Variations to co-construction meetings (from core classes to departments to whole school to duration in time and frequency) (Principals/DPs-APs 5; HoDs/HoFs 1; Facilitators: 8)
- Variations to shadow coaching (frequency) (Principals/DPs/APs: 1; Facilitators: 2)
- More emphasis on evidence gathering whether or not to inform classroom practice (Principals/DPs/APs: 1)
- More focus on interactive, learner-centred classroom practices (HoDs/HoFs: 1)
- Aligning and linking it to other initiatives such as Restorative Justice and Academic Counselling (Principals/DPs/APs 3; HoDs/HoFs: 1)
- Greater emphasis on promotion, use and celebration of Māori culture, language and students' achievement (HoDs/HoFs: 1)
- No change (HoDs/HoFs: 3).

The majority of respondents also reported that the overall culture of the school had changed since they had been part of the project. Some of the changes that had occurred in the overall culture of the school since respondents had been part of Te Kotahitanga were:

- A more inclusive style of teaching with less deficit theorising (18)
- More awareness of Māori students' needs (5)(1)
- More staff sharing the same viewpoint and engaging in reflective conversations about practice (10)
- Openness to change among staff (1)
- More focus on individual students' progress and raising Māori students' achievement (9)
- More collaborative working between staff (4)
- Better relationships between students and staff (7)
- Students prouder of their school (1)
- Māori students more motivated and engaged (5)
- Greater emphasis on promotion, use and celebration of Māori culture, language and students' achievement (9)
- Greater retention of Māori students (1)
- No change (1)

Appendix to Chapter 5: Professional Development Programme

Chapter 5 Appendix A: Templates 5.1-5.14

Chapter 5 Appendix A: Templates 5.1-5.14

Template 5.1: Review of Practice and Development of Te Kotahitanga Hui Whakarewa

Purpose

The purpose of this evaluation is to:

Understand how schools are conducting Hui Whakarewa and

How closely the Hui observed align with Modules 4 and 4A.

This evaluation will be one measure of sustainability of the project related to integrity of facilitating Hui Whakarewa as the initial professional development activity of Te Kotahitanga.

Module 4 and 4A

We recommend that each observer take a copy of Module 4A to the hui.

Criteria for Rankings

The evaluation tool contains a list of activities for each day. For each activity, you are asked to rate how closely the programme activities follow the module, based on a rating scale of 1-5, with 1 being very poor and 5 being very well. Please circle the number that most closely agrees with your assessment as to how well the activity presented at the hui matches the activity described in the module. A detailed description of each level of the 1-5 rating scale follows:

5 – Very strong match. Must include a match in terms of: purpose, process and resources, the time allowed and the overall timing in the hui.

4 – Strong match. Must include a match in terms of: purpose, process and resources

3 – Fair match. Similarities in regard to purpose, process and resources

2 – Poor match. Few similarities in regard to purpose, process and resources

1 – Very poor match. Very little match in terms of: purpose, process (how the session was run), resources, time allocation, overall timing in the hui.

0 – Activity not included.

In addition to recording the match between the activities as outlines in Module 4A and the activities observed. If you find the comments box is not large enough, please

- If the activity is not included at any time throughout the hui, please put a tick in the relevant box.
- If an alternative activity is used, please put a tick in the relevant box. In the comments section write down the number of the activity as it appears on the left hand column and answer these two questions:
 - What am I seeing?
 - How does what I am seeing connect (or not connect) with the activity as described in the module?
- Indicate whether or not you believe the activity achieved the intended purpose (as outlined by the relevant activity in Module 4A) by putting either a Y (Yes) or N (No).
- If an activity is included but not in the sequence or on the day designated, please rate it and note in the column marked “module activity” the time when the activity was used.

