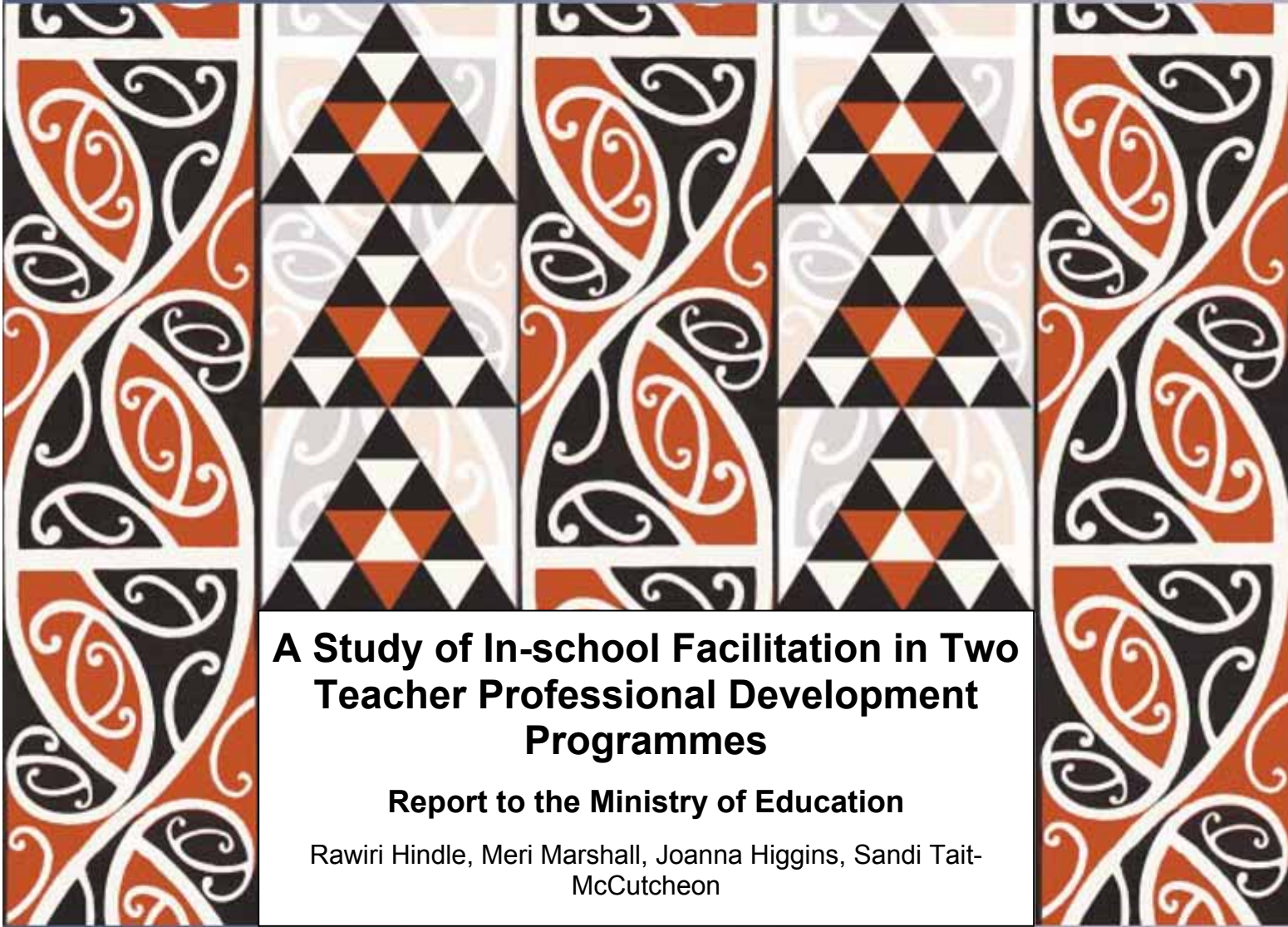




TE TĀHUHU O TE MĀTAURANGA
Ministry of Education

RANGAHAU MĀTAURANGA MĀORI

Māori Education Research



A Study of In-school Facilitation in Two Teacher Professional Development Programmes

Report to the Ministry of Education

Rawiri Hindle, Meri Marshall, Joanna Higgins, Sandi Tait-
McCutcheon

MĀTAURANGA MĀORI

WĀHANGA MAHI RANGAHAU





Te Tere Auraki (to navigate the mainstream river) is a research and professional development strategy focused on improving teaching and learning for Māori students in mainstream schools. Te Kotahitanga and Te Kauhua are projects that sit within this strategy.

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**A Study of In-school Facilitation
in Two Teacher
Professional Development Programmes**

Rawiri Hindle
Meri Marshall
Joanna Higgins
Sandi Tait-McCutcheon

TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI



VICTORIA
UNIVERSITY OF WELLINGTON

COLLEGE OF EDUCATION

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Kimihia, rangahaua nō hea te tīmatanga o te whakaaro
Nō wai te whakaaro
Nō tātou te whakaaro
Ko tātou te whakaaro
I ahu mai tātou mai i ngā āhuetanga o te tūhura, te rāweke
Ka whakahiato te ia o te wānanga
Ka wānangahia te kaupapa
Ko tātou te kaupapa
Ka rārangahia i ngā whenu o te ako
Kia herea ai i ngā taha rerehua
Ko te mauri, ko te mana, ko te wehi, ko te wana, ko te ihi, ko te wairua
Ka pā te ihu o te tangata ki te ihu o te tangata
Ka rongō ki te hā o te tangata
Ka tūtakitaki ki te mauri o te tangata
Ka kimihia, ko te tangata
Ka rangahaua, ko te tangata
Hui nuku, hui rangi, hui e
Taiki e.

E ngā mana, e ngā reo, e ngā kārangaranga maha, tēnā koutou katoa.
Ka hoki ngā whakaaro aroha ki a rātou te hunga okioki. Rātou i peke ki tua o te ārai.
Nō reira, koutou mā, haere, haere, whakangaro atu koutou ki a koutou.
Ka hoki mai ki a tātou te hunga ora.
Tēnā tātou katoa.

He nui ake te kaupapa i te tangata, heoi anō, ko te kiko o tēnei rangahau te mea ake. Ahakoa ko wai, ko wai rā hei kimi, hei rangahau i ngā kaupapa kōrero, i ngā kōrero mai i ngā tini tāngata, ka noho ake te kaupapa ki tōna hiringa. Ko te rangahau, me te pūrongo ka puta mai, kei te kitea tātou ki ngā ārero o te ako ki roto i ngā kura.

Ka tuku mihi ki ngā kaitakawaenga e kaha akiaki te kaupapa ki roto i ngā rohe. Me mihi ka tika ki ngā kura, ki ngā tumuaki, ki ngā kaiako i kaha hāpai te āhuetanga o te rangahau. Mehemea kua kore te hāpori me ngā whānau e aro mai e kore e eke ana tēnei o ngā kaupapa ki te taumata e wawata ana.

The research team would like to acknowledge the strength and courage of the In-school facilitators in Te Kotahitanga and Te Kauhua. We also greet and thank the participants for their contributions to the research evaluation, and the schools within the clusters and the developers for organising and setting aside time in order for us to conduct the research.

Special thanks also to Lynne Jackson and Susan Kaiser for the important part they have played in the presentation of this final document.

*Ko te pae tawhiti, whāia kia tata
Ko te pae tata, whakamaua kia tina*

*Seek out distant horizons,
And cherish those you attain*

Executive Summary

This report evaluates the in-school facilitation component of two projects, Te Kauhua and Te Kotahitanga. Both projects have the specific aim of improving Māori student achievement in English-medium schools through enhancing teacher practice and improving school-wide structures and processes. In both projects an in-school facilitator has supported the professional development programme from within the school and has also assisted with school strategic planning for building teacher capability. An examination of the in-school facilitation component contributes knowledge and understanding of important features in the design of such an approach.

The study sought answers to the following questions:

1. What evidence is there that in-school facilitation models are effective in building teacher capability and improving student engagement and student achievement?
2. What are the key qualities and skills required for effective in-school facilitation of professional development projects which focus on raising Māori student engagement and student achievement?
3. What are the similarities, differences, and unique aspects of the in-school facilitation models employed in Te Kauhua and Te Kotahitanga?
 - a. How were facilitators appointed?
 - b. What training did facilitators undertake and what support is available while in the role of facilitator?
 - c. What changes have facilitators noticed in moving from teacher to in-school facilitator? How does the new role impact on existing and new relationships?
 - d. What is the relationship between the facilitator and the school principal?
 - e. What have been the benefits and drawbacks of in-school facilitation according to stakeholders (facilitators, teachers, principals, support staff)?
4. How can the quality of in-school facilitation be improved?
5. What do facilitators see as their dilemmas of practice?

Key Findings

The key findings reflect the organisation of the findings in the main body of the research of foundational conditions generated through a facilitator working from inside the school; the personal knowledge and skills perceived by participants as helpful to the work of an in-school facilitator; changing roles as the in-school facilitator becomes a school leader; the impact of in-school facilitation on teacher knowledge, attitudes and practice and on student outcomes; and finally challenges to sustainability.

Foundational conditions

- The contextual nature of in-school facilitation ensured that the locus of decision making rested with the school community – those who held the significant knowledge.

- The situated quality of the in-school facilitation model was believed to increase the 'buy-in' of teachers and to ensure the internally driven sustainability of the projects.
- Existing relationships between participants were a key contributor to the success of the project as partnerships had already been negotiated and respect formed.
- Participants agreed that success as a classroom teacher gave more credibility to the in-school facilitator, both within the school and the wider community.
- The success of the in-school facilitation model for teachers was the immediate access they had to their facilitator, the wealth of knowledge their facilitator had about their school, and the willingness of the in-school facilitator to model effective strategies and ideas.
- Participating whānau members felt more confident and comfortable about approaching members of the school community when seeking help or discussing concerns.

Personal knowledge and skills of in-school facilitators

- Interpersonal skills, such as being approachable, understanding and compassionate, were considered essential by in-school facilitators, principals, and teachers.
- Teachers believed that a key quality required by an in-school facilitator was that they were skilled and respected practitioners with strong contextual knowledge and that they were able to connect and engage with theory and practice.
- Principals recognised the need for the in-school facilitator to be a reflective practitioner with theoretical research knowledge and confidence and practical transferability.
- A genuine commitment to the projects and aroha for all participants was deemed to be a key quality of the in-school facilitator.

Changing roles in becoming an in-school leader

- The personal and professional relationship between in-school facilitators, principals and teachers was strengthened and enhanced through the projects.
- Relationships with the wider community were strengthened through increased communication and involvement.
- In-school facilitators described having an increased understanding and appreciation of the issues management deal with.
- There was a growing concern from some in-school facilitators in regard to their positioning within the school. Were they practitioners or administrators? The in-school facilitators who expressed these concerns felt that they were being pushed more toward an administrative role and that this was not where their heart was.

Impact on teacher knowledge, attitudes and practice

- Teachers were reported as increasingly implementing culturally responsive pedagogy within their programmes. This was seen to link directly to increased engagement of all students.
- Teachers expressed changes in their own confidence as they moved from observers of Māori culture to participants within Māori culture. This was leading to enhanced teacher-student/whānau relationships.

-
- In-school facilitators in both projects spoke of teachers being evidentially challenged to rethink and reposition themselves in terms of their beliefs and expectations. It was believed that this positively influenced the personal accountability teachers accepted for student academic and social outcomes.
 - Teachers were increasingly using data to design and implement learning programmes focused on increasing Māori student achievement and engagement. Successes were then viewed as motivators toward more success.
 - The reflection-in-action nature of the projects was viewed as valuable by teachers. Their learning was deemed to be relevant as were their opportunities to implement their new learning in their practice.
 - The professional development was seen as embedded within the school community and culture and it was seen by principals as increasing teacher focus and accountability.
 - Teachers described the projects and model as the foundation for developing and sustaining professional learning communities. They felt sharing as a community was leading to a raised level of professionalism within their school.

Impact on student outcomes

- In-school facilitators regarded the observation tool in Te Kotahitanga as underpinning and initiating evidentially based professional learning conversations.
- In-school facilitators were recognising that effective strategies for Māori were effective for all students.
- Teachers were increasingly acknowledging the prior knowledge and experiences of students, using flexible and co-operative grouping strategies, and culturally and contextually responsive material to engage students.
- A success of the professional development was seen by principals to be the unrelenting focus on increasing Māori students' achievement and engagement.

Challenges to sustainability

- Time and money were viewed by principals as the two main barriers to on-going professional development and sustainability of the projects.
- Time management and equity were the two issues described by in-school facilitators as a dilemma of practice.
- In-school facilitators described changing teachers' beliefs and teacher resistance as a difficulty. Some teachers showed indifference or had doubts about the legitimacy of the projects. Others felt threatened by the professional development.
- Inclusive ways to engage whānau were being examined. Whānau were increasingly being asked to define what engagement looks like and sounds like for them. In-school facilitators expressed concerns that the projects were being done *to* whānau groups rather than *with* them.
- Principals saw the retention of trained teachers as an obstacle to sustainability and as another drain on time and money.

Chapter 1: Introduction

1.1 Models of Facilitation

Inservice teacher professional development is an important lever in the New Zealand education system for upskilling teachers over the course of their careers. The most frequent approach to teacher professional development has been one to two day workshops for teachers from several different schools and conducted by an external facilitator. Such workshops have typically been subject-based and have drawn on broad principles of implementation applicable to a variety of settings.

The in-school facilitator professional development model has been less frequently used in New Zealand schools. In this model the in-school facilitator, sometimes called a lead teacher, is selected from a school's staff and is released from teaching duties to work with their colleagues. A key feature of the model is that the in-school facilitator has contextual knowledge of the school and its community, unlikely to be possessed by an external facilitator.

There is little doubt that the quality of facilitation is a key factor in the success of professional development programmes for teachers. Recent work examining teacher-centred models of teacher development within New Zealand has highlighted the importance of a facilitator establishing the professional development within a teacher's context of practice (Higgins, 2002). The work of Remillard and Rickard (2001), US researchers in mathematics education, highlights the place of the community as central to the context of practice. They suggest that examining "whether or how a community of practice negotiates and takes on practices that do not reflect the traditions of its trade" is useful in thinking about teacher learning" (p.2).