Observation notes

Please record detailed observation notes of each component of the Hui Whakarewa you observe. Your notes will allow us to capture what occurs in rich detail. Please type up any observation notes you make and add them to this evaluation. At the hui please collect all documentary data in the form of the hui planning outline, handouts, activity masters (where these differ from Module 4A) and attach them to this form. Your notes should include (but need not be limited to):

- Your overall impressions of the hui
- The setting for the hui
- Teacher participation and engagement
- Maori community participation
- Facilitators' role, their participation, their engagement with teachers outside of formal activities
- Principal's role
- Role of Senior Management Team
- Role of Board of Trustees
- Description of modified activities, alternative activities or modified sequence of activities

Time allocation

Modules 4 and 4A include guidelines for the time allocated to each activity. Therefore, following the module includes time allocation as well as content and if less time is spent on an activity than outlined in the module the scoring should reflect that by an indication of a lower score.

Sending in the data

Please prepare an evaluation form for each Hui Whakarewa evaluated and include your observation notes. If more than one evaluator attended the Hui Whakarewa, please come to an agreement about the ratings and include the observation notes of both evaluators (except when they are redundant), so that one form with attached observation notes is submitted. When you are finished please forward the completed evaluation form, observation notes, and documentary data to:

Please complete an observation sheet for each school

Name of School(s) _____

Dates of Hui Whakarewa _____

Venue for Hui Whakarewa _____

Facilitators

_____	_____
_____	_____

Observer(s)

_____	_____
_____	_____
_____	_____

Hui Whakarewa Day 1A

Date:

School:

Observer(s):

Time (please note start and end time of each activity)	Module activity	Intended purpose of the activity	Very poor match	Poor match	Fair match	Strong match	Very strong match	Not included	Modified activity	Alternative	Purpose achieved Y/N (Y/N) (Y/N)	What am I seeing? (Description of the alternative / modified activity)	How does what I am seeing connect with the intention of the activity described in the module?
			1	2	3	4	5	0					
	Powhiri, mihimihi, karakia		1	2	3	4	5	0					
	Whakawhanaungatanga	Develop relationships	1	2	3	4	5	0					
	Pre hui evaluation	Establish teacher's baseline positioning.	1	2	3	4	5	0					
	<u>Session 1</u> Hand out hui packs	Helps teachers identify with their role in Te Kotahitanga	1	2	3	4	5	0					
	Workshop Activity I Prior Knowledge	1. Establish prior knowledge about Te Kotahitanga. 2. Capture teacher's questions	1	2	3	4	5	0					
	Plenary – Introduction, whakapapa and goal	1. Outline the whakapapa of Te Kotahitanga. 2. Identify the goal	1	2	3	4	5	0					

Day 1B

Date:

School:

Observer(s):

Time (please note start and end time of each activity)	Module activity	Intended purpose of the activity	Very poor match	Poor match	Fair match	Strong match	Very strong match	Not included	Modified activity	Alternative	Purpose achieved Y/N Y/NY/N	What am I seeing? (Description of the alternative / modified activity)	How does what I am seeing connect with the intention of the activity described in the module?
	Workshop Activity 2 Narratives Part A	In depth examination of the narratives Identify 3 discourse positions	1	2	3	4	5	0					
	Workshop Activity 2 Narratives Part B	Understand the process used to analyse the narratives Conduct own tally of discourses to compare with research analysis	1	2	3	4	5	0					
	Plenary: PowerPoint 2: The Narratives	Highlight differences between discourses of Māori students and their teachers	1	2	3	4	5	0					
	Workshop Activity 2 Narratives Part C	Introduce deficit theorising and agentic thinking. Highlight difficulties of deficit thinking Reflect on own positioning.	1	2	3	4	5	0					
	Question time	Allow time for shifts in teacher positioning by dealing with burning questions that may get in the way if not addressed.	1	2	3	4	5	0					

Hui Whakarewa Day 1C

Date:

School:

Observer(s):

Time (please note start and end time of each activity)	Module activity	Intended purpose of the activity	Very poor match	Poor match	Fair match	Strong match	Very strong match	Not included	Modified activity	Alternative activity	Purpose achieved Y/N	What am I seeing? (Description of the alternative / modified activity)	How does what I am seeing connect with the intention of the activity described in the module?
	Review Session 2 – PowerPoint 3	Review the narratives and deficit theorising / agentic positioning.	1	2	3	4	5	0					
	Plenary – GEPRISP PowerPoint 4	Introduce components of GEPRISP. Highlight interdependence of components. Highlight evidence collected to show shifts for each component of GEPRISP.	1	2	3	4	5	0					
	Workshop Activity 3 Reflecting on Positioning	Teachers identify what deficit / agentic thinking might look like in the classroom Teachers reflect on own positioning	1	2	3	4	5	0					
	Reflection on Day 1	Capture teachers' reflections on Day 1 learning and experiences	1	2	3	4	5	0					
	Karakia whakamutunga		1	2	3	4	5	0					

Hui Whakarewa Day 2A

Date:

School:

Observer(s):

Time (please note start and end time of each activity)	Module activity	Intended purpose of the activity	Very poor match	Poor match	Fair match	Strong match	Very strong match	Not included	Modified activity	Alternative activity	Purpose achieved Y/N	What am I seeing? (Description of the alternative / modified activity)	How does what I am seeing connect with the intention of the activity described in the module?
	Karakia, whakatauki, waiata	Preparation for Day 2	1	2	3	4	5	0					
	Feedback on reflections	FB from Day 1 and FF for Day 2	1	2	3	4	5	0					
	Session 1 Review of Narratives – PowerPoint 3 (optional)	Revisit narratives from Day 1 (if required).	1	2	3	4	5	0					
	Plenary: Introduction to ETP – PowerPoint 5	Introduce the components of the ETP. Highlight links between ETP and the narratives. Highlight culturally responsive contexts.	1	2	3	4	5	0					
	Workshop Activity 4 ETP Expert Jigsaw	Drill down into meaning of components of the ETP.	1	2	3	4	5	0					
	Workshop Activity 5 ETP Cut and Paste	Highlight links between ETP and narratives of Māori students. Generate discussion in groups about links between narratives and ETP.	1	2	3	4	5	0					

Hui Whakarewa Day 2B

Date:

School:

Observer(s):

Time (please note start and end time of each activity)	Module activity	Intended purpose of the activity	Very poor match	Poor match	Fair match	Strong match	Very strong match	Not included	Modified activity	Alternative activity	Purpose achieved Y/N	What am I seeing? (Description of the alternative / modified activity)	How does what I am seeing connect with the intention of the activity described in the module?
	Session 3 Plenary: Introducing the OBS Tool	Explain the process of the observations. Highlight the evidence collected during observations. (Refer to Module 4, p. 18 for key areas for explanation)	1	2	3	4	5	0					
	Workshop Activity 11 Links to the ETP	Highlight links between the OBS tool and the ETP.	1	2	3	4	5	0					
	Workshop Activity 12 Unpacking a mock-up	Teachers explore the types of evidence collected by the OBS tool and discuss the specific feedback and feedforward this evidence might provide.	1	2	3	4	5	0					
	Preparation for group presentations	Self-directed group activity. Synthesize learning to date.	1	2	3	4	5	0					
	HAKARI / DINNER	Celebration	1	2	3	4	5	0					
	Groups presentations to Maori community	Share learning with the Māori community. Develop relationships.	1	2	3	4	5	0					

Hui Whakarewa Day 3A

Date:

School:

Observer(s):