Higgins (2004) argues that the "complexity of the facilitator's context of practice arises from the nesting of the facilitator's practice within the context of the teacher's practice. The *inside nesting* of the facilitator's role within the everyday practice of teaching and learning lays the foundation for effective implementation and starts the conditions needed for sustainability" (p.46). This work investigated external facilitators working with teachers in schools. However, it is likely that in-school facilitators may be able to interpret and work within a teacher's context more effectively through being situated within the school.

Timperley and Robinson (2002) note that partnerships with different groups are about relationships and these relationships evolve as the partnership develops, and often determine its success. They highlight the point that partnerships may be formed around achieving a task, such as raising student achievement. Timperley and Robinson strongly argue that effective partnerships integrate the relationship and task dimension in ways that allow partners to work together and learn from one another. Relationship issues, which need to be considered around building effective partnerships, include the following:

- task definition and understanding of the task by all partners
- 'joint endeavour' processes
- mutual accountability and responsibility towards achieving the task by all partners, and
- team work and reciprocal learning.

Timperley and Robinson suggest that while partnerships between different stakeholder groups involved in education are crucial, relationships must be developed in ways that

serve rather than undermine the achievement of shared goals and that "... building relationships independently of accomplishing tasks can be counterproductive" (p. 138).

Partnership must mean more than adults talking together and working together. It must also mean talking and working together about how to achieve a well defined and focused task. (Timperley & Robinson, 2002, p. 139)

It is important to understand the internal conditions of schools that support or constrain on-going teacher risk-taking and experimentation with new teaching practices (Hynds, forthcoming).

1.2 Te Kauhua and Te Kotahitanga Projects

Recent examples of in-school facilitation, the focus of this report, are two projects, Te Kauhua and Te Kotahitanga. Both projects have the specific aim of improving Māori student achievement in English-medium schools through enhancing teacher practice and improving school-wide structures and processes. In both projects, an in-school facilitator has supported the professional development programme from within the school and has also assisted with school strategic planning for building teacher capability. An examination of the in-school facilitation component contributes knowledge and understanding of important features in the design of such an approach.

The Te Kauhua/Māori in English-medium Pilot Project began in 2002 by providing 10 primary and seven secondary schools in ten clusters across New Zealand with an opportunity, in partnership with their Māori communities, to explore professional development approaches that enabled teachers to improve outcomes for Māori students and work more effectively with Māori whānau. This work was led by in-school facilitators. The success of Te Kauhua in laying a foundation for improvement was in developing mechanisms that enabled partnership, participation, and protection in creating more culturally responsive practices to raising Māori student achievement. "The project allowed clusters to develop approaches to professional development which were unique, and which were seen as highly appropriate by all parties and inclusive of their concerns, ideas and identities".¹ The project continued in 2004 and 2005 with six more schools located in Greymouth, New Plymouth, Palmerston North, Rotorua, Auckland and North Auckland. Data have been drawn from some of these sites for this evaluation of the in-school facilitation component.

Te Kotahitanga consists of a programmatic means of capacity building within schools. This is a really important feature of the professional development approach in this project. The Te Kotahitanga programme has been developed over several years based on well documented research². As with Te Kauhua, the work is led by in-school facilitators working in teams with teachers in their school. The hallmarks of the facilitation process are

¹ The evaluation of this project was carried out by a bi-cultural team of Marama Tuuta, Lynette Bradnam, Anne Hynds, Joanna Higgins with Robina Broughton at the former Wellington College of Education, now Victoria University of Wellington College of Education.

² Bishop, R., Berryman, M., Tiakiwai, S., & Richardson, C. (2003). *Te Kotahitanga: The experiences of year 9 and 10 Māori students in mainstream classrooms*. Wellington: Ministry of Education.

Bishop, R., Berryman, M., Powell, A., & Teddy, L. (2007). *Te Kotahitanga: Improving the educational achievement of Māori students in mainstream education Phase 2: Towards a whole school approach*. Wellington: Ministry of Education.

Bishop, R., Berryman, M., Cavanagh, T., & Teddy, L. (2007). *Te Kotahitanga Phase 3 Whānaungatanga: Establishing a culturally responsive pedagogy of relations in mainstream secondary school classrooms*. Wellington: Ministry of Education.

reinforcement, collaboration and enhancement of teacher practice. The in-school facilitators are charged with leading teachers through an iterative term-based programmatic cycle of classroom observation, a feedback meeting, a co-construction meeting with other teachers and shadow coaching by the in-school facilitator to support them in achieving their goals. A specific focus of the programme has been on developing relationships between Māori students and their teachers. This work is based on the Effective Teaching Profile (ETP) which was developed from the narratives of students along with those of parents, principals, and some teachers. The implementation of this profile has led to teaching practices becoming more culturally responsive (in contrast to just culturally appropriate) to Māori students and an associated improvement in student learning, behaviour, attendance and achievement. The latest report (Bishop et al., 2007) documents the development of a culturally responsive pedagogy of relations.

In summary, there are fundamental differences between the two projects. For instance, Te Kauhua is a project where the schools designed, developed and implemented their own reform in response to a need they saw (Gorinski & Shortland-Nuku, 2006). In contrast, Te Kotahitanga is a project where the schools implemented a reform that was designed and developed by an outside agency in response to a wider problem identified by the school, the internal developer, and the Ministry of Education. The latter project is designed for schools to take ownership through a programmed process of capacity building within the staff.

A table outlining the commonalities and differences between Te Kotahitanga and Te Kauhua, and two tables showing the features of the two projects respectively, can be found in Appendix B.

This report reviews the effectiveness of the in-school facilitator in bringing about, as well as sustaining, change in teacher practice that leads to improvement in student outcomes. Alton-Lee's (2003) *Quality Teaching for Diverse Students in Schooling: Best Evidence Synthesis* identifies quality teaching as a central factor in high quality outcomes for all students. It is therefore important that we build our knowledge base to better understand the special characteristics of in-school facilitation that enable sustained changes to teacher practice underpinned by quality teacher learning. A second aspect of in-school facilitation, as opposed to external models of facilitation, is the extent to which in-school facilitation might lead to the development of professional learning communities within schools.

Chapter 2 of the report explains the methodology. Chapters 3 to 8 present findings from interviews with principals, in-school facilitators, teachers, and whānau in three Te Kauhua and three Te Kotahitanga schools. Chapter 3 examines the foundational conditions of the in-school facilitation model that can be encapsulated through "the insider advantage". Chapter 4 discusses the personal knowledge and skills of an in-school facilitator. Becoming an in-school facilitator requires a change in roles which is examined in chapter 5. The next two chapters analyse the impact from a range of perspectives of the in-school facilitation model in terms of teacher knowledge, attitudes and practice, classroom practice and student outcomes. The final chapter examines challenges to sustainability and possible future directions.

Chapter 2: Methodology

2.1 Overview of the project

The purpose of this study was to examine the role of in-school facilitation in building teacher capability and improving Māori student engagement in two professional development projects, Te Kauhua and Te Kotahitanga. The study specifically examined the impact of situating a facilitator in a school on building teacher knowledge, and shifting teacher practices and sustaining project goals.

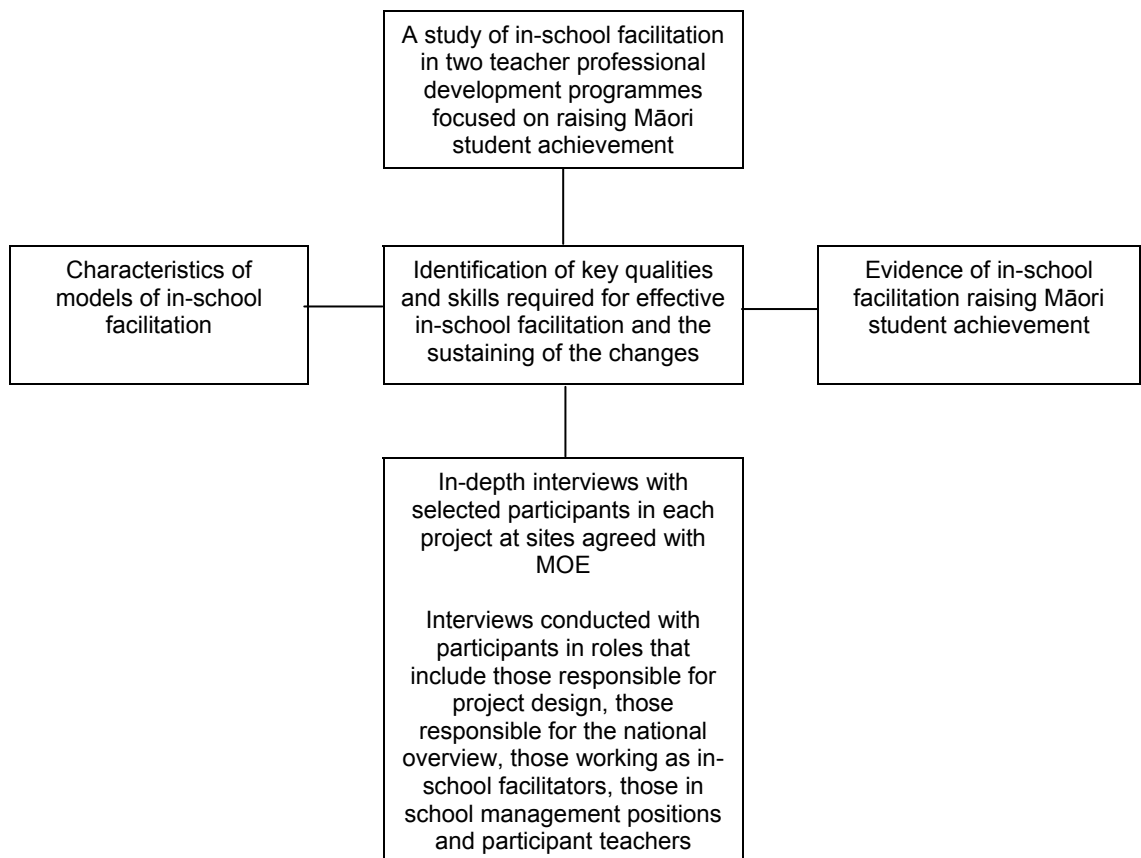


Figure 1: Overview of the project

2.2 Design and methodology

Underlying all programme evaluation is its political imperative (Greene, 1998; Patton, 1997; Rist, 1998). This shapes the questions asked, the target audience and the overall focus. The overall focus of this study arises from the political imperative of raising Māori student achievement in mainstream schooling.

The study uses an interpretivist ideology grounded in a pragmatic philosophy (Greene, 1998) and incorporates qualitative methods. The key audiences include policy makers, implementers of the policy, and school communities. The questions to be answered range from those concerned with the quality and effectiveness of the programmes in terms of their goals, and those that seek to find out how the programmes have been experienced by

those involved. The evaluation fits with the second of Patton's (1997) primary uses of evaluation findings; that of improving programmes.

Specifically the following questions were addressed:

1. What evidence is there that in-school facilitation models are effective in building teacher capability and improving student engagement and student achievement? *(Include a consideration of definitions and how in-school facilitation differs from other forms of teacher education facilitation. What is unique about in-school facilitation, and what is unique about in-school facilitation for raising Māori student achievement?)*
2. What are the key qualities and skills required for effective in-school facilitation of professional development projects which focus on raising Māori student engagement and student achievement? *(How does in-school facilitation appear to differ from other forms of facilitation?)*
3. What are the similarities, differences, and unique aspects of the in-school facilitation models employed in Te Kauhua and Te Kotahitanga?
 - a. How were facilitators appointed?
 - b. What training did facilitators undertake and what support is available while in the role of facilitator?
 - c. What changes have facilitators noticed in moving from teacher to in-school facilitator? How does the new role impact on existing and new relationships?
 - d. What is the relationship between the facilitator and the school principal?
 - e. What have been the benefits and drawbacks of in-school facilitation according to stakeholders (facilitators, teachers, principals, support staff)?
 - f. How can the quality of in-school facilitation be improved?
 - g. What do facilitators see as their dilemmas of practice?

2.3 Data collection processes

Using a case study design (Stake, 1995) three schools from each project were selected. In-depth semi-structured face-to-face interviews (Fontana & Frey, 1998) were conducted with key participants of both projects (including the PD developers). A table outlining the participants interviewed in the three schools involved in each project can be found in Appendix A. Schools were asked to provide the names of Heads of Department, teachers and whānau who had been involved in the projects. The low numbers of participants on the chart below reflect the mobility of school staff. This meant that in some schools there were few participating staff left. No student groups were interviewed for this study as they are not directly involved in the in-school facilitation process. Ethical procedures were followed for the data-gathering and analysis process as approved by the Ethics Committee of the former Wellington College of Education.

Chapter 3: Foundational conditions of the in-school facilitation model: The “insider advantage”

Recent government policy has required schools to develop strategic professional development programmes focused on achieving improved educational outcomes for Māori students as a means of monitoring the quality and value of education delivered to Māori. In-school facilitation of professional development for teachers fits with the principle of *tino rangatiratanga* which is central to Māori understanding of the Treaty of Waitangi and refers to Māori control of all things Māori. The notion of a school controlling their own professional development can be realised through an in-school facilitator who is part of the school community. Through this approach to facilitation, a school can retain control of their own learning.

Incorporating the context of professional learning into the design of a professional development programme is critical to its effectiveness. Timperley et al.'s (in press) *Teacher Professional Learning and Development: Best Evidence Synthesis* identifies several elements in the professional learning context as “important for promoting professional learning in ways that impacted positively and substantively on a range of student outcomes”. They listed these elements as including:

Providing sufficient time for expanded opportunities to learn and using it effectively, focusing on engaging teachers in the learning process rather than being concerned about whether they volunteered or not, challenging problematic discourses, and inschool-based initiatives having leaders actively leading the professional development opportunities.

It is important to examine the efficacy of the in-school facilitation model in which the facilitator works as an “insider” from their position as a member of the school staff. This position is in contrast to that of an “outsider” as a member of an organisation outside the school community. We will argue that it is the agency arising from the “inside” positioning that is central to the potential of the in-school facilitation model in building staff capacity, in this case the capacity to raise Māori student outcomes. The evidence that follows is from the perspectives of three different groups from within the school community. The perspectives of other members of the school community (such as teacher aides and students) are important; however, the focus here is on those more immediately involved in the professional development. This chapter discusses the foundational conditions for effective in-school facilitation.

3.1 Contextual knowledge of the school

The professional development was viewed by all participants as being contextually driven by the school. Decisions about what was best for their learners were made by those with insider knowledge as opposed to an external facilitator with less detailed knowledge of the school. One of the developers described this as the locus of the decision making resting with the school community, the in-school facilitators, the teachers and the principals.

Perspectives of in-school facilitators

The interpretation of school-wide and individual current and cumulative achievement of the students was mentioned by in-school facilitators as a mechanism for contextualising knowledge of the school and informing decisions leading to more culturally responsive classroom practice for Māori. Also one in-school facilitator commented that data-driven decisions about practice impacted on the degree of ‘buy-in’ from staff in accepting that they needed to take responsibility for creating better learning conditions for Māori students.

It was all individualised to the syndicate. So it wasn't "Miss whatever their name was for Assessment for Learning", coming in and telling you what to do. It was the syndicate telling us what the data showed to them. All of the boxes are ticked off, fantastic reading programmes but ... going down and our Māori kids are going backwards. So as soon as they saw the graphs and data in front of them in the staffroom, there was an issue for everyone. ... So sort of negative. Like, I've been doing all this work, but it didn't do anything. So in regards to that, this one works or should work in.... because you can relate to your school, issues in your school and you can actually get the staff to buy in. (In-school facilitator, Te Kauhua)

I do believe that for Te Kotahitanga to be sustainable in the school we are going to need to develop our own systems to meet our own needs. To say, ok this person is experienced; therefore, we can use them to do observations. (In-school facilitator, Te Kotahitanga)

Perspectives of management

Principals saw the professional development as ongoing and nested within the school environment. They viewed this as important to sustaining the drive of the programme as the goal of the professional development in raising Māori student achievement was more closely aligned with the school's goals.

I think the key thing is that things get done; I think an outside facilitator must find it hard to come into the school, and to have to try and engage into the culture. (Principal, Te Kauhua)

Having an in-school facilitator who builds and develops on a daily basis and that constant interaction, a feel for the culture of the school, already has that knowledge because they are part of the staff and understand why we are wanting to achieve the things that you are articulating and why you're identifying the issues you're identifying, because they see that in action all the time and so for us that was a really strong advantage. (Principal, Te Kauhua)

It's focused. It's focused and you can't gloss over it, it's focused and you're accountable as well. It's built into the school key tasks so everybody knows it's the direction the school is going in. ... so the in-school facilitation model it's good because they understand the culture of the school, understand the dynamics and the politics of the school. (Principal, Te Kotahitanga)

The model of in-school facilitation has proved, in my experience as a principal, to be the most transformational model that I have seen working because what we're basically doing is upskilling one of our own with quality professional development from the research team... so we're empowering our own to teach our own. (Principal, Te Kotahitanga)

In-school facilitation was seen by school management in particular to have the potential to identify and cater for individual teachers' needs through the in-school facilitator having insights into the strengths and weaknesses of individuals.

...being in school you have time to cater for each teacher's needs, move at your own pace and this is a very good way of moving people at their own pace, understanding, having time to talk, developing a whole-school climate

and that is one of the major features of this school is everybody is on board.
(Principal, Te Kauhua)

They already know about the individuals in the school, they will have, even though it may not be evidentially based ... a feel for the strengths and weaknesses of the people who are involved. (Principal, Te Kotahitanga)

Perspectives of teachers

From teachers' perspectives the fact that the in-school facilitator was part of the school, with an understanding of school structures and knowledge of the student, was important.

I think it was also valuable having someone who had had a lot of experience within our school in terms of the structures, at an organisational level.
(Teacher, Te Kauhua)

They're familiar faces, they're involved in the life of the school and they know the students... I think that is a real positive. (Teacher, Te Kotahitanga)

3.2 Existing positive relationships

Existing positive relationships between the facilitator, management, teachers and whānau were considered to be a fundamental contributor to the success of the in-school facilitation. The contextual insights of the facilitator were helpful to both facilitators and to teachers.

Perspectives of in-school facilitators

Typical of facilitators' comments was that contextual or "insider" knowledge enabled a facilitator to work with existing nuances in staff relationships to effect change and to have a deep knowledge of the community.

So two outside people which I found hopeless...they didn't have the relationships with the staff. Really when you think about the kaupapa here, it's about developing relationships first and then using that, once the relationship's been established and then can effect change. But we had two people who had no relationships came in and tried to effect change. (In-school facilitator, Te Kotahitanga)

Perspectives of management

School management considered the insider positioning and knowledge of the in-school facilitator as useful for building relationships with members of the leadership team within the school.

... it's relationships and that's the core. (Principal, Te Kauhua)

Knowing the staff and knowing how they feel and being able to check the mood of the place really, knowing the culture of the place which I think is important. That's the strength of it, and being in touch with management, the leadership team. (Principal, Te Kotahitanga)

Perspectives of teachers

Teachers commented on how a prior relationship established levels of respect and the in-school facilitator's insider knowledge impacted on their ability to be frank about their current practices and receptive to feedback and advice.

I think it's important that the facilitator has an understanding of what's going on in the school, what makes the school tick and I think also individual and so I would say it's good that it's a departmental head like that who you know as a staff. (Teacher, Te Kauhua)

I think it's good that the facilitator is in-school and is aware of the nuances of the school, that's a really good thing to have. (Teacher, Te Kauhua)

I think it was also valuable having someone who had had a lot of experience within our school in terms of the structures, at an organisational level. I think it was a real key that they taught in our school for a good 5 or 6 years before that. I believe that it also allowed us to be open and honest with them because of that prior relationship and prior respect that had been gained. (Teacher, Te Kauhua)

I think the in-school facilitation, for me, is an integral part of the school...you have these people who are teachers alongside of us, they're our colleagues, and to me that makes the difference. (Teacher, Te Kotahitanga)

3.3 Respect as a Teacher

One aspect of being an insider is that other members of the school community have knowledge of the in-school facilitator in other roles. A frequently mentioned role was their performance as a teacher. All participants considered that success as a classroom teacher underpinned respect in the in-school facilitator role. Teaching experience gave more credibility and mana to their role. A strength of the in-school facilitation model compared to an external facilitator is that the in-school facilitator has demonstrated to most, if not all, members of the school community their skill as a classroom teacher. This was closely linked with a need for the in-school facilitator to ask the hard questions and challenge resistance.

Perspectives of in-school facilitators

One of the in-school facilitators felt that before you could expect others to respect you as a teacher you needed to respect your own teaching abilities.

One of the things was you need to believe in yourself first. (In-school facilitator, Te Kauhua)

One in-school facilitator (speaking from experience) stated that being primary trained in a secondary environment was an advantage. It was felt that primary training afforded a teacher an insight into all curriculum areas and this provided the in-school facilitator with an increased level of content knowledge within each different curriculum area.

A facilitator would have earned the respect of the staff. ... You have to have integrity, you have to be respected, and you've got to be a role model so you've got to have some credibility behind you. You would have been a good classroom teacher before you go in and tell other people how it's done. This is

my personal opinion. I think that being primary trained is a huge advantage because you have some understanding of most of the subject areas. (In-school facilitator, Te Kotahitanga)

Perspectives of management

An expectation raised by participants was that an in-school facilitator should 'walk the talk' as in being able to model what they were recommending to fellow professionals.

They need to be someone who is a strong classroom practitioner and that's part of their credibility in terms of their ability to promote that leadership but also in terms of their ability then to work with classroom practitioners. (Principal, Te Kauhua)

These people are hands-on with the kids. They're seen to dirty their hands, walk the talk as well as the staff. And they both have a teaching component on the staff deliberately. (Principal, Te Kauhua)

They've got to be a trained and qualified teacher and not someone that you bring off the street so to speak. ... You've got to be prepared to change yourself. It's no good having some rigid old thing in the job who is not able to change themselves. ... so the modelling of teaching is really important in this, as the in-school facilitator. You've got to have the ability to get beside people and encourage. (Principal, Te Kotahitanga)

Perspectives of teachers

From a teacher's perspective the fact that an in-school facilitator had previously taught in the school enabled them to respect their advice and guidance on the basis of "teacher-to-teacher".

Some people it's all just talk and some people are prepared to back up what they are saying and are prepared to get in there boots and all. (Teacher, Te Kauhua)

I think they need to have experience in a classroom, I don't think that somebody who's not spending or hasn't recently spent time in the classroom has an understanding... They need to have experience in the classroom. (Teacher, Te Kauhua)

They have to back it [the project], and they have to back it as a teacher/practitioner... they have to in some cases be prepared to defend it too...probably face hard times with some teachers...they also probably need to be gritty too. They probably also need to have a good grounding in pedagogies so that they've got somewhere to come from. Experience as a teacher... (Teacher, Te Kotahitanga)

3.4 Respect as a member of the wider school community

Participants considered that strong contextual knowledge of the school and its community was an advantage. This was about knowing the community but also knowing whom to approach when assistance was required.

Perspectives of in-school facilitators

In-school facilitators commented on the advantage to them of having quick access to expertise in the community based upon existing relationships as members of the wider school community.

You've got to know the links to the community, good community knowledge or know where to go to get some help. You've actually got to know who is in the community that you can call on. I think you've got to be able to walk in both worlds; both the pākehā world and the Māori world. The difference is that you know the community; well you know the community and the channels of communication. I think it's a good model in that you are actually in school, you know the school, you're there 24/7. (In-school facilitator, Te Kauhua)

Perspectives of management

From the perspectives of school management it was also about being accepted and respected by the community and having insider knowledge of the local issues.

...the challenge there was for them to establish their credibility, so that in itself it was a challenge but they established themselves very quickly because of the skill base that they have, they established themselves very quickly as a person who had some credibility. (Principal, Te Kauhua)

...it's about being accepted by the community and all those kind of important sides to identifying with the people you're trying to educate. (Principal, Te Kotahitanga)

...it's local solutions to fit our local community. (Principal, Te Kotahitanga)

Perspectives of teachers

Teachers mentioned active involvement in the wider community in more general terms.

A very good understanding of the school... be actively engaged in the school. (Teacher, Te Kauhua)

3.5 On site access

In-school facilitators, principals and teachers spoke about the advantage of having the in-school facilitator at the school and all agreed that the in-school model of facilitation allowed them easier access to the personnel who had the appropriate knowledge and skills. The benefits included opportunities for formal and informal meetings, the facilitator having an in-depth knowledge of the organisation and how it works, and knowing the teachers and management.

Perspectives of in-school facilitators

In particular from the in-school facilitator's perspective on site access provided an opportunity for the facilitator to deal with issues when they happened and provide immediate feedback.

There is always somebody there to answer questions and to assist. I don't have to wait to book a staff meeting in three months time. You know? If I found something, same questions popped up three or four times, during the week by

the staff and I can ask, "can I have half an hour at the staff meeting on Monday?" and then at least immediately, instead of letting things go. (In-school facilitator, Te Kauhua)

Perspectives of management

School management saw opportunities for building relationships between management and the in-school facilitator which helped when flexibility was needed to deal with issues immediately.

As I've said, because it gives you the opportunity for the informal as well as the formal, you know, you can seize the moment in the way that (an) external facilitator doesn't have the capacity to do, it's just not part of the model, and I think that's a huge advantage of building teacher capacity, because you can work in that model when something's happened or when they're looking for, when that moment of readiness too, when something happens that makes them think, "Oh I need to know how to do that", and they can come and say, "help, I want to know how to do that", so you can seize that moment as well as the, "Oh I've tried this and it went really well", or the, "Oh I've tried this and it didn't quite go how I thought, I wanted to swing that past you", you know, that's really powerful, I think, as a teacher that, kind of teacher learning. (Principal, Te Kauhua)

One-on-one, they're there all the time, they can support people, and they have time to do that and relationships too. (Principal, Te Kauhua)

Perspectives of teachers

Similarly teachers appreciated on-site access for its immediacy in gaining assistance in response to teacher needs rather than for teachers being fitted in to an external facilitator's schedule.

I actually think it's much more beneficial having somebody in school because you've got instant access to them, I mean if you've got to wait, you know, say you've got an external facilitator and, I mean, they're only probably, realistically going to come to your school probably once every four to six weeks, you know, and you're going to forget what has happened in that time lapse and not everybody is going to have access to that facilitator. (Teacher, Te Kauhua)

I just think that it's easier when you know someone on staff. They've got the knowledge and they know what to do or even if they can't do it on their own, they know who to go and get help from ... That's a good thing about having them here that they were able to, for example, if I went to them this afternoon, they would be able to come in tomorrow morning and do it straightaway. That was good as well. (Teacher, Te Kauhua)

...having an internal facilitator, it just frees up the staff to have that immediate feedback. (Teacher, Te Kauhua)

Whenever we needed help in our classrooms, they would come in ... and give us ideas on different strategies and different ideas on how to make it work for us and make it work for our classroom programmes, especially make it work for the kids as well. (Teacher, Te Kauhua)

3.6 Concluding comments

The ‘in-school’ model of facilitation in Te Kauhua and Te Kotahitanga was seen by in-school facilitators, principals and teachers as very positive and an opportunity to affirm tino rangatiratanga. The developer of Te Kotahitanga reiterated this when he stated that the model “is about working with people and not on them” and a principal as “empowering our own to teach our own”. The programmatic approach of in-school facilitation in Te Kotahitanga was fundamental to capacity building and described by a principal as “the most transformational model ... in upskilling one of our own with quality professional development from the research team”. A principal in Te Kauhua commented that the model of in-school facilitation was “a huge advantage in building teacher capacity”.