Time (please note start and end time of each activity)	Module activity	Intended purpose of the activity							Modified activity	Alternative activity	Purpose achieved Y/N	What am I seeing? (Description of the alternative / modified activity)	How does what I am seeing connect with the intention of the activity described in the module?
			Very poor match	Poor match	Fair match	Strong match	Very strong match	Not included					
	Karakia, whakatauki, waiata	Preparation for Day 2	1	2	3	4	5	0					
	Feedback on reflections	FB from Day 1 and FF for Day 2	1	2	3	4	5	0					
	Session 1 Plenary - Introducing Cooperative Learning – PowerPoint 7	Teachers to understand the theoretical framework that sits behind Cooperative Learning - PIGSF	1	2	3	4	5	0					
	Workshop Activity 13 Unpacking our learning	Teachers review the strategies used throughout the hui and consider how they might use the strategies modeled in the hui within their own classrooms.	1	2	3	4	5	0					
	Session 2 Optional activities	Activities should provide teachers with strategies to: 1) support shift from traditional to discursive 2) support the development of relationships	1	2	3	4	5	0					

Hui Whakarewa Day 3B

Date:

School:

Observer(s):

Time (please note start and end time of each activity)	Module activity	Intended purpose of the activity	Very poor match	Poor match	Fair match	Strong match	Very strong match	Not included	Modified activity	Alternative activity	Purpose achieved Y/N	What am I seeing? (Description of the alternative / modified activity)	How does what I am seeing connect with the intention of the activity described in the module?
	Session 3 Planning	Allow time for teachers to plan for return to school. May be as individual teachers, departments, co/c groups, site specific groupings of teachers.	1	2	3	4	5	0					
	Workshop Activity 15 GEPRISP	Review learning and reflect on its applications within the classroom and across the school. May provide some future directions.	1	2	3	4	5	0					
	Post hui evaluations	Establish teacher's post hui positioning. Provide feedback for the facilitation team. Establish teacher learning re core elements of Te Kotahitanga.	1	2	3	4	5	0					
	Poroporoaki	Closure	1	2	3	4	5	0					

Template 5.2: Review of Practice and Development of Observations: Summary Sheet Side 1

Page 1: Teacher and Student Interactions										Page 2: Teacher and Student relationships				
Observer 1:					Observer 2:									
Date:		Lesson Description:								School:				
Time:														
Inter-actions	Observer 1:			Observer 2:			Student Engagement	Observer 1	Observer 2		Observer 1:		Observer 2:	
	Whole	Individual	Group	Whole	Individual	Group					Evidence:	Score: /5	Evidence:	Score: /5
Co							Student 1 Engagement							
FFA+							Work Completion			Perform	Evidence:	Score: /5	Evidence:	Score: /5
FFA-							Student 2 Engagement							
FBA+							Work Completion			Behaviour	Evidence:	Score: /5	Evidence:	Score: /5
FBA-							Student 3 Engagement							
P							Work Completion			Manager	Evidence:	Score: /5	Evidence:	Score: /5
Totals Disc							Student 4 Engagement							
FFB+							Work Completion			Culture	Evidence:	Score: /5	Evidence:	Score: /5
FFB-							Student 5 Engagement							
FBB+							Work Completion			Manager	Evidence:	Score: /5	Evidence:	Score: /5
FBB-							Teacher (<i>Under teacher positioning identify % agreement</i>)							
M								Teacher Positioning			Culture	Evidence:	Score: /5	Evidence:
I							Cognitive Level							
O										Culture	Evidence:	Score: /5	Evidence:	Score: /5
Totals Trad														
Overall Comparison							Overall Comparison			Culture	Evidence:	Score: /5	Evidence:	Score: /5
Discursive							Student Engagement							
Traditional							Work completion							
Whole							Teacher Positioning							

Review of Practice and Development of Observations Summary Sheet Side 2**School:****Lead Observer:****Observer 2:****Date:****Summary of key points from synchronous observation**

Positive feedback to facilitator
1.
2.
3.
Feedforward to facilitator
1.
2.
3.
Facilitator reflection and feedback
Future directions: notes / ideas for next step / suggestions for improvement / additional comments

Template 5.3: 'Flick and Finger'**Overview of observations for:** (please add term and year)

School:

Lead Facilitator:

Lead Observer:

Date:

Name and role of observer					
Time allocation					
Number of observations completed					
Themes for discussion					
Theme 1					
Theme 2					
Theme 3					
Theme 4					
Theme 5					
Lead facilitator reflection and feedback					

Template 5.4: Review of Practice and Development of Feedback meetings

School: _____ Facilitator: _____ Recorder: _____ Date: _____
 Venue for feedback meeting: _____ Start time: _____ Finish time: _____ Teacher: _____ Cohort: _____

1. CONTEXT	YES	NO				Points for reflection
The feedback meeting meets the following criteria: <ul style="list-style-type: none"> • timetabled ahead of time • scheduled soon after the observation • held in an appropriate space • teacher is respectfully greeted • facilitator reiterates feedback is specific to lesson observed • confidentiality is reiterated / understood. 						
	Evidence:				Points for reflection	
2. FEEDBACK ON SIDE 1 The facilitator:	A lot	Some	Little	None		
<ul style="list-style-type: none"> • encourages teacher's reflection • links feedback and reflection to evidence from Obs Tool • provides evidence-based feedback on components of Side 1 • articulates links between components of evidence 						
3. FEEDBACK ON SIDE 2 The facilitator:	A lot	Some	Little	None		
<ul style="list-style-type: none"> • demonstrates an in-depth understanding of appropriate evidence for the 6 dimensions of relationship on Side 2 • co-constructs ratings with teacher • challenges teacher's self-rating if required, linking back to missing evidence and/or highlighting missed opportunities 						
4. CO-CONSTRUCTING AN INDIVIDUAL GOAL	A lot	Some	Little	None		

<p>The goal is:</p> <ul style="list-style-type: none"> • co-constructed • appropriately challenging • focused on implementing the ETP • linked to FB and FF and/or to teacher's reflection • SAM-ed • reflectively PSIRPEG-ed <p>The facilitator:</p> <ul style="list-style-type: none"> • respectfully challenges the teacher if necessary • encourages teacher to reflect on elements of PSIRPEG • invites teacher to record their reflection 					
<p>5. PREPARING FOR CO-CONSTRUCTION Evidence of:</p>	A lot	Some	Little	None	
<ul style="list-style-type: none"> • A process for reminding teacher about date and venue of co-construction meeting • A process for reminding teacher about the expectation to bring evidence specific to Māori students to their co-construction meeting 					
<p>6. PROVIDING EFFECTIVE FEEDBACK The facilitator:</p>	A lot	Some	Little	None	
<ul style="list-style-type: none"> • demonstrates an in-depth understanding of the Obs. Tool and the links to the ETP • maintains a focus on implementing the ETP in the classroom • recalls specific observed events to highlight evidence of components of the ETP • affirms appropriate authentic aspects of the lesson in detail • highlights aspects for improvement linked to specific events observed • prioritises areas for feedback when necessary • uses their pedagogical knowledge and experience to support the teacher's developing understanding of the ETP 					

Template 5.4 (cont.)

AGENTIC POSITIONING / CHALLENGING DEFICIT THEORISING (Select one) The facilitator:			
A: maintains an explicitly agentic position, respectfully challenging deficit theorising if required.	B: remains agentic but does not challenge the teacher's deficit theorising if it occurs.	C: is agentic at times but can buy into deficit theorising around Māori students and / or school systems.	D: initiates deficit theorising around Māori students and / or school systems.
FOCUS ON MAORI STUDENTS (Select one) The facilitator:			
A: explicitly reiterates the focus on Māori students and if necessary respectfully refocuses the conversation to Māori students.	B: explicitly reiterates the focus on Māori students but does not refocus the conversation if it becomes generalised to all students.	C: does not discuss a focus on Māori students and the teacher determines which group of students is the focus of the conversation.	D: throughout the feedback meeting conversations are explicitly generalised to all students.
COMMENTS / NOTES (Feedback and Feed-forward to facilitator)			