In both projects the interrelated foundational conditions underpinning the effectiveness of an in-school facilitator were seen to come from a number of sources that include: intrinsic knowledge of the school’s kaupapa, culture, and community; knowledge of members and channels of communication; and participating in strategic planning.

A key advantage identified by in-school facilitators, principals, and teachers is that “insider” knowledge and understanding of the school system provide the in-school-facilitator with the ways and means of quickly establishing rapport in working with other staff. The quality of existing relationships between an in-school facilitator and other staff was pivotal to the extent to which in-school facilitators could capitalise on their insider knowledge. Insider knowledge, combined with strong interpersonal skills, create foundational conditions for the in-school facilitation work.

In summary, the foundational conditions of the in-school facilitation model that provided the “insider advantage” were identified by participants from both projects as the in-school facilitator having:

- contextual knowledge of the school
- existing positive relationships
- respect as a teacher
- respect as a member of the wider school community
- continuous on-site access.

The knowledge and understanding of an in-school facilitator is likely to be qualitatively different from a facilitator external to the school. Furthermore, each project was designed to build the capacity of individual teachers from within the school community.

Chapter 4: Personal knowledge and skills of an in-school facilitator

Aside from “insider knowledge” as discussed in the previous chapter, all participants commented on the personal knowledge and skills they considered to be helpful to the work of an in-school facilitator. In contrast to “insider knowledge”, the personal knowledge and skills are likely to be consistent with those underpinning the work of external facilitators.

The knowledge and skills of an in-school facilitator identified by participants across both projects included interpersonal skills, knowledge and understanding of the project’s key principles, cultural knowledge, and research skills.

Interpersonal skills were to the forefront in responses about “what in-school facilitators needed to do their job well”. This category included such characteristics as integrity and honesty and being articulate. It was also considered by many participants to be important that the in-school facilitator had a sound understanding of the goals of the programme and the capacity to implement them. The developers of both projects mentioned cultural knowledge as being crucial. Part of having cultural fluency was the commitment to the goal of raising Māori student achievement. The issue of whether an in-school facilitator was Māori was raised. As both projects involved tracking student outcomes, it was considered important that in-school facilitators had knowledge and skills in data gathering and management.

4.1 Core interpersonal skills

It is unsurprising then that when asked to describe the key skills and qualities required by the in-school facilitator interpersonal skills, such as being approachable, understanding and compassionate, were considered essential by in-school facilitators, principals, and teachers. Some of the participants thought about this as professionalism.

Perspectives of in-school facilitators

As well as being an approachable person, in-school facilitators specifically considered a belief in themselves as an essential quality and the ability to inspire others as important. A key aspect of having confidence in yourself was the ability to maintain relationships with colleagues while undertaking complex work in shifting teachers’ core beliefs about Māori. Part of this is having excellent communication skills.

So it’s not what we do, I think it’s the type of people we are. (In-school facilitator, Te Kauhua)

You need to be confident. (In-school facilitator, Te Kauhua)

You need to believe in yourself first. We soon learned that if you doubt yourself, you are not going to be able to get anybody else on board. (In-school facilitator, Te Kauhua)

... diplomacy, integrity, empathy. (In-school facilitator, Te Kotahitanga)

You must be an approachable person ... and I would think you have to be professional, extremely professional. ... You’ve got to be encouraging. I think you absolutely have to be a super communicator. Somebody who has good relationships with, someone who in the face of adversity can hold it together and

work through and still maintain the relationships with, I think that's pretty crucial. (In-school facilitator, Te Kotahitanga)

You have to be able to empathise, be compassionate, be understanding, at the same time, exercise hard-caring. You have to be prepared to actually say it as it is because some teachers would find some excuse for not moving. (In-school facilitator, Te Kotahitanga)

Perspectives of management

From the management's perspective it was important that the in-school facilitator not only was able to get along with others, but also had an orientation towards improving their own practice in their work with colleagues.

... Our in-school facilitator has improved and proved themselves. (Principal, Te Kauhau)

You've got to be prepared to change yourself... you've got to have the ability to get along beside others and encourage. (Principal, Te Kotahitanga)

Perspectives of teachers

Teachers were concerned that an in-school facilitator did not pass judgement and were patient while teachers were opening up their practice to others in the process of improving it.

They need to be an excellent communicator. They need to be non-judgemental. (Teacher, Te Kauhau)

They've got to be good communicators, they've got to be patient, they've got to be organised. (Teacher, Te Kotahitanga)

4.2 Knowledge and understanding of the project's key principles

A sound understanding and the ability to effectively communicate the key ideas of the project were considered important by in-school facilitators, principals and teachers. Having a strong moral purpose and focus was considered by participants to be central to success. Many identified a commitment to the project as a key quality of the in-school facilitator. They felt that it was much more than just doing the project and that it was more about believing in it and feeling it.

Perspectives of in-school facilitators

The ultimate focus for the in-school facilitator was a focus on Māori student outcomes.

... an unrelenting focus on raising achievement. (In-school facilitator, Te Kotahitanga)

Perspectives of management

School management raised the issue of an in-school facilitator having the intellectual capacity to understand and articulate the goals of the project as well as having a personal commitment to these goals.

I think they've got to have the intellectual capacity to understand the project and to articulate its goals and how it works and the value of it. (Principal, Te Kotahitanga)

You need someone who has a belief in wanting to make a change, especially for Māori, because the data is clear there and has a belief that there are obligations in the Treaty of Waitangi ... The reasons need to be genuine ... They need to be committed. (Principal, Te Kotahitanga)

They've got to believe in what they are doing. (Principal, Te Kotahitanga)

Perspectives of teachers

Similarly, from teachers' perspectives an understanding of the goals of the project, along with commitment to its goals, was considered important.

They need to definitely know what they are talking about and be able to help us out whenever we need it. (Teacher, Te Kauhua)

They need to be able to look at the big picture, have an overall understanding. (Teacher, Te Kauhua)

Somebody who is positive about the programme ... who backs it as a teacher/practitioner... who is prepared to defend it ... who cares about the students and their colleagues ... has aroha for those people. (Teacher, Te Kotahitanga)

Knowledge of the programme and complete commitment to it ... the ability to communicate with staff and students ... and a lot of sensitivity I think obviously knowledge of the programme and you know, complete commitment to it, obviously to start with, but also then the ability to communicate with staff and students. (Teacher, Te Kotahitanga)

4.3 Cultural knowledge

Both projects' developers felt it was critical that an in-school facilitator's competencies should include cultural knowledge. While there was debate about the extent to which a non-Māori facilitator could fulfil the role and gain acceptance, a compromise was to have two in-school facilitators - one Māori and one non-Māori.

Everybody thought it was really important that we had a Māori facilitator, particularly principals. They thought, 'well we have got to put a Māori facilitator in', but I am not so sure that's an absolute prerequisite for successful outcomes. What matters is that we have the right sort of PD going on and positive relationships underpinned by cultural understandings. So, I guess, a Māori facilitator is a bonus. What we have ended up with now is shared facilitation within the schools and many of those are Māori and non-Māori which is absolutely and utterly ideal, in my opinion. (Developer, Te Kauhua)

... being acceptable to Māori and staff, having a good standing in the school, having the ability to use the observation tool, being competent, being able to work with people. (Developer, Te Kotahitanga)

4.4 Research skills

Underpinning the need for the in-school facilitator to be professionally and personally committed to the project was the need for them to have a good understanding of research frameworks and a high level of administrative skill such as data management. One developer had previously recognised that “the problem was that facilitators had theoretical understandings about action research, but they had not moved to implementing it in their school communities”.

Perspectives of in-school facilitators

In-school facilitators stressed the need to be knowledgeable about action research and help people to use it to track changes to their classroom practice.

They need to have a really good understanding of action research models. They need to know how to make an action research model work. (In-school facilitator, Te Kauhua)

If you can't do it, then don't expect other people to do it. So if they can't do the action research, then we will help them with that bit, and sit alongside them. (In-school facilitator, Te Kauhua)

As a facilitator you need to have an eye for detail. (In-school facilitator, Te Kotahitanga)

Perspectives of management

School managers also commented on the need to put action research into practice. In addition they considered that the facility to manage and interpret data was important for an in-school facilitator.

The person has to have the ability to understand and put into practice research and understand and put into practice what has been asked of them. (Principal, Te Kauhua)

They need to be people who know how to gather and analyse data because that's an important skill as well as how do you know what you're doing is making a difference, which is the question. (Principal, Te Kauhua)

Perspectives of teachers

From the teachers' perspectives it was important to them that the in-school facilitator and developer were able to demonstrate the power of using research evidence drawing on their expert knowledge.

I think it's been successful because they [in-school facilitator] are a scientist; they are a researcher (Teacher, Te Kauhua)

Well, the developer came over ...and talked to the whole staff first and showed the research methods, statistics, he had video interviews which we saw. So he was able to actually show where he was coming from, what he was trying to achieve and successes that they'd had and he was able to bring the whole staff, or most of the staff on board by doing that. (Teacher, Te Kotahitanga)

4.5 Concluding comments

All participant groups, in-school facilitators, management and teachers, across both projects had similar thoughts about the type of knowledge that would inform an in-school facilitator's work. All considered that it was important for an in-school facilitator to have strong interpersonal skills as well as a strong understanding of the key principles of the project. Core interpersonal skills were thought to be of particular importance for the leadership and management of a change process within a school. Developers, in particular, commented on the importance of cultural knowledge to underpin work in challenging deficit views of Māori students. An important part of shifting teacher practice is gathering data on student outcomes. It was, therefore, considered important by all participant groups that in-school facilitators had a knowledge of research methods and the management of data.

Both projects used hui and visits from developers to develop facilitator knowledge necessary to their work. For example, in Te Kotahitanga it was through a series of hui and constant, or ongoing, feedback in their own schools including visits from the developer to "show where he was coming from, ... through the research methods, statistics, [and] video interviews". In Te Kauhua there was a specific focus on building action research skills, including support in implementing these through national hui and the ongoing guidance of the developer.

Chapter 5: Changing roles: Becoming a school leader

It's really good to take the hierarchy out of the loop in some of the professional development work. (Principal, Te Kotahitanga)

Both projects led to changes in relationships within the school community, largely arising from a new role of one of the staff members as in-school facilitator. In most schools the differentiation between teachers and management was flattened through the in-school facilitator role. Mostly the in-school facilitator had come to the role from the position of teacher rather than a position in management. For many of the in-school facilitators this led to their repositioning within the school community. This chapter examines the different ways that in-school facilitators and other members of the school community interpreted their new role and process of repositioning that occurred.

5.1 Changes to relationships between in-school facilitators and principals

A closer working relationship was seen as a contributor toward a better personal and professional rapport between in-school facilitators and principals. Involvement in the project underpinned the development of mutual respect and shared visions.

Perspectives of in-school facilitators

The in-school facilitators felt their role had led to a blurring of the line between school management and staff and they felt more confident about approaching management.

We've spent more time and got to know him not only as a boss but also as a person. (In-school facilitator, Te Kauhua)

From my side of things there's a really strong mutual respect, a really strong sense of we are going in the same direction and having a shared vision and understanding of the challenges and the successes that we've experienced and a shared commitment. (In-school facilitator, Te Kauhua)

[The relationship] with the management and principal definitely has changed. I've certainly worked a lot closer to them and especially the principal. I've really relied on him a lot. (In-school facilitator, Te Kotahitanga)

The principal is behind this 100%. We have a good working relationship they thank me for challenging and forward thoughts. They advertise this school as being a Te Kotahitanga school. (In-school facilitator, Te Kotahitanga)

5.2 Changes to relationships between in-school facilitators and teachers

Similarly, from the perspectives of both in-school facilitators and teachers, there were overall changes to the relationships between in-school facilitators and teachers that contributed to enhanced professionalism and underpinning of the goals for the project.

Perspectives of in-school facilitators

As with their relationships with management, the in-school facilitators felt that their relationships with teachers were strengthened through the project.

I think it improved a lot of the things here at school. Suddenly, “they do know what they are talking about!” They’ve been recognised and they know what they are talking about. So it changed the relationships with management and with the staff. (In-school facilitator, Te Kauhua)

Getting to know them through working side-by-side strengthened some relationships. (In-school facilitator, Te Kotahitanga)

Perspectives of teachers

Teacher participants also viewed the project as the foundation for building the professional relationship between themselves and the in-school facilitator. Participation in the project required professional conversations. As the frequency of conversations increased, so did their quality. Teachers felt increased respect and admiration for their in-school facilitators and they felt more comfortable about approaching the in-school facilitator for support and guidance. A common theme amongst the teachers was the raised level of professionalism within their relationship with the in-school facilitator.

I’ve actually got to know [the in-school facilitator] better and I’ve got to see another side of them. The professionalism that they’ve actually brought into this as well and their own professionalism and their areas of strength, I’ve seen those, so I actually think it’s really important to have somebody in the school because you learn more about them, you learn more about yourself and then you can actually build on those strengths and you also get to change the weaknesses. (Teacher, Te Kauhua)

The difference is that I feel a lot safer having discussions and putting myself on the line. (Teacher, Te Kauhua)

I valued their knowledge and contributions a lot more and I seek a lot more advice from them. I feel more comfortable to approach them, to act as a sounding board and give me credible feedback. (Teacher, Te Kauhua)

My admiration for them as a professional has increased because I can see they’ve really got their heart and soul in it. (Teacher, Te Kauhua)

My relationship has definitely changed. I can talk to them about anything to do with my teaching. (Teacher, Te Kotahitanga)

5.3 Changes to relationships in the wider school community

Part of the repositioning within the school community also included shifts in the relationship between the in-school facilitator and the wider school community. This shift involved the in-school facilitator being a broker between the school and its community in encouraging and supporting both groups in building strong relationships.

Perspectives of in-school facilitators

In-school facilitators commented that the nature of their relationship with the wider school community was different from what they had as a classroom teacher. They described the shift in terms of the purpose for the relationship. As a classroom teacher the relationship was centred on the students in their class(es). As an in-school facilitator the relationship with the community was about broader school issues.

So there are definitely improved relationships there and things like we've changed our discipline system to a more restorative justice model which involves contacting the parents much earlier than we did in the past. Parents appeared to be appreciating this as well, getting involved sooner before it's too late. That has raised the general level of dialogue. Well, I certainly have contact with many more members of our community than I had previously. Previously, it was only my class, or whānau of my class and it was building up the group of the people I knew, I certainly got more contact with community than a year before. Plus, gaining understanding of how some parts of that community work, because I don't live there or I'm not part of that group, it was certainly an eye opener. (In-school facilitator, Te Kauhua)

I have far less contact with whānau community than I did when I was a teacher. As a teacher, I saw my whānau; spoke to my whānau, far more than I do now. Because I'm a step away, I don't have the kids who I get to engage with at all because I don't have any classes. So now I'm working as a facilitator, so what I've found I'm doing is I'm encouraging the teachers to have the relationships with the whānau. They really need to be relating to the teachers. (In-school facilitator, Te Kotahitanga)

Perspectives of whānau

Whānau members described feeling more confident about approaching members of the school community.

It doesn't feel like there's barriers there...[for instance] I can have an address [of a student] without feeling whakama. (Whānau group, Te Kauhua)

I feel that at a personal level I can actually talk to them, I relate well with them and you know? We get on. (Whānau group, Te Kotahitanga)

5.4 Contradictions in role alignment

How the in-school facilitator was positioned as a leader within the school was viewed in a number of different ways by the different participants that included being part of management; being “a go-between” for management and teachers; and being one of the teachers. Such differences might be seen as contradictions in role alignment.

Initially in-school facilitators were unsure as to whether to position themselves as part of the management team or as part of the teaching team. For some this resulted in their initial discomfort in working with staff. As the project progressed, in-school facilitators aligned themselves or were positioned by others in three different ways – as part of management, as a ‘go-between’, and as part of the teaching team.

One in-school facilitator aligned themselves with the teaching community. One in-school facilitator did not describe how they had positioned themselves.

5.4.1 In-school facilitators positioned as part of management

The positioning of in-school facilitators as part of management was one possibility for the realignment of roles within the school. Various members of the school community saw the role of the in-school facilitator in this way. For instance, two principals positioned their in-

school facilitators as part of the management team and as mediators between themselves and staff. One group of teachers placed the in-school facilitator as management.

Perspectives of in-school facilitators

Of the eight in-school facilitators interviewed, three in-school facilitators reported seeing themselves as part of the management team.

Some in-school facilitators suggested that increased knowledge and understanding of management structures had led to them feeling more aligned with management. The increase in knowledge enabled them to better defend management decisions and by actively participating in the management group they were able to understand why decisions were being made. They saw this as important to being effective in their role of in-school facilitator.

We've learnt a lot more about the running of the school and budget and so on, we just had a budget meeting the other day. So we had the insight to everything else. So we are just not, when we are moaning "Why is management making these silly decisions?" You know? We know a little bit more about it and we can defend it. (In-school facilitator, Te Kauhua)

There is a management team and there are the teachers. It's not really "us" against "them". ... Certainly found this time I was more and more on the management side of things because I was seeing their thinking and their observations which you don't really get when you are in the class, you aren't seeing the bigger picture. So I probably moved closer to their thinking. I wasn't aware what was going on until I was able to step out of the classroom. ... So when the challenge at that point was being a member of the staff but also been able to look at it from the outside and say, "well, yes I can understand that you are stressed about this (but it's got to be done)". So I come out of the team, the "teachers' team" and sort of decide on the management side of it a little bit and had to say "well these things have to be done!" That was a bit difficult but you just had to deal with it. Just had to be done. (In-school facilitator, Te Kauhua)

Perspectives of management

Those in management positions spoke of the increased mana associated with the in-school facilitator role and of the need to recognise this with positions that held status.

I think the biggest change is between the facilitator and the staff. They look up to them now as an expert, whereas before they saw them as a teacher who did some very good things with kids. They now see them as someone who can work with them and make life a bit easier for them actually. Make things happen for them. Make things happen for their classroom. They also see them as being strong in their convictions, a humble type of person. (Principal, Te Kauhua)

The other side of that is that the school must give them status, hence this office and office space and the right support, and able to enact. So I think they need to be a senior-ish position in the staff and I've made it that way so that they can also have authority to be enable to enact. (Principal, Te Kauhua)

5.4.2 In-school facilitators positioned as a ‘go-between’

The positioning of in-school facilitators as a “go-between” was another possibility in realigning roles within the school. Various members of the school community saw the role of the in-school facilitator in this way.

Perspectives of in-school facilitators

Two in-school facilitators believed that they had more of a mediation role between management and teachers. The in-school facilitator who positioned themselves as a mediator did so because they recognised that past relationships had not always been positive and that a way of rebuilding trust was to be immediately accessible to the teachers and to be seen to be able to help.

Building trust, building trust with the staff is the biggest thing I had to do. There was a fair bit of negativity for a number of reasons that were beyond my control and the negativity that they had come to adhere to around Māori education. So building up that trust was a huge thing to do first and how things have changed and developed is they know that now if they need help then they ring for help and that I can actually go and help and assist them. (In-school facilitator, Te Kauhua)

The other thing that we really needed to be able to, and we find it hard is to be able to stand up to senior management [led by the principal] and say this is what Te Kauhua needs and this is what we are going to do. (In-school facilitator, Te Kauhua)

I’m not a teacher anymore, neither am I in the senior management, definitely, well, I AM, but I’m not officially. I had to work with the staff that were non-teaching staff. ... I’ve realised that I had distanced myself not because I had but because the staff had. Suddenly I was a facilitator, I was no longer one of them and I was coming in and watching them so I became the “them” I was no longer the “us” I was “them” and I felt it. When I came into the staff room, I didn’t feel that I could sit with people anymore, felt awkward for a little while. And then I got over it. You know? I just got over it, now; I really have good working relationships with them. (In-school facilitator, Te Kotahitanga)

Perspectives of management

When management positioned the in-school facilitator as a mediator between management and staff it was believed that this helped to minimise hierarchical structures within the school and that this led to a greater degree of openness and honesty between the in-school facilitator and their staff.

I think what I’ve noticed is that it’s really good to take the hierarchy out of the loop in some of the professional development work, you know, it’s getting down there, so some of the changes have been that it’s been led by facilitators, not by management and so you’re actually delegating power to those people, they, and I notice when they run the meetings they run them very collaboratively, it’s not a suit-wearing exercise. (Principal, Te Kotahitanga)

And I think the relationships between our staff are now such that people are quite open about problems they’re having with kids and that’s a real trust thing

that those two have built up between themselves and the teachers and that's been very, very valuable. (Principal, Te Kotahitanga)

Perspectives of teachers

When a teacher positioned the in-school facilitator as the mediator between themselves and the staff it was because they were seen to have maintained the respect and trust of the teachers both within the classroom practitioner and facilitator roles.

I have seen changes, I've seen an enormous respect develop within the staff, of the role that they have taken on and I think that is because they have brought those qualities and because they're prepared to get in the classroom boots and all, and help, you know, some people it's just all talk and some people are prepared to get in and back up what they are saying and because they're prepared to get in there boots and all, actually try and help, that people actually really come to respect them within their role and they definitely respect them as a person, but they respect them as the role of facilitator as well because of what they've done. (Teacher, Te Kauhua)

5.4.3 In-school facilitators positioned as part of the teaching team

In some cases the in-school facilitator remained from the perspectives of members of the school as part of the teaching team.

Perspectives of in-school facilitators

The self-positioning of an in-school facilitator within the teaching team was determined first by the curriculum area within which the in-school facilitator taught and secondly by their need to increase the level of professionalism between themselves and their staff.

Being a teacher, ... teachers aren't regarded as being threatening to everyone, so within the staff room, I've always had really good relationships, no matter what school I was at. But I've had to become a more serious person, because my relationships need to be more serious and professional dealing with professional issues so I can't be just this person who relaxes with staff, and I'm considerably busy but my relationships became more formal with most members of the staff, more professional because I'm in the professional leadership role. (In-school facilitator, Te Kotahitanga)

Some in-school facilitators saw a conflict between their role of supporting teachers and students and their role with data management across the school.

We are doing bits and pieces of data gathering, not spending our time helping teachers raise those students' achievement. (In-school facilitator, Te Kotahitanga)

I collect data, not my forte. Had to work out how to use things like Excel and Data spread sheets and things, they were all new to me. I mean I'm a teacher, I've never had to manage staff before, and those things were all new to me. So I had to learn all on the job. So it has been a huge challenge. I feel a lot more comfortable in the relationship than initially felt. (In-school facilitator, Te Kotahitanga)

The change in mana from being a teacher to being a part of management was seen initially to be a concern. In-school facilitators felt powerless and that they had to prove their entitlement to data.

Another part of my mahi is collecting data. Walking into the office “Oh can I have some data on such and such and such, “what you want that for? You are just a teacher”. So it was managing the change of my role because in the teaching role, I had no right to ask for this stuff but as a facilitator for Te Kotahitanga, it was part of my role. There were power holders in school and they guard the power you know? Information is power so it’s managing those sorts of things without upsetting people. (In-school facilitator, Te Kotahitanga)

5.5 Concluding comments

Facilitators reported changes to their relationships with other members of the school community upon taking up the role of in-school facilitator. The changes to relationships were shaped by the interpretations of the in-school facilitator role within the school community. The interpretations ranged from the in-school facilitator being perceived as part of management to the in-school facilitator being regarded as one of the teaching team. In some cases the in-school facilitator assumed a “go-between” role between management, teachers and whānau. Participants identified advantages for each of these in-school facilitator positionings.

Underlying the changes brought about by the in-school facilitator role were challenges to traditional power structures within schools. Power relationships between facilitators and management were particularly challenged where a facilitator was positioned as a “go-between”. As one Te Kotahitanga in-school facilitator stated “I’m not a teacher anymore, neither am I in the senior management, definitely, well, I AM, but I’m not officially”. One principal saw the role of in-school facilitator in Te Kotahitanga as an opportunity to “take the hierarchy out of the loop” in the professional development work. A Te Kauhua in-school facilitator commented that they found it “hard to stand up to senior management” to progress the project. All such comments can be seen as evidence of a re-examination of power relationships within a school.

Chapter 6: Impact on teacher knowledge, attitudes and practice

The aim of both the professional development projects was to improve Māori student outcomes through developing culturally responsive teaching practices. Evidence of direct connections between improved student outcomes and shifts in practices were not sought in this research. Any suggestions of causal links that are reported in this chapter are based on participants' perceptions of changes to practice and student outcomes in their schools. The chapter firstly discusses the impact of the professional development on teacher practice, followed by evidence of improved student outcomes – broadly defined – and concludes with perceptions of causal links.

The impact of the projects was positive and empowering for many of the principals, teachers and in-school facilitators. Increases in teacher capacity were generally attributed to the project changing teacher knowledge, skills, attitudes and practices. As discussed in previous chapters, a large proportion of participants commented on the benefits of having a facilitator on site at all times allowing for the flexibility of meeting (both formally and informally) in response to specific issues as they arose. Some of the participants acknowledged the importance of increasing cultural understandings as important in the development of culturally responsive teaching. Two important aspects of becoming culturally responsive were enhanced teacher/student relationships and improved teacher expectations. A catalyst for the change were the challenges in both projects to teachers' and principals' deficit thinking about Māori learners. In Te Kotahitanga these challenges were built into the professional development design, whereas in Te Kauhua it was part of socio-cultural inquiry. This chapter discusses the various impacts on practice from the perspectives of the teachers themselves, the in-school facilitator, and the principal.

6.1 Evidence of enhanced cultural understanding

Cultural understanding and culturally responsive practices were recognised as the responsibility of the collective school community.

Perspectives of in-school facilitators

In-school facilitators spoke of the ways in which they worked with teachers to reposition the knowledge, attitudes and practice towards Māori students.

Get the teachers to read the narratives and we ask them to consider repositioning as an educator. We talk around it and we talk all of the issues out and hopefully, theoretically, we get the teachers to consider that maybe they need to shift, re-positioning, so no longer buying into the deficit model of, "there is something wrong or lacking in the family or the community or the child or the structure", and say, "yes, these things might be the case but actually, I can't change that, but I can change what's going on in my classroom, I can be effective in my space with my students". (In-school facilitator, Te Kotahitanga)

Building trust, building trust with the staff is the biggest thing I had to do. There was a fair bit of negativity for a number of reasons that were beyond my control and the negativity that they had come to adhere to around Māori education. (In-school facilitator, Te Kauhua)

A number of the teachers involved in the project came from Europe and South Africa and exposure to Māori culture was either non-existent or very limited. The importance of induction programmes was seen as necessary by one principal.

So Te Kotahitanga operates ways of getting to know what New Zealand regards as effective teaching practice and also the ways of getting to know about issues to do with Māori and Māori education. Without it, if we didn't have Te Kotahitanga operating here, we need something similar to it, to induct these new teachers to teaching in New Zealand. (In-school facilitator, Te Kotahitanga)

Perspectives of management

From the perspective of management, there was an acknowledgement of accepting responsibility for shifts in teachers' and schools' knowledge, attitudes and practice towards Māori students, but that such shifts take time.

It's a huge change you're trying to achieve for Māori in the English-medium and I went into this absolutely fixed in my desire to make a difference for all Māori, I didn't want to take a group of students and hothouse them though, I wanted to do things that were going to make a difference for every Māori student in the school. Now that's the mood really but that to me, that is the only way, if you're talking about Māori in the English-medium, we're talking about all Māori in the English-medium, not just ones who you might identify as nurturing through, you've got to do something that's going to impact on everyone and you don't achieve that overnight, you know, that's a huge development, it takes a long time, I think. So our journey is, I think, well underway, but it's still a journey. (Principal, Te Kauhua)

I do think Māori kids have been the losers on it, very definitely and it's because we've blamed everyone else. For years we blamed the parents, we've blamed the society, instead of looking at ourselves, and what I like about this project is we're looking at ourselves and our practice, not making excuses, and that's cool. (Principal, Te Kauhua)

Perspectives of teachers

One teacher thought that enhanced knowledge, attitudes and practice could generate better relationships through focusing on positive aspects of Māori students rather than always positioning them as "the problem".