Template 5.5: Review of Practice and Development of Co-construction meetings

School: _____ Facilitators: _____ Recorder: _____
 Venue for meeting: _____ Date: _____ Start time: _____ Finish time: _____
 Teachers present: _____

1. CONTEXT	YES	NO			Points for reflection
The co-construction meeting meets the following criteria: <ul style="list-style-type: none"> • timetabled ahead of time • scheduled soon after the feedback meetings • held in an appropriate space • teachers share a common group of students • teachers from a range of curriculum areas are present • teachers are respectfully greeted The facilitator reviews: <ul style="list-style-type: none"> • purpose of co-construction meetings • Guiding Principles • facilitator's role • confidentiality 					
	EVIDENCE				
2. COLLABORATION Facilitators encourage teachers to:	A lot	Some	Little	None	
<ul style="list-style-type: none"> • share evidence of Maori student achievement • discuss the implications of the evidence • collaborate and share pedagogical expertise • contribute to a critical examination of in-class practice 					
3. REFLECTIONS Discourses within the meeting:	A lot	Some	Little	None	
<ul style="list-style-type: none"> • link to classroom evidence and experience • consider more effective in-class practice • focus on effective implementation of the ETP 					
4. CO-CONSTRUCTING A GROUP GOAL The goal is:	A lot	Some	Little	None	
<ul style="list-style-type: none"> • focused on teachers' relationships and interactions with Māori students • co-constructed • linked to evidence and/or to teachers' reflections • appropriately challenging • SAM-ed • reflectively PSIRPEG-ed • challenged and reworded if necessary 					

5. FACILITATING CO-CONSTRUCTION MEETINGS		EVIDENCE				Points for reflection
The facilitator:		A lot	Som e	Littl e	None	
<ul style="list-style-type: none"> • is well prepared for the meeting • ensures minutes are recorded & shared with teachers • ensures the meeting remains focused on implementing the ETP in the classroom • ensures the meeting sticks to the agenda • manages time effectively • prioritises areas for discussion • ensures all teachers have a voice in the process • is articulate, focused on the co-construction meeting • demonstrates an in-depth understanding of the purpose and process of co-construction meetings • demonstrates an in-depth understanding/knowledge of culturally responsive pedagogy • Uses their pedagogical experience effectively in discussions 						
PREPARING FOR SHADOW-COACHING						
<ul style="list-style-type: none"> • A process for establishing or reviewing shadow-coaching appointments is evident. 						
AGENTIC POSITIONING / CHALLENGING DEFICIT THEORISING (Select one) The facilitator:						
A: maintains an explicitly agentic position, respectfully challenging deficit theorising if required.		B: remains agentic but does not challenge the teachers' deficit theorising if it occurs.		C: colludes with teachers in deficit theorising around Māori students and / or school systems.		D: initiates deficit theorising around Māori students and / or school systems.
FOCUS ON MAORI STUDENTS (Select one) The facilitator:						
A: explicitly reiterates the focus on Māori students and respectfully refocuses the conversation to Māori students if necessary.		B: explicitly reiterates the focus on Māori students but does not refocus the conversation if it becomes generalised to all students.		C: does not discuss a focus on Māori students and the teachers determines which group of students is the focus of the conversation.		D: Throughout the feedback meeting conversations are explicitly generalised to all students.

COMMENTS / NOTES

Additional comments / notes

Working notes: Evidence shared by each of the teachers in the co-construction meeting

	Contributes relevant evidence of Māori students' achievement and / or participation	Relates the evidence to classroom practice	Interrogates their own or other teacher's evidence	Discusses the implications for learning
Teacher 1				
Teacher 2				
Teacher 3				
Teacher 4				
Teacher 5				
Teacher 6				
Teacher 7				

Template 5.6: Reviewing Shadow Coaching: the learning is in the conversation**Date completed:****People participating:**

Select five teachers and locate all the existing filed evidence (eg. Observation sheets, records of feedback meetings, records of shadow-coaching, relevant evidence of goals achieved) for each teacher in your sample. Work collaboratively to complete the following exercise of examining past and future shadow coaching.