So you do tend to create better relationships with students if you're not always feeling the dark side, you're actually dealing with the positive side. (Teacher, Te Kotahitanga)

Some of the participants acknowledged the importance of understanding differences and similarities in regards to the Māori culture. Rather than being an observer one teacher became a participant in kapa haka. Acknowledgement of student prior knowledge and knowing the student outside of the school environment as well as in school were also seen as important.

...And we do the haka and for me, it was really good because what I noticed with my kids is that Māori kids in particular, are really proud of their culture and really keen, they let it, after the first time, I did it and they were like "na, I wanna do it" and there were five or six of them and they were so proud that

my Polynesian kids went up with them and sort of a ripple effect happened...
(Teacher, Te Kauhua)

... bringing in kids' prior knowledge and their culture and acknowledging that and just getting to know the students, even outside of the school, it's just been you know I've always been encouraged to do that. (Teacher, Te Kotahitanga)

6.2 Evidence of improved teacher-student/whānau relationships

The improvement of relationships between the teachers, and students and their whānau related to enhanced teacher knowledge, attitudes and practice.

Perspectives of in-school facilitators

In-school facilitators in both projects highlighted the ongoing importance of teacher-student/whānau relationships generated from teachers conveying that high expectations and enhancing Māori student achievement mattered to them.

I think what's important is that classroom teachers build relationships with their students and whānau ...and then continue to work on those relationships. (In-school facilitator, Te Kauhua)

Most importantly, the relationships are the key, relationships between the students within the class, between school and whānau, between teachers, but in particular within the classroom between teachers and the students. So the quality of that relationship, about the kids being aware that the teachers care for them, care for their performance, hold high expectations with regard to achievement, with regard to behaviour, about culture of the kids are recognised, not only as Māori but also as culturally centred young people. So those are the important relationships in the way that the teachers interact with the students by being warm, being fair, being firm, and enforcing those expectations. (In-school facilitator, Te Kotahitanga)

6.3 Evidence of shifts in teacher confidence

Perspectives of teachers

Some teachers expressed real shifts in confidence through participating in the projects. Many of the strategies and ideas shared in the project, as well as the flexibility of timetabling, were seen as empowering for many of the teachers.

I wasn't very confident, especially the class that I had last year, when they walked in after a few weeks of me trying my strategies and none of them working. I was getting so frustrated. Even one day I walked out of class crying, you know, I thought, what's happening after so many years of me teaching? Where am I going wrong? So this whole programme has built up that confidence and now I go ahead, first try my own strategies, because after all that training that's been given to us, if it doesn't work, I don't get frustrated, I try another one. (Teacher, Te Kotahitanga)

Teachers were motivated to see the project succeed.

It's more motivation. More motivation to see the project succeed.
(Teacher, Te Kauhua)

... So this is my second year but I think it's important that they have that opportunity actually to get an insight into what makes me tick as an individual and they're really good at unpacking us from a point of view of our personality types and I think they play to the skills of the personality types and certainly for me it has been good for building up rather than breaking down. (Teacher, Te Kauhua)

6.4 Evidence of shifts in teacher practice

Perspectives of in-school facilitators

The level of support the project offered to new teachers particularly, inspired an in-school facilitator.

All of my 30 years of teaching, this is the only time that I've had a chance to reflect on what I was doing and the effectiveness of what I was doing. I think that's what teachers are still appreciating, even more experienced teachers say that "wow, it's really good!" but we had such a big turnover of staff here that in fact, Te Kotahitanga becomes the support for all our new teachers. (In-school facilitator, Te Kotahitanga)

Perspectives of management

The professional development, although challenging, provided strategies enabling teachers to make changes to their teaching programmes and provide opportunities to exchange ideas. A principal referred to the in-school facilitation model as 'challenging and supporting' teachers in developing their practice.

It's very, very focused and it's challenging but it's supportive you know, support and challenge, support and challenge. And that is what it is. It's, as I said earlier, training followed by the observational process, followed by all the sort of follow-ups to the observational process, the analysis and the clusters as well. That is effective. (Principal, Te Kotahitanga)

Perspectives of teachers

As a result of the project, teachers were able to critically analyse their own teaching practice.

I suppose just some of the things I've said, that I've talked about those kinds of issues... student agency. No, I think it makes you reflect on what you're doing in the classroom. I think it makes you not take for granted, or it makes you question whether learning is happening, whether effective teaching is happening, whether you're doing the best job that you can, or as good as you can for that lesson, you know, and accepting the challenge that is being put to you that you haven't and wanting to make a difference and wanting to change. (Teacher, Te Kotahitanga)

Another teacher highlights challenges regarding making changes to approaches to teaching.

Oh, totally, it's very effective. It works. I've seen it work. I've been in the scheme now for two years and I've seen the effect it's had on my teaching, not just even in the classes being observed but right across the board. And I know from the other teachers that have done it, that it's actually helped their whole approach to teaching. Which is a really difficult thing to do with teachers - to change their whole mindset. (Teacher, Te Kotahitanga)

Another teacher reflects on whether or not students are engaged in learning and the difference having a facilitator in the classroom makes to practice.

I think, yeah... no, it's good because sometimes I had often thought the students were engaged, and then when I've had a facilitator in there, they've said well actually, these students weren't, they appeared to be engaged. So I've had to re-look at myself and think well, what am I doing? Where am I standing in the class? Am I talking too much? Just a lot of those sorts of things... (Teacher, Te Kotahitanga)

Sometimes a simple idea made a difference. One-to-one planning or collaboration seemed to be a valued component of the project.

... so I took some of their advice that they'd given me last year and I said, "OK, well let's sit down and we'll create a new seating plan, that we are going to be able to individualise these kids to get the very best out of them". So that's what we did, we sat down and we looked at the strengths of the students and we knew the students that would work well together and definitely the ones that wouldn't work well together and we created a new seating plan and it's working, touch wood, for now anyway. (Teacher, Te Kauhua)

6.5 Evidence of developing a community of practice

Both projects fostered the development of communities of practice in schools through reflection on practice and shifts in student outcomes.

Perspectives of in-school facilitators

Using data was an important basis for generating communities of practice as it provided evidence of change through working together on a common cause.

I think the successes were when we did all work together, that we saw some positive data coming out of things, that we saw some change. (In-school facilitator, Te Kauhua)

The observation tool, which was evidentially based, was seen as pivotal by in-school facilitators and school management in Te Kotahitanga professional development as a powerful means of initiating professional learning conversations amongst participants.

I think that the major difference is the use of the tool, the observational tool itself, because it's a good starting point for us dealing with the teachers because you can say this is what I have seen in the time that I've been in your lesson. The way the structure that we established here with giving feedback is

the format which is not threatening to anybody, but stimulates discussion and selection. (In-school facilitator, Te Kotahitanga)

The observation tool is based on what the Māori students said about what makes an effective teacher. So it measures things like engagement with the students, measures the types of interaction between the teacher and students, looks at where the teacher is in relation to the students, how they are repositioning themselves. Then over the page, after the lesson, feedback, there are categories on the relationships. The teacher needs to speak about the evidence in that lesson that they are developing those areas. Honestly, excellent wonderful conversations out of it. (In-school facilitator, Te Kotahitanga)

I don't see any other model actually producing the same positive results in terms of achievement results of up-skilling of teachers and creating a professional learning community within our school. (Principal, Te Kotahitanga)

Perspectives of teachers

Many teachers valued a collaborative approach of sharing ideas and strategies with other teachers and the in-school facilitator. Teachers had the sense of working together and being on the same journey.

It was a very very interesting two years and it promoted a lot of discussion amongst the staff, a lot of critiquing. So I also feel it promoted a lot of honesty and a lot of just professional dialogue. So I think that was a huge benefit of it, just all the professional dialogue that resulted. (Teacher, Te Kauhua)

With an in-school facilitator you do the PD together, we're all on the same track, we all know where we're going, then we've also got somebody within the school to actually talk to about it, oh this really worked, loved that, this fell on its face, never doing that again, it was a complete disaster. If you've got a PD day you don't have anyone to give that feedback to, you don't have anyone to say, how about you try it with another class? (Teacher, Te Kauhua)

Also they would go around all the different teachers and say, "Ok, what reading strategies do you have?" And we'd put all our ideas together and then they would also release some of us teachers, like taking our classes while we went to other teachers. (Teacher, Te Kauhua)

...but with the in-school model, having hui, talking, everyone sharing ideas and that, it's just been really effective because sometimes you try something and you think it's not working because of you, and then you get together with the others and then realise that OK, we're all in the same boat, you know. (Teacher, Te Kotahitanga)

Teachers were recognising that the way to overcome the issues of time and workload was to develop professional learning communities within the staff where strategies and pedagogies were shared.

If the onus is left on the individual I think the individual gets snowed under. If it's put to a group then you feel a collective responsibility and then I think there's a better product at the end of it. (Teacher, Te Kauhua)

I think certainly the sharing of ideas in the cluster meetings, that for me is one of the main things I get out of it, the way we're clustered is we often teach the same students so we can share successes and ways to deal with certain things and perhaps information that will be useful in terms of how to deal with a situation when it arises and that kind of thing. (Teacher, Te Kotahitanga)

...the teachers who are in this team, it is such a good, valuable sharing of experiences – oh yes, he seems to be much more focused in my class as well – OK, this is what he did, Jo Bloggs did a wonderful job of this, what about your class? And then that person would give an idea – I did this particular activity, it worked amazingly well – so that all of us are sharing it. (Teacher, Te Kotahitanga)

6.6 Using evidence to track Māori student outcomes

The initial challenge of needing to know exactly where their Māori students were placed in terms of outcomes was a catalyst for collecting and analysing student data. Once the pattern of achievement had been established through data gathering and analysis it was then important to establish school-wide processes that would work for their school. The impact of this was that change was made and measured collectively and that the successes were shared school-wide.

Perspectives of in-school facilitators

In-school facilitators considered that teachers were being challenged through the evidence to rethink themselves and reposition themselves within their practice. For some schools the data had made the issues real for the teachers and had brought home the realities of achievement at their school. It was believed that this impacted on the personal accountability the teachers took for student achievement. The evidence proved that they had to act on it, had to do something about it and had to take responsibility for the results. This was seen to happen on an individual basis and within communities.

I'm generalising a bit here but having that extra level of responsibility and accountability as well, especially with things like using data to improve their teaching practice, that was teachers doing their own analysis of their classes while I was doing the school-wide analysis. But also the principal was reading about it and factoring it. Ranking all the classes within the school, we did it anonymously in terms of we didn't say which class was which but we told the teachers which class they were so they would go "Oh no, I'm in the real bottom of the school, in terms of achievement here" and that was very challenging for some of them, well actually all of them who were down the bottom, but they responded as well. One of the bottom ones said to me "I knew that my reading programme was stink!" and "I've already started working on improving it" so it has empowered them. That responsibility. (In-school facilitator, Te Kauhua)

Actually getting teachers to look at the statistical data and their teaching practice. How do you know they are under performing? Do you know what they are doing? As a cohort do you know whether the Māori kids are performing or under performing? Well, the biggest challenge would be, do you know where your Māori students are? No. So we did a complete audit of our Māori roll and shared with the staff where each child is. (In-school facilitator, Te Kauhua)

We now have a common currency so that we can look at student achievement, everybody is using the same excellence, merit, achieve, and they are able to print out their stats and inform their teaching practice from what the stats are telling them. (In-school facilitator, Te Kauhua)

I also think that the use of data, taking teachers back to see the data to adjust the needs of these students and then actually teaching a kid something that they need to learn rather than something that all the classes are doing. (In-school facilitator, Te Kauhua)

Perspectives of management

Similarly school management considered basing decisions about student engagement on data as a very effective way of ensuring that the professional development matched the school context. This included establishing processes to enable use of the data.

It's been very effective for us. Around the student engagement, 'cause the other thing it's enabled us to do is to establish processes around evidence-based decision making and data, analysis of data, gathering an analysis of data, again because the facilitator's in-school, we've been able to develop something that's going to work for our school. (Principal, Te Kauhua)

A principal asserts that by following what the research suggests in terms of student achievement will have positive impacts in relation to outcomes of the project.

But if you are to believe the hypothesis of the research then you have to accept that moving the teacher means moving the kids and the evidence is pointing that way. It's early days but I know the evidence is pointing that way. (Principal, Te Kotahitanga)

For two schools the gathering and analysing of data for the project drove evidence-based changes to practice in other curriculum areas. It was felt that the skills acquired through their participation in the project were readily transferred into other curriculum areas.

It's also given, really given, an opportunity for other teachers to follow to be able to follow the different ways of data gathering analysis and it's really really driven some of the other areas. I mean, we needed to develop better guided reading programmes, better numeracy programmes so it's all that, it's given us that impetus or confidence to be able to go and do that, to go and find out what you know what are the issues around our teaching programmes and then allow the teachers, give the teachers that data and information that they need to make the right decisions about their programmes. So it's given everyone that little bit of confidence, you know we've built on it. (Principal, Te Kauhua)

Being involved in those positions too, people see an opportunity to be able to spread the word, I suppose. "Did you notice this?" "Did you notice from that bit of data there, what's happened with our Māori girls" for instance. We got some data around reading from last year where our Māori girls were the best readers in the school. But we also identified that our Māori boys needed the most help and support as well. Which was the same as it was two years ago, but Māori girls were just above them. It's obviously working in some way what we're doing, and in fact Māori boys have improved but they just haven't jumped ahead like the girls have for instance. So when you're showing that

kind of data and all of a sudden the teachers see what we're talking about is credible. So it's a whole belief in what you are doing. (Principal, Te Kauhua)

Perspectives of teachers

Teachers held similar views of the importance of using data to track student progress.