	Was the goal SAM? Was it PSIRPEG-ed?	What shadow-coaching took place?	How did shadow-coaching help the teacher achieve their goal?	What was the impact on teacher capability in implementing the ETP?
Teacher 1 GOAL (<i>select on from the available evidence</i>):				
Reflecting on practice				
Teacher 2 GOAL (<i>select on from the available evidence</i>):				
Reflecting on practice				

Teacher 3 GOAL (<i>select on from the available evidence</i>):				
Reflecting on practice				
	Was the goal SAM? Was it PSIRPEG-ed?	What shadow-coaching took place?	How did shadow-coaching help the teacher achieve their goal?	What was the impact on teacher capability in implementing the ETP?
Teacher 4 GOAL (<i>select on from the available evidence</i>):				
Reflecting on practice				
Teacher 5 GOAL (<i>select on from the available evidence</i>):				
Reflecting on practice				

What have we learned from this review of practice?
What future actions does this analysis suggest for future shadow coaching and / or PD for cohorts? For groups of teachers? For individuals?
What are the implications of doing this work: for us as a team? For GPILSEO? For Maori students?

Template 5.7: Student Survey

Te Kotahitanga Student Survey (Māori)	Te Kotahitanga Student Survey(Non-Māori)
Circle the response you think goes best with the statement above	Circle the response you think goes best with the statement above
In this school:	In this school:
...it feels good to be Māori.	... it feels good to be _____
Never Hardly ever Sometimes Mostly Always	Never Hardly ever Sometimes Mostly Always
... I have opportunities to do all the things I want to do.	... I have opportunities to do all the things I want to do.
Never Hardly ever Sometimes Mostly Always	Never Hardly ever Sometimes Mostly Always
... Māori students are achieving.	... _____ students are achieving.
Never Hardly ever Sometimes Mostly Always	Never Hardly ever Sometimes Mostly Always
In my classes:	In my classes:
...teachers know me and I know them.	...teachers know me and I know them.
Never Hardly ever Sometimes Mostly Always	Never Hardly ever Sometimes Mostly Always
...teachers respect me and I respect them.	...teachers respect me and I respect them.
Never Hardly ever Sometimes Mostly Always	Never Hardly ever Sometimes Mostly Always
...teachers know how to help me to learn.	...teachers know how to help me to learn.
Never Hardly ever Sometimes Mostly Always	Never Hardly ever Sometimes Mostly Always
...teachers listen to my ideas.	...teachers listen to my ideas.
Never Hardly ever Sometimes Mostly Always	Never Hardly ever Sometimes Mostly Always
...teachers care about me.	...teachers care about me.
Never Hardly ever Sometimes Mostly Always	Never Hardly ever Sometimes Mostly Always
...teachers expect that I will achieve.	...teachers expect that I will achieve.
Never Hardly ever Sometimes Mostly Always	Never Hardly ever Sometimes Mostly Always
...teachers know how to make learning fun.	...teachers know how to make learning fun.
Never Hardly ever Sometimes Mostly Always	Never Hardly ever Sometimes Mostly Always
...teachers let us help each other with our work.	...teachers let us help each other with our work.
Never Hardly ever Sometimes Mostly Always	Never Hardly ever Sometimes Mostly Always
...teachers talk with me about my results so I can do better.	...teachers talk with me about my results so I can do better.
Never Hardly ever Sometimes Mostly Always	Never Hardly ever Sometimes Mostly Always
Something I would say about my learning at this school is:	Something I would say about my learning at this school is:

Template 5.8: Te Kotahitanga Teacher feedback survey

Circle the response you think goes best with the statement above

As a result of the Hui Whakarewa I believe that:

My positioning was respectfully challenged.