I mean if we're looking at, you know, I know for English last year our Māori student achievement levels increased and at the end of the day it's still very new and we're looking at it. We're hoping that that is going to be an ongoing flow from last year's year nine students, we've got data that says, OK this is where they were at the beginning of the year, this is where they're at now. (Teacher, Te Kauhua)

On that practical level in terms of information and analysis, it's made me more aware of how we can utilise statistical data to improve the outcomes for kids. (Teacher, Te Kauhua)

6.7 Concluding comments

Teachers and principals described experiencing increased motivation through being challenged to develop culturally responsive practice. Both Te Kauhua and Te Kotahitanga examined culturally responsive practice through challenging deficit views about Maori learners. In Te Kotahitanga this was through teachers reading student narratives and facilitators “ask[ing] them to consider repositioning as an educator [and] talk[ing] all of the issues out .. and get[ting] the teachers to consider that maybe they need to ... reposition, so no longer buying into the deficit model” while in Te Kauhua it was “bringing in kids’ prior knowledge and their culture and acknowledging that”.

A key element that supported the ongoing development of culturally responsive practice was through systematically tracking increased student achievement and engagement. Participants in both projects saw such tracking as a key element in changes to teacher knowledge, attitudes and practice and on-going reflection on those changes.

The gathering of evidence of student outcomes helped teachers develop their knowledge and practices in a number of ways. For instance, participants reported that they now realised the importance of evidence-based decisions in considering the efficacy of changes to teacher practice. They also used evidence of student achievement to inform reflection on their practice. Furthermore in-school facilitators saw the use of evidence being a catalyst for schools taking responsibility for student outcomes. Using evidence efficiently also drew attention to establishing processes whereby this could happen.

The use of student outcome data patterns and tracking changes in teacher practice also underpinned the development of professional learning communities. Te Kotahitanga observation tool, in particular, was a powerful initiator of professional conversations.

Chapter 7: Impact on student outcomes

Evidence of impact on student outcomes fell into three categories of student engagement, student retention, and student academic results. The three categories reflect the fact that student outcomes in both projects were considered more broadly than just student academic achievement. The previous chapter discussed the use of evidence by teachers and schools where building teacher capacity was seen to have direct benefits in relation to student achievement. This chapter discusses evidence of changes to patterns of student outcomes.

7.1 Evidence of student engagement

Participants' comments about student engagement were varied and included focusing on a specific learning area, providing stimulating material and context for learning that students would connect with, and keeping the learning positive for students.

Perspectives of in-school facilitators

Tracking through the observation tool in Te Kotahitanga was a powerful means of tracking student engagement.

By Observation Four last year, the percentage of the students who were 100% engaged went from 0 up to 61 which is pretty good. The data, in the last couple of years, show that interactions and relationships had improved within the classes that students are more engaged and teachers are more effective teachers. (In-school facilitator, Te Kotahitanga)

Perspectives of management

A clear focus for observations was important to tracking student engagement. This took time and sometimes was explicated through an initial focus on a single subject area.

So it took us a while to work out and decide what we actually wanted to be seeing and it's actually taken us the whole two years to put that all together. We focused in on guided reading to start with. We got that right. (Principal, Te Kauhua)

Perspectives of teachers

The importance of contextually relevant material was one way that teachers found to engage students in learning.

So, I mean that's one of the things that we've focused on, looking at what sort of material we've been providing for reading. So I mean that's a plus. And you know student engagement, can the kids relate to this text or you know, right from the start you've got to hook them in somehow. (Teacher, Te Kauhua)

Engagement was also seen as providing pathways to build student confidence.

The students are not shy to talk anymore. They are not shy to say "I've got a problem with this". They know that there is support. (Teacher, Te Kauhua)

Building student capacity for engagement in learning takes time and for the teacher to be prepared to try different things.

I can only go from my experience, I think student engagement, you have to judge your class, and it depends on the content of your lesson, but I think overall, I think that's what we're aiming for. Sometimes the kids don't want to engage, for whatever reason, and you can have the more cooperative lesson prepared and if they don't buy into it ... you know ... so I think the things are in place for engagement to happen, and I think from my experience, sometimes it does and sometimes it doesn't. But I think overall you're sort of moving forward, it might be tiny little incremental steps, but I think it's getting there. (Teacher, Te Kotahitanga)

Learning from each other in a cooperative group learning structure was seen as something that contributed to student engagement. This was thought of in contrast to didactic teaching methods.

I've realised how important for our Māori students these group activities are. They learn a lot from each other rather than the teachers standing by the board and talking and talking and talking. I find fewer students are not on task, I find them engaged, I find them enjoying maths. (Teacher, Te Kotahitanga)

Some schools had evidence to show that increased student engagement had been the catalyst for improvement across student outcomes and that the increased levels of participation and engagement had permeated to other students.

Behaviour, the whole behaviour changed, they took responsibility for their actions, so it was not only the achievement that improved, their behaviour improved too. They were so courteous, polite, loving, shared things with me, their attendance improved. So I mean it didn't bring one change, it brought a whole scenario of these changes, I was amazed. I didn't believe it when in the beginning of the year we were shown all this data, I thought how is it possible you can change like that? No other strategy worked, I had been to other professional development courses in the past but this was the one which changed the whole approach, changed the Māori students in my class. Yes, the focus is on Māori students because we need to close that gap, but it has changed everyone's attitude. I fully recommend it to each and every school in the country, that's how good it is. (Teacher, Te Kotahitanga)

Some teachers expressed that in-class support by the in-school facilitators with strategies and ideas had an impact on student engagement and learning.

Like with us learning how to take groups and different learning strategies and things. The kids became more involved because we were becoming more knowledgeable about it. So we were becoming more passionate about it. So they wanted to learn. (Teacher, Te Kauhua)

7.2 Improved student retention

One principal commented that student retention arose from activities such as kapa haka and the Gateway initiative. Such activities became a catalyst for greater numbers of students staying on at school and their successes encouraged other students to stay on.

Just in terms of measuring kapa haka, for example, where that was, as a skill level, twelve months ago and where it's at now, it's just so exciting. It's made a

difference though in terms of retention of Māori in the senior school and that's another step that we can make. We're making progress now. The other thing – Gateway has also come into the school because we became eligible last year and out of the thirty four students who participated in the Gateway programme, ten were Māori, so again that retention is also meaning that we've got students accessing other opportunities apart from the stock academic but also the more vocationally focused, leading to other national certificates and pathways through into apprenticeships and the Polytechnic courses. So that also ... shows that things we are doing are helping retain Māori students through. And the other thing ... I want to see, over the next year or two, is the role modelling in the senior school because that's been an issue for us. We have not retained Māori students in the senior school well and so just that greater retention of Māori who are achieving well and achieving significantly within the school, ... I expect it'll just keep feeding on itself and that's what we now want to just keep fostering. (Principal, Te Kauhua)

7.3 Improved student academic outcomes

Most schools stated that there had been shifts in student outcomes and that they were working on robust systems to track these. However, it was acknowledged that improving student outcomes takes time and requires on-going development. It was also noted that data collection and analysis varied from school to school, but that analysis of data was central to shifting practice.

Perspectives of management

Members of school management across both projects spoke of the types of data that provided clear evidence of shifts in student academic outcomes. These data sources included asTTle scores, NCEA levels, and reading scores.

The results from our school indicated that our teachers are making a difference for Māori students and Māori kids in their target classes made above-average growth. Māori girls moved from being well below Pākehā [students] at the beginning of the year. By the end of the year, they were getting the same results on average as Pākehā girls, significant improvement. We're getting some affirming data there; it's been particularly at year nine and ten when we're looking at our asTTle scores and some of the benchmark tests they're using. So we've had just some wonderful, affirming data on what these kids are being able to achieve in year nine and ten and I just want to be able to track those longitudinally. (Principal, Te Kotahitanga)

In terms of NCEA achievement we went from, in 2004, 21 students achieving level 1, to 34 students in 2005 in year eleven; in level 2 thirteen to fifteen. (Principal, Te Kauhua)

So they started to believe in it. ... "Did you notice from that bit of data there, what's happened with our Māori girls" for instance. We got some data around reading from last year where our Māori girls were the best readers in the school. (Principal, Te Kauhua)

Perspectives of teachers

Similarly, teachers spoke about their sources of evidence as being reading levels, English, asTTle scores and the unit standard level.

I know for English last year our Māori student achievement levels increased. (Teacher, Te Kauhua)

Because we've practised reading last year, a lot of my kids, actually all of them improved, most of them have improved between one, some of them improved three levels. (Teacher, Te Kauhua)

With my two target classes, we've had (asTTle) tests and the kids have gone up. There has been a marked improvement from the beginning of the year till the end of the year, and I've put that down to, well, not just what I'm doing in my classroom, but what other teachers who are involved with their reading and writing, the language teacher, English teacher, what they're doing. And the two classes that I'm concerned with, all of us are on TK. So I think there is a positive outcome. (Teacher, Te Kotahitanga)

[Students'] whole attitude changed. They started attending classes regularly. There was a big difference in their achievement. A lot of them have made it to the middle stream year eleven class. ... So there is a positive sign here that these students who would have all gone and done a unit standard course this year [if their achievement had not improved], have actually now gone into a mixed achievement unit standard class. In fact there are about, I think from the top of my head, there are three students who have gone into a full achievement course this year, so the evidence is right there. (Teacher, Te Kotahitanga)

7.4 Concluding comments

Evidence of improved student outcomes from the perspectives of all groups of participants was strong across both projects. A broad definition of student outcomes such as described by Alton-Lee (2003) was assumed in the discussion of the impact of shifts in practice in the schools participating in Te Kauhua and Te Kotahitanga. The student outcomes that emerged from the data were grouped into three categories of student engagement, student retention and student academic outcomes.

Aspects of practice that enhanced student engagement included using contexts students see as relevant to them and incorporating a variety of teaching approaches such as cooperative group work. Enhanced student outcomes were also seen to have a positive motivational effect on those students who were slower to engage with learning. The spreading effect of positive outcomes for Māori students underscores the importance of time in ensuring that the trend of improvement is sustained.

Chapter 8: Challenges to sustainability

The real one to watch is your sustainability, bringing people on. (Principal, Te Kotahitanga)

The need to maintain the momentum of the professional development was seen as essential to sustainability. On-going training and professional development was to drive sustainability with a number of challenges to sustainability being identified by participants. These included time and money to support teachers' longer-term involvement in the professional development; unintended consequences arising from challenging teachers' beliefs; distinguishing between Māori student achievement and all student achievement; ensuring positive engagement with whānau; and the extent to which projects reflect the context of the school. The final section of the chapter discusses two possible strategies for sustainability that focus on the human resource – co-facilitation and succession planning.

8.1 Time and money

Time and money were both identified as challenges to the sustainability of the professional development. One developer recognised the challenge for in-school facilitators of managing the involvement of all teachers. Therefore, it is important for all those engaged with such an initiative to acknowledge the time and energy required for implementation that is effective in raising student outcomes through shifting teachers' knowledge, attitudes and practice.

How to get around all the teachers, how to actually timetable it all. How to get all the teachers on board, how to get them all involved, how to handle teachers who don't want to be involved. That's lessening as people come on board. Just how to manage time I think is a major thing. ... I think the biggest challenge is schools and us and the Ministry all realising how expensive this is. How time consuming and how labour intensive, I don't mean expensive, I mean labour intensive. In that if you really want to bring about change in practice, that its labour intensive, you have got to spend the time, money and energy on teachers. (Developer, Te Kotahitanga)

Perspectives of in-school facilitators

The workload of the in-school facilitator was considered to be high and in-school facilitators put pressure on themselves to equitably meet contractual obligations for all teachers.

Challenge is always to get through the mahitahi ... making sure that everyone gets appropriate observations, feedback, co-construction and shadow coaching after that. To fit them all in the term to make sure those teachers are really getting not only one follow-up, but many follow-ups. (In-school facilitator, Te Kotahitanga)

On seeing the increasing workload of the in-school facilitator the teachers became concerned about the potential flow-on effect to them.

Probably the biggest thing that came up was about the expectations on the staff. There was a lot of talk about workload ... and it was just the general tension at that time. (In-school facilitator, Te Kauhua)

In-school facilitators also spoke of the need to have sufficient and on-going internal funding to ensure the continuing implementation and development of the project.

Because the board of trustees had targeted this area, there is funding available. So even if the Ministry pulled the funding, in some form, we will survive under the umbrella of a professional learning community. (In-school facilitator, Te Kotahitanga)

When the funding runs out, if the systems aren't in place to embed the changes then the changes don't make permanent change so that was always in the back of the facilitators' minds, how was this change going to be embedded in the school culture? (In-school facilitator, Te Kauhua)

Perspectives of management

The initial challenge was seen as having the time to find out exactly what it is that is currently happening in this school.

The in-school person needs to have that time to work out what are actually trends in the school. They need that initial period of time not so much trying to get out there and push it, but to do the research and to find out what is going on. (Senior management team, Te Kauhua).

Some principals commented about funding, while others saw the value of an in-school facilitator who, through being familiar with the school, could guide the development of systems to sustain the initiative.

In terms of sustainability after the contract as well, because sometimes that's a danger, you get that resourcing and you do great things, and then the resourcing goes away and what do you do? But it helps you to feed things into your systems when you've got an in-school facilitator who has a knowledge of your systems and actually can have a really good eye on how we're going to sustain things, what are the things that you can embed in your systems and how can that happen? (Principal, Te Kauhua)

8.2 Challenges in shifting teacher beliefs

Changing teacher beliefs was seen as a challenge by both in-school facilitators and by management.

Perspectives of in-school facilitators

In-school facilitators spoke of needing to adopt a strength-based approach through building on what teachers are doing well in terms of lifting Māori student achievement.

What do YOU believe in? Maybe you'd better change it and that's SO challenging! Cos it's personally challenging. (In-school facilitator, Te Kotahitanga)

Some teachers are well and truly entrenched in their own work systems and its knowing how to humour them along. (In-school facilitator, Te Kauhua)

Perspectives of management

Principals spoke about teacher resistance and the unresponsiveness, in particular of the secondary system, to the challenge of changing their practices towards Māori students.

There are some people who believe “no I don’t need to do that because I’m pretty effective anyway”. (Principal, Te Kotahitanga)

I think the main challenge is resistance and you’ve got to expect it. ... I think the secondary education system is unbelievably slow to change. Racism is one of the things that we have to confront and we’ve had to do that here. (Principal, Te Kotahitanga)

Perspectives of teachers

One teacher spoke of a concern that Māori were still being treated as a homogenous group and that teachers had pre-determined ideas about effective pedagogies for all Māori students.

Sometimes I feel as though the programme is treating Māori as if they are homogenous, as if we are homogenous. And I know from the students that I teach that that’s simply not the case. But [teachers] do seem to treat all Māori students as if they will only learn in one particular way. (Teacher, Te Kotahitanga)

8.3 Challenges in engagement with whānau

Engagement of whānau was seen as a challenge in terms of how they were regarded by the school. This was acknowledged by a developer when she spoke of the need to see whānau as an integral part of the school learning community.

It’s also positioning whānau members as both teachers and learners. I think that in traditional models we’ve looked at whānau either as learners who may need additional literacy support or whatever support; or we’ve used them to run the kapa haka, or to be sports coaches, or to be whatever. What we’re endeavouring to do with Te Kauhua, in this phase, is to reposition whānau as an integral part of the teaching and learning dynamic. We want to invite whānau to contribute to teachers’ enhanced pedagogical practice, particularly in terms of their cultural expertise, and we want them to be involved as active participants in their child’s learning. (Developer, Te Kauhua)

This developer (Te Kauhua) believed that a less compromising approach was still required and that schools’ efforts to engage whānau particularly where their children’s learning was concerned, should be unwavering.

...what are the most effective mechanisms that as a school and as a whānau together we can identify and build on to grow the productive partnership? One of the things I guess that we are being really uncompromising on - is engaging whānau in their children’s learning, and their children’s achievement data, be that social achievement data or academic cultural achievement data. (Developer, Te Kauhua)

Perspectives of in-school facilitators

In-school facilitators expressed concerns at 'doing the project to parents' rather than consulting with them.

There has been stuff in newsletters and hui but it wasn't really consultation because the programme was all set and it was also aimed at teachers. (In-school facilitator, Te Kotahitanga)

Getting the parents on board without us sounding like "Well the government told us to talk to you" ... and that is the only reason that we are doing it. So the challenge is to not do it because it's prescribed that we have to do it but do it because you really want to do it. (In-school facilitator, Te Kauhua)

Preferable to advertising the value of Te Kauhua or Te Kotahitanga it was hoped to sell it through increased student achievement and successes.

Rather than saying to the parents, "let's have a hui to talk about looking at the teachers and how we could improve them, so that the kids do better". I would far rather that it happens this way, which is we work with the teachers and teachers are impacting on the students, students are going home, saying "mum, I've got an A!" and mum coming to school and going "my kids got an A! What happened?" You know what I mean? Then it's natural. They are coming for a reason. They are coming not because they are going to ask you about another project that we are doing to Māori, but they are coming because their kids are doing better and coming to find out WHY. Engaging. (In-school facilitator, Te Kotahitanga)

Two schools approached the problem with a philosophy more aligned to tino rangatiratanga and questioned what whānau engagement looked like from a whānau perspective. Instead of the school saying "this is what we believe whānau engagement to look like", they are consulting with their whānau communities and asking "what do you believe this will look like?"

What we're going on to next is actually saying, "What is whānau engagement?", "what does whānau engagement look like?" ... Does it look like the parents and caregivers are on the sports field supporting the kids that way? Does it mean parents and caregivers supporting kids in the arts, music, and kapa haka? Does it look like we can ring them up and get into a conversation with them without getting everybody's backs up, knowing that if you pick the phone up they'll be down at the school in an instant. (In-school facilitator, Te Kauhua)

Issues with the whānau, I mean a lot of them still find the school inaccessible and the only times you see them are when the students are in trouble. What do we mean by whānau engagement? And what do they mean? What does the whānau want? And are they happy with what they get? And if not, why not and how can we empower them more? Because I think it's about empowering them because I think we've got all the power. I think they're very busy, they're under pressure themselves in their own lives..., or they didn't have success at school themselves and they feel isolated from it and, you know, alienated, so there's heaps of things, and you've got to empower them more then maybe they'll come forward more, so it's a difficult thing. (In-school facilitator, Te Kauhua)

Perspectives of management

School management saw some of the school structures as confounding the problem of whānau engagement.

Huge challenges in engaging our whānau and you know that has a lot to do with I suppose the nature of an intermediate school and how less convivial it is in relation to a primary school. You have to work very hard at engaging parents and having little chats to build up those relationships and you've only got that two-year factor as well. The other thing I've heard parents say is "well we get involved at primary and then we send them off to intermediate and we think well, we'll have a bit of a rest now from school activities and maybe get more involved when they go to high school because they are going to be there for five years". So that was the biggest challenge I think, overall is our ability to manage the whānau engagement side of things. (Principal, Te Kauhua)

People are now talking about the project and they're feeling really good about our school and in fact, I think I've got it here – the results of our consultation with our Māori community, what I did, I sent a letter to all the parents of Māori kids in our school, with some starter questions for the consultation. When they came back – what do we do well in relation to Māori achievement? (Principal, Te Kotahitanga)

While there were challenges in getting whānau perspectives in this study, a previous study (Tuuta et al., 2004) reported that "there was increased representation of Māori in schools through Māori staff employed, Māori members on boards of trustees, Māori interacting in the school setting, past Māori students returning to the schools as roll models, and Māori tutors". The study also noted "that facilitators in schools continue to explore ways of engaging whānau more fully in their schools". A recommendation of the 2004 report was for further research into "involving whānau [as] critical to raising Māori student achievement. Ways of doing this need to be explored further". This is clearly the case with the challenges reported here in getting whānau perspectives in this study.

8.4 Contextualising of projects

When discussing the issue of sustainability participants recognised the need to contextualise the project for their own school.

Perspectives of in-school facilitators

I do believe that for Te Kotahitanga to be sustainable in the school, we are going to need to develop our own systems to meet our own needs. (In-school facilitator, Te Kotahitanga)

Perspectives of management

One principal talked about ensuring that the underlying principles of the project remained while at the same time allowing for contextualisation.

I'm being entirely selfish here; I want our kids to have the best possible deal. I want our Māori kids to be the best in New Zealand because we've got quality trained teachers, so in terms of changing the projects, the fundamentals won't change but how we do it here, we're beginning to change, but not so that it

jeopardises or compromises the underlying principles. (Principal, Te Kotahitanga)

8.5 Ways forward

8.5.1 Co-facilitation

Two colleges, one working with Te Kotahitanga and the other with Te Kauhua spoke of a co-facilitation model of in-school facilitation which may provide a pathway for other schools to follow. The model of co-facilitation was seen to provide internal school support to those in the in-school facilitation role by recognising that this was a team approach rather than being dependent on one person. It was believed that co-facilitation sent a strong message of tino rangatiratanga: this is our collective approach to our collectively identified issue.

Perspectives of in-school facilitators

In-school facilitators recognised the need for the two in-school facilitators to complement each other personally by getting along, while also valuing the complementary nature of professional skills each brought to the role.

If you're having co-facilitators you've got to have people that can work well together and that have respect for each other professionally. (In-school facilitator, Te Kauhua)

We already sort of knew each other and we probably both respected each other, so yeah, basically we just slotted in together really well because we're similar personalities. (In-school facilitator, Te Kauhua)

Perspectives of principals

One principal encapsulated the strength of co-facilitation as a means to sustain the project when staff leave, to share the workload and to embed the philosophy of the initiative.

We had the idea of a lead facilitator and a co-facilitator and so that allows for good people leaving, which has happened to us, at least on two occasions, so it's sharing workload and it's also really about just providing some sense of, I've always talked to Russell Bishop about succession planning and it's also, some of the work that I've been reading, I'm very interested in the notion of sustainability, I'd like to think that there were some core values and some things that would continue, they would change of course, they'd adapt. (Principal, Te Kotahitanga)

If you wanted to change you need to make sure the change is sort of, it's well grounded in the school so the poor person is not the lightning rod for everything that's happening, and so we've actually always right from the start have said that we wanted more than one facilitator, so we're probably the first school that has looked at a bit of a team approach so we've had the notion of bringing people on, which is also, fits into the theme of Kotahitanga really well. (Principal, Te Kotahitanga)

Having a co-facilitator who was also a fairly senior staff member was also really important in terms of providing that kind of credibility around the work and the skill base around the work. It is seen as a team effort that the senior management in the school is committed to so it's not just one person banging

on and on their bandwagon but something that really is part of the whole school moving forward. (Principal, Te Kauhua)

Perspectives of teachers

From the teachers' perspective there was value in having a second person to talk with.

I think it's been successful because they both bring different strengths, ones a scientist, a researcher, I mean it's what they do, you know, so he's done a lot of that kind of work, and not to say that she hasn't because she has as well but I mean they both work to their strengths, which is actually really good. I think having a single facilitator is fantastic but I think when you've got another person there that you can bounce ideas off that you can both work to your strength, it's just bringing even more to the role. (Teacher, Te Kauhua)

8.5.2 Succession planning

One developer commented that it is important to have someone in training for the position at all times.

So if you lose your lead facilitator you're in the cactus so you've got to have someone else who's training up to take this job on all the time.

Schools reinforced this when they described changes in personnel as one of the main challenges for sustaining the model.

New staff, getting new people, staff turnover big challenges because it takes money to get them to get the grasp of it and to do the same all over again. (In-school facilitator, Te Kauhua)

I suppose the challenge would be if I left, or should I say, when I leave, I'm not going to be here forever, and when the board changes, will the principal and the board still be committed to Māori achievement? Because you don't want to ever be dependent on one person who might leave. That's my and our board's way of ensuring sustainability and succession planning because I feel the more people who are trained up in that methodology, the better for this school. (Principal, Te Kotahitanga)

8.6 Concluding comments

Attention to the people resource that is at the heart of such initiatives is critical to success. The challenges to sustainability were seen as many and varied, from time and money to countering teachers' institutionalised resistance to change. As the developer of Te Kotahitanga said, "the biggest challenge is schools, and us and the Ministry all realising how expensive this is, how time consuming and how labour intensive". Ways of addressing the problem of sustaining an initiative might be through having shared leadership of the project in any one school. Co-facilitation supported by succession planning is a possible way for a school to ensure that the ideas introduced to teachers were interpreted through practices that were beneficial to Māori students, and engaged whānau through celebrating student successes.

Hutia te rito o te harakeke
Kei hea te kōmako e kō?
E pātai atu ahau ki a koe,
He aha te mea nui o te Ao?
He tangata, he tangata, he tangata.

When you slice open the heart of the flax plant
Where will the Kōmako sing?
Let me ask you
What is the most important thing in this world?
It is people, it is people, it is people.

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Appendix A: Participants in this study

Table 1: Overview of participants

	Schools	In-School Facilitators	Principals	Heads of Department	Teachers	Whānau*
Te Kotahitanga	School A	2	1		2	1 Group
	School B	1	1		3	1 Group
	School C	1		3	2	
Te Kauhua	School D	1	1		2	
	School E	1	1		3	
	School F	2	1	1	3	1 Group
Total	6	8	5	4	15	

* About three people in each whānau group

Appendix B: Design of the two models

Table 2: Overview of the commonalities and differences between Te Kauhua and Te Kotahitanga

	Te Kauhua	Te Kotahitanga
Capacity-building for ISFs	2-day training hui	4-day training hui
Challenging deficit thinking	Action research	Narrative methodology
Collecting and analysing data	Action research cycle	Programmatic cycle
Data on pedagogy	Action research cycle	Effective Teaching Profile
School sector involvement	Primary and secondary classrooms	Secondary classrooms

Table 3: Specific design features of Te Kotahitanga

School	Te Kotahitanga (School A)	Te Kotahitanga (School B)	Te Kotahitanga (School C)
Appointment of facilitator	<p>Emerged from involvement in Te Kauhua Project (ISF1)</p> <p>Volunteered to be an assistant to the existing ISF (ISF2)</p>	<p>Volunteered for the ISF position and this was accepted by management. (ISF)</p>	<p>Involved from the beginning as a teacher and then appointed to the in-school facilitator role. (ISF)</p>
Training	<p>Four-day hui for ISF professional development</p>	<p>Four-day hui for ISF professional development</p>	<p>Four-day hui for ISF professional development</p>
Support (Internal)	<p>“Teachers are acknowledging the benefits of this programme. I get day-to-day support, encouragement and acknowledgement from the deputy principal.” (ISF)</p> <p>Management Unit (P)</p>	<p>“The principal made sure I was properly resourced ‘whatever you see you need – I will resource them for you’.” (ISF)</p>	<p>“The principal, staff and paid someone to collect the data.” (ISF)</p>
Support (External)	<p>One visit from the research team to model observations and feedback (ISF)</p>	<p>Visit from Te Kotahitanga creators Professional development hui and training (ISF)</p>	<p>“The research team came in and began the process with us so we didn’t get just thrown in.” (ISF)</p>

Table 4: Specific design features of Te Kauhua

School	Te Kauhua (School D)	Te Kauhua (School E)	Te Kauhua (School F)
Appointment of facilitator	Approached by management and offered the ISF role. (ISF ³)	Approached by management and offered the ISF role. (ISF)	So as to promote team building the school decided to appoint co-facilitators. (ISF 1, 2)
Training	Professional development hui	Professional development hui. (ISF)	Professional development hui (ISF2)
Support (Internal)	<p>“The principal has supported everything we wanted to try or implement”.(ISF)</p> <p>“The Board of Trustees has supported us”. (ISF)</p>	<p>“The principal, big time, he absolutely believes in what we are doing. In our particular case, having the support from the curriculum director was very important too.” (ISF)</p>	<p>“Everybody has supported us, the principal, management team, fellow teachers, co-facilitators and the Te Kauhua mob, academics within my community, links with whānau.” (ISF1)</p>
Support (External)	<p>Continued support from the cluster (ISF)</p> <p>“The developer supported us through the Action Research.” (ISF)</p> <p>Inter-school support within the facilitators network (ISF)</p>		

³ The information in brackets indicates the source of the information; ISF as in in-school facilitator (in some cases there is more than one ISF), P as in principal.