Strongly disagree Disagree Neutral Agree Strongly agree

I was able to take new learning into my classroom practice.

Strongly disagree Disagree Neutral Agree Strongly agree

Comments or suggestions for further improvement:

As a result of ongoing PD with the Te Kotahitanga Facilitators:

I consistently receive objective term-by-term observations that enable me to reflect on my practice.

Strongly disagree Disagree Neutral Agree Strongly agree

I can develop my practice further because observations are consistently linked to evidence-based feedback and individual goal setting.

Strongly disagree Disagree Neutral Agree Strongly agree

Co-construction meetings provide a useful forum for collegial sharing of evidence around a common group of students.

Strongly disagree Disagree Neutral Agree Strongly agree

The group goals and shadow coaching from the co-construction meetings help me to support others and also develop my own skills.

Strongly disagree Disagree Neutral Agree Strongly agree

I have already developed greater expertise for working with Maori students.

Strongly disagree Disagree Neutral Agree Strongly agree

Ways in which my practice has already improved:

I am continuing to learn new skills and develop greater expertise for working with Maori students.

Strongly disagree Disagree Neutral Agree Strongly agree

Comments or suggestions for further improvement:

Template 5.9: Te Kotahitanga Classroom Walk-through

School:

Facilitator:

Date:

Teacher number:
level:

Room:

Year

Well managed learning environment	
Evidence of: <ol style="list-style-type: none"> 1. Seating and movement appropriate to the tasks 2. Relevant curriculum connections 3. Relevant resources readily available 4. Learning space shared and respected 	Evidence
Relationships: Adult to student, student to student, student to adult	
Evidence of: <ol style="list-style-type: none"> 1. Invitational and respectful relationships 2. High learning expectations 3. High behavioural expectations 4. Culturally responsive learning contexts 5. Cultural iconography evident 6. Enthusiasm 7. Confidence 	Evidence
Interactions: Discursive	
Evidence of: <ol style="list-style-type: none"> 1. Students using prior knowledge 2. Working collaboratively 3. Feedback 4. Feed forward 5. Co-construction 6. Reciprocity in learning roles 7. Learning being set, reviewed and reflected upon 	Evidence

Template 5.10: Rongohia te Hau - Facilitation Team Co-construction meeting

School:

Date:

Facilitators present:

PD team present:

What evidence do we have?
What is the evidence telling us?
What are the implications?
Facilitation team goal - We will:
S-A-M
Planning:
Strategies:
Interactions:
Relationships
Positioning:
Experiences:
Goal:

Template 5.11: Rongohia te Hau - Feedback and feed-forward from facilitation teams

School:	Date:
Using the tools (e.g. Walk-through tool, Student survey, Teacher feedback survey):	
Preparing for the visit:	
The process on the day:	
Co-constructing a S-A-M goal and PSIRPEG-ing the goal:	
Any other comments:	

Template 5.12: Summary of Evidence from Rongohia te Hau for Leadership Co-construction meeting

School:

Date:

Evidence	Summary of the evidence			Key points emerging from the evidence	Implications for Māori students, teachers and the facilitation team.
Student surveys – number of students surveyed		Māori students	Non-Māori students		
	Y9	Combined Y9-10			
	Y10				
	Y11				
	Y12				
	Y13				
Teacher feedback surveys	Total no. teachers surveyed				
	%of Te Kotahitanga teachers				
Classroom walk-throughs	No. of walk-throughs completed				
	% of Te Kotahitanga teachers				
	Basic	Developing	Integrating		
	0	8	5		

Template 5.13: Leadership Co-construction Meeting framework

School:	Date of meeting:
People present and roles:	
1. What GPILSEO evidence do we have of Māori students' achievement and participation?	2. What does the evidence suggest we have done well?
3. What areas of GPILSEO are highlighted for further development following our interrogation of the evidence?	4. Prioritise areas for development
5. GOAL: We will:	